



THE MARIST SCHOOL

School DfE No: 868/6013

Pupil Anti-Bullying Policy Pt3,10

**Excellence as a habit not an action.
Excellence in who we are; Excellence in what we do;
Excellence in our service of others.**

Ratified: 18th January 2024

**Renewal: 18th January 2027
reviewed annually**

Feet on the ground. Reaching for the stars.

ANTI-BULLYING POLICY AND PROCEDURES

AIMS

This policy has been drawn up in keeping with the Gospel values of love, respect, truth and justice. To recognise Christ in each individual is a key concept and everyone attending the Marist School has a right to feel part of a caring, secure, supportive environment. **Therefore, bullying in any form is unacceptable and will not be tolerated.**

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. All members of the school have a responsibility to recognise bullying and take appropriate action in accordance with the school policy. We consider the pastoral care of the pupils to be of prime importance. In class this largely rests with the class or subject teacher. However, it is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in classroom, locker room, cloakroom, the playground or any part of the school.

All staff and volunteers at The Marist School are expected to treat each other with a professional level of respect. All pupils and their parents are treated fairly and with consideration and we expect pupils and parents to reciprocate towards each other, the staff and the school.

In promoting spirituality and good citizenship, pupils learn to show concern for others, and to recognise that bullying takes the form of anti-social behaviour which is in direct conflict with our school ethos and values. We are a 'TELLING SCHOOL' and records of bullying behaviour are kept to enable patterns to be identified.

Parents/guardians have an important role in supporting The Marist School in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can occur through several types of anti-social behaviour. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability, (as defined in the Equality Act 2010), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social media, mobile phones, text messages, photographs and email.

A feature of bullying in School is that its existence is not always immediately known or suspected by those in authority. Bullying can take place between pupil and pupil, staff and staff and staff and pupil.

Bullying can be:

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours,*

e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

- *Physical harm or its threat including the abuse of personal property* – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- *Cyber* – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on.
- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group.
- *Cultural* – focusing on and/or playing off perceived cultural differences and so on.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, transgender or perceived as gay. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – spreading rumours, writing or printing unkind or malicious comments on paper.

Forms of bullying deemed particular to girls:

Girls who bully can be subtler than boys, using relational aggression as a means to bully other girls. Girls can form tight cliques and friendship hierarchies which may lead to social exclusion. Non-verbal communication intended to hurt or humiliate, such as gestures and looks, can be a strong feature. Girls may be inclined to use verbal weapons such as spreading secrets and gossip, taunting, teasing and belittling their victim. This type of bullying can be sustained, indirect and surreptitious. It is often unreported and can therefore be more difficult to detect, intervene and challenge.

Bullying as a Child Protection Matter

Records will be kept of the bullying including cyber bullying and bullying outside the school to evaluate the effectiveness of the approach adopted and to look for patterns. However, when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm then the bullying incident will be treated as a child protection concern and it will be reported to external agencies such as the police and social care.

Consequences: the risks of bullying to the victims

Sustained bullying can be so serious that it may cause psychological damage, eating disorders, self-harming and even in extreme cases lead to suicide. The School recognise the seriousness of both physical and emotional bullying in these respects and that it is extremely important to recognise indicators of bullying and respond in accordance to policy. Although bullying itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. For example, under the Malicious Communications Act it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety, or convey a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If our staff consider that an offence may have been committed, we will seek assistance from the police.

It is essential that teaching and non-teaching staff are aware of the indicators to look for and staff and pupils should be familiar with the procedure to follow if incidents of bullying occur.

Indicators of Bullying

All staff must be alert to the signs of bullying. These may include:

- Reluctance to attend school
- A pattern of late arrival to class
- A pattern of minor illnesses or health problems
- Withdrawn behaviour, repressed body language and poor eye contact
- Displays of excessive anxiety, low self-esteem, diminished levels of self-confidence
- Other signs of distress e.g. unexplained tearfulness, talking of suicide or running away,
- Reports of difficulty in sleeping and/or experience of nightmares
- Excuses for work not done
- Excuses for poor/unusual behaviour
- Exclusion/withdrawal from groups
- A change in established habits
- Missing property
- Choosing the company of adults
- Being afraid to use the internet or mobile phone, nervousness when a cyber-message is received
- Requests for extra pocket money at home or stealing money (to pay a bully).

