



THE MARIST CATHOLIC PRIMARY SCHOOL

With Christ as our guide,
we learn, we love, we achieve together.

Anti-Bullying Policy

Policy compiled by:	Anti-Bullying Coordinator
Model Policy:	Surrey Guidelines for developing Anti-Bullying Policy
Noted by Governing Body:	March 2023
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<i>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</i>	

Our Mission

'I have come in order that you may have life - life in all its fullness'. (John 10:10)

With Christ as our guide, we learn, we love, we achieve together.

Our Values

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples. (John 13: 34-35)

With Christ as our guide,

The values Christ embodied, the Gospel values, are the basis of our school life. The Gospel values are: love, forgiveness, reconciliation, justice, faith, integrity, humility, service, peace, hope and prayer.

we learn,

We learn in a safe, encouraging community of high expectations for the achievement and conduct of all. The British Values - democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths – underpin our curriculum. We encourage all our children to develop the qualities of a Marist Learner: enthusiasm, perseverance, confidence, reflection, collaboration and independence.

we love,

At The Marist, rules about how we behave are based on this commandment: "Love one another". We believe that it is important to value and respect others; forgiving and reconciling when mistakes are made.

we achieve together.

We work hard so that learning is stimulating, challenging and engaging. Our expectations for all children are high, for both work and behaviour. We celebrate the talents and achievements of all so that children can develop spiritually, academically, physically and emotionally.

Vision Statement

Jesus said, "Love one another as I have loved you."

The governors and staff of the Marist Catholic Primary School aim to provide a secure and caring environment for the children who are in our care. This policy is based on our Mission Statement and the importance of promoting positive relationships between all our children.

This policy is formulated in consultation with the whole school community with ongoing input from:

- Members of staff and governors
- Children, through Pupil Voice
- Parents/ Carers taking part in written consultations, parent meetings and parent focus groups

The Marist, a community of children, staff, parents, carers and governors who work together to promote a welcoming, friendly and supportive school where we all work together to achieve our goals. We believe it is every child's right to enjoy their school life, feeling safe, secure and free from hurtful experiences. We are committed to developing positive relationships and fostering a caring, successful, supportive environment where all our children are loved through the eyes of God.

Our Anti Bullying, Mental Health and Well-being and Online Safety policies are designed to work together alongside our positive behaviour policy and curriculum, promoting restorative practices and through the teaching of PSHE to embed our approach, values and ethos towards Anti Bullying and mental health. Prevention of bullying is interwoven into our school curriculum, values and ethos so that there is a continuous focus upon prevention and openness to supporting incidents when they arise so that occurrences can be quickly addressed. We believe that bullying is unacceptable.

We expect our children to feel safe, nurtured and loved in our school. We continue to promote an environment where children feel safe to talk about bullying and maintain a community which is free from bullying. We teach and reflect upon ways to seek support from school if children are feeling unsafe and what to do if they are being bullied.

If bullying occurs it is dealt with quickly and sensitively, with respect for all involved. We aim for early identifications of incidents of bullying and we take them seriously.

Our Key Principles

- Believe
- Listen
- Include all
- Respectful
- Celebrates difference
- Understands
- Report
- Takes action
- Reconciliation and Resolve

Links with other policies

- Behaviour Policy
- Safeguarding Policy
- Acceptable Use Policy
- Equality Scheme and Accessibility Plan.
- Special Educational Needs Policy
- PSHE/RSHE Policy
- Confidentiality Policy
- Online safety Policy
- Mental Health and Well-Being Policy

What is bullying?

Bullying is behaviour by an individual or group that is an intentional act of intimidation, to hurt, threaten or frighten someone else physically or emotionally over a period of time and against which the victim finds it difficult to defend him/herself. Bullying is a repeated action, on purpose. Some bullying behaviours are relational such as persistently leaving someone out, excluding someone, spreading gossip or threatening to end a relationship and not be friends anymore. Bullying of this kind can be against anyone but there are some specific groups of vulnerability including SEND, young carers or looked after children.

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset, harass, threaten, hurt, intimidate or vilify someone else. This includes sending offensive or degrading images by phone or the internet, commenting on or sharing images via communication methods or on social media platforms. This type of bullying is most common outside of school through the use of various media and platforms.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Sexist/transgender bullying occurs when bullying is motivated by a prejudice against someone's gender.

SEND (special education need or disability) bullying occurs when bullying is motivated by a prejudice against someone's ability or disability.

Racist bullying refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Bullying is different

Bullying differs from other types of aggressive behaviour or friendship fallouts. Bullying is:

- a deliberate intention to hurt or humiliate.
- a power imbalance that makes it hard for the victim to defend himself or herself.
- persistent.

Our school posters, attached in the appendices demonstrate this message.

Who can be bullied?

The reasons why children are bullied are varied but can include:

- bullying related to gender, race, religion or culture.
- bullying related to special educational needs or disabilities. (SEND)
- bullying related to appearance or health.
- bullying relating to sexual orientation.

- bullying of young carers or looked after children or otherwise related to home circumstances.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Although bullying can occur between individuals it can often take place in the presence of others who become the ‘bystanders’ or ‘accessories’.

Who can be bullied?

Some areas of our school site are vulnerable to bullying, such as the bathrooms. These are high risk areas which are monitored by staff during playtimes. Systems such as playground pals and mentoring schemes such as our well-being ambassadors are also in place as a preventative method.

Bullying can take place outside of school, in person or via cyber technology. These incidents are taken seriously when they are reported. Some of these incidents may be very serious and may need the involvement of the police.

Vulnerable children

Children with additional needs may not be able to articulate the problems they are experiencing as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, as a result of their individual difficulties.

Types of bullying

There are three main types of bullying, which can be directed “face to face” or indirect:

1. Physical e.g. hitting, kicking, biting or taking belongings.
2. Verbal e.g. name calling, insulting or making offensive remarks.
3. Psychological - which is often indirect e.g. spreading unpleasant stories about someone; exclusion from social groups; being made the subject of malicious rumours; written; sending malicious e-mails or text messages on mobile phones/online; insulting or making offensive remarks; inappropriate text messaging and e mailing; sending offensive images by phone or via the internet.

Bullying is unacceptable and will not be tolerated in or outside of our School community.

At The Marist Catholic