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by teachers and parents. It should always be acknowledged that on rare occasions a child may set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.

Pupils' responses are also signs that bullying is taking place.

Pupils' Response to Bullying

Pupils mainly respond to bullying behaviour in one of four ways. They can:

- a. **actively encourage** the bullying behaviour

- b. **passively support** the bullying behaviour
- c. **passively reject** the bullying behaviour
- d. **actively challenge** the bullying behaviour

At the Marist School only (c) and (d) constitute valid options for response.

Preventative Measures - Cyber-bullying

Cyber-bullying Preventative Measures

In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises regularly an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy/ICT Acceptable Use Policy.

Prevention of Bullying - overview

The Marist School's Anti-bullying Policy is dove-tailed with our approach to behaviour management. High standards of discipline are the responsibility of all members of staff and all should take action as and when necessary. Bullying incidences, alleged and real, are reported and recorded so that patterns can be identified. The key responsibility is to take action and to record/document any meetings/interviews/incidents for the pupil files. Whatever the nature of the incident, it is important to record all cases of bullying to enable patterns to be identified and to evaluate the effectiveness of the approach.

The procedures we follow should make it make it easy to report bullying, including cyber-bullying and bullying outside school. *Members of staff to whom disclosures are made of a safeguarding nature follow the appropriate procedures.*

At the Marist School we implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. If necessary strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying.

General School Procedures

The Marist is committed to a whole school approach in dealing with bullying. Along with creating an environment of good behaviour and respect, the Marist School has clear procedures which are communicated to parents, pupils and staff. Staff are always on duty at times when pupils are not in class and will patrol the school site, particularly areas where bullying behaviour could take place or where it is suspected.

Firstly, when a pupil joins the Marist School, her parents/guardians, and herself (verbally if necessary), enter into a Partnership Agreement with the school. *Please refer to the appropriate School Offices for a copy.* After joining the school, there is a supportive school curriculum to challenge bullying and support any pupil who encounters bullying conduct.

Use of the curriculum to prevent bullying of pupils

All pupils (including our youngest) are briefed thoroughly on the expected standards of behaviour at

the beginning of each school year. Age appropriate assemblies can be used to explain the school policy on bullying and reinforce the message that bullying is unacceptable. We also use stories and drawings about bullying, role-plays, historical events and age appropriate current affairs to highlight the essential anti-bullying messages and maintain awareness of any potential problems, striving to prevent any form of bullying through education.

Our PSHE teaching is structured to give pupils an awareness of their social and moral responsibilities as they progress through the Marist. Lessons are planned to highlight the issue of bullying on an annual basis. We use educational elements such as Spiritual, Moral, Social and Cultural (SMSC) Education with PSHE and Citizenship, assemblies, social projects, drama and selected literature to raise awareness and promote unity and social skills. Appreciation of differences between people and the importance of avoiding prejudice-based language are given due attention. At The Marist School there is the opportunity for pupils to work in mixed age groupings where older girls are encouraged to offer advice and support to younger pupils.

Classroom Management

Form Tutors and teachers' classroom management links strongly to the appropriate guidance on behaviour management/policies. This includes emphasis on the dignity of each pupil, and the use of praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher/tutor is the person to whom they can talk in confidence. Pupils will be given the opportunity to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Staff need to remember that they can radically affect the incidence of bullying and that it must always be taken seriously.

Playground Management

The staff on duty should be patrolling the playground areas, corridors and locker rooms and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the class teacher or line manager as deemed appropriate, who in turn will act in accordance with the agreed policy.

Strategies to support individual pupils.

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are regularly encouraged to share any concerns with the member of the staff responsible for them. Pupils are encouraged to recognise that being a 'bystander' is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires. Pupils in the Prep phase can post concerns in a worry box in the foyer/ hallway. They can post messages if they wish to tell a member of staff something but do not want to initially talk directly to an adult. This box will be opened daily, and the writing passed onto the class teacher or adult that the child has named they would like to share their worries with. This is discussed termly at an assembly for all pupils.

Strategies to support staff in dealing with suspected or clear cases of bullying

To raise awareness of the problem of bullying, all staff are made aware of the school's anti-bullying policy and procedures as part of their general induction to the Marist School. They are required to read the School policy as part of their induction. Regular up-dates and reinforcement will be given through INSET sessions, pastoral staff meeting/s and other training sessions as necessary. Where appropriate we can invest in specialised skills to understand the needs of the pupils vulnerable to bullying, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) pupils.

Staff who suspect bullying must tell their line manager. Cases of suspected bullying are investigated thoroughly and carefully. All those involved will be given the opportunity to talk about the matter with an appropriate teacher who will then take the necessary action. A record of the investigation and its outcome will be kept.

If staff are addressing a clear case of bullying the respective Vice Principal must be informed. Serious incidents should be passed to the Principal. The Vice Principals are responsible for securely keeping all records of bullying and other serious disciplinary offences.

Experienced staff can give support and guidance to other staff on handling suspected bullying and reporting incidents, and on the follow-up work with both victims and bullies when appropriate.

Strategies for Parents

Parents who have concerns about bullying should tell an appropriate member of staff. In most cases this will be the class teacher or Head of Key Stage, but, where there is a cause for serious concern, or if the problem continues, the respective Vice Principal must be informed in writing.

Dealing with Incidents

The following steps may be taken when dealing with incidents:

1. If a teacher comes across a relatively minor incident of mean behaviour, then they must take positive action to try and resolve it immediately.
2. If it can be resolved, no further action need be taken other than to inform the class teacher/line manager/Form Tutor by way of a brief note which will need to be read and placed into the pupil file in case it becomes part of a repetitive pattern.
3. A case of suspected bullying needs to be referred to the class teacher/form tutor who will interview the alleged bully and victim separately, with a line manager if deemed necessary, and a report of what is said is written. [Agreed headings for record must include: date/time/location of interview/members of staff present and ACTION].
4. If an alleged group of bullies are involved, they need to be interviewed individually.
5. Each pupil will be treated fairly and with respect. Premature assumptions will be avoided.
6. Through discussion the class teacher/form tutor will try to identify the cause(s) of the bullying.

7. The class teacher/form tutor will try to establish the “facts” using the evidence provided. The main considerations are the act, the intention and the circumstances.
8. The class teacher/form tutor will reassure the victim that she will be supported.
9. The class teacher/form tutor will discuss the findings and decide on the next course of action in consultation with their line manager or the respective Vice Principal as appropriate. It is at this stage that a decision will be made as to when to inform parents of the investigation/outcome.
10. The bully must fully understand what she has done and what sanctions can be applied. It must also be made clear to the bully, or bullies, that parents will be informed.
11. If the families involved and the victim are agreeable, and it is judged to be appropriate, the bully and the victim can be brought together. It may be the case that a pupil has not realised the effect that her words or actions have had and it can be the best outcome if they meet and are made aware of the consequences of their actions.
12. Sanctions will be imposed in line with the seriousness of the incident.
13. A record of the incident and the sanction(s) applied must be made and stored appropriately.
14. The victim will be seen subsequently by the class teacher/form tutor at regular intervals to check that the situation has been resolved and no further incidents have occurred.
15. If this action fails to solve the problem, then the matter needs further investigation by the line manager. The matter will be discussed with the respective Vice Principal or, if deemed appropriate directly with the Principal. Parents are to be informed or asked to attend a meeting.
16. If further sanctions fail to solve the problem, then the respective Vice Principal needs to reassess the situation and then consult with the Principal in order to agree on the next step.
17. Accusations of bullying a girl, or girls, by members of staff will be investigated by the Principal with the help of the Vice Principals and the Associate Principals (Heads of Key Stages).

Sanctions

Where pupils do not respond to preventative strategies to combat bullying, the Marist will take more robust action to deal with persistent bullying. All sanctions available to the school will be used to correct, punish or remove pupils who bully fellow pupils or harass staff, in or out of school. In extreme cases this may involve permanent exclusion and the Marist will also work with the police, when necessary.

The following sanctions will be fairly and consistently applied.

1. At a formal interview with parents to discuss the situation, the line manager can discuss ways in which parents can further support the school’s decision/actions.

2. An apology either verbal and /or written to be given.
3. Loss of privileges, for example, break time or extra-curricular activities.
4. The pupil judged to have bullied another child, will be monitored closely by the class teacher/form tutor/other staff who teach her.
5. An after-school detention of one hour - in Marist Senior only. (Parents informed in writing).
6. In the case of serious bullying, for example, physical violence or sustained surreptitious bullying, the line manager will suggest that parents seek professional advice, for example, arrange private counselling for their daughter. This would be a condition imposed at stage 8.
7. Pupil to be removed from lessons for a fixed period. Break times and lunch times to be supervised by Head of Key Stage.
8. Pupil to be given a fixed term exclusion and placed under contract upon return. The school exercises its right to withdraw from the agreement to educate the girl in question, as outlined in the terms and conditions document signed at the point of entry into the school.
9. The school exercises its right to withdraw from the agreement to educate the girl in question. Parents invited to permanently remove their daughter from the school.
10. Permanent exclusion.

Support Measures and Counsellor Provision

The school will support victims of any form of bullying. Support will also be provided, where appropriate, to the bully. A qualified school counsellor works across both Marist Prep and Marist Senior on a weekly basis. Counselling is available to all pupils via the ACE department. Appointments are available and these can also be arranged through referrals by the Learning Support Coordinator. The counsellor operates from a designated office which is pleasantly furnished and fit for purpose. Restorative Justice Procedures will also be applied where deemed appropriate by all the involved parties. Restorative procedures or approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. The first step is to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. The next steps are for the offender to make an apology to the victim/s and some degree of restitution where appropriate. The apology needs to be accepted with grace. Future behaviour is then clarified so that participants are safer/more respectful, and feel more cooperative with one another and the members of their community.

Anti-Bullying in the Early Years Foundation Stage

The Early Years Leader, is in day-to-day charge of the management of behaviour in the EYFS. Even the very youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity.

We explain to the children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see the Early Years Leader, who will explain the inappropriateness of a particular action but such instances are rare. Parents are always informed by the class teacher when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Teacher and the Early Years Leader and to agree a joint way of handling the difficulty. Copies of our Behaviour Management Policy for our EYFS children are in the Parent Handbook for parents and their children to read together.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners within the setting.

Links to legislation:

- Complies with Part 3, paragraph 10 3 (2)(a) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- Prepared with reference to DfE Guidance (October 2014): *Preventing and Tackling Bullying: Advice for school leaders and governors* and the relevant aspects of *Safe to Learn, embedding anti-bullying work in School*.
- *Supporting Bullied Children: DfE Guidance (2014)*
- The Equality Act 2010 and the Public Sector Equality Duty
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988

Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being to their satisfaction.

Related documents:

- School Rules
- Guidance on Behaviour Management (policies and appendices, including sanctions, rewards, and exclusions)
- Safeguarding Policy and Procedures including Child Protection
- ICT-Based Forms of Abuse (including Cyber-Bullying)
- e-Safety Policy including ICT Acceptable Use
- PSHE and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Education

Member of Staff with overall responsibility for Anti-bullying in Marist Senior phase is the Deputy Head)

Member of Staff with overall responsibility for Anti-bullying in Marist Prep Phase is: Mr William May.

Member of Staff with overall responsibility for Anti-Bullying in the EYFS is: Ms Sharon Elliott-Walker.

Availability:

- This policy is made available to parents, staff and pupils in the following ways: via the School website www.themarist.com, and on request, a copy may be obtained from the Principal, the respective Deputy Head or the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit.
- The Principal and Deputy Head/s will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Ratified: 18th January 2024

**Renewal: 18th January 2027
reviewed annually**

Signed:



**Dr M Stephen
Chair of Governors**



**Mrs Jo Smith
Principal**

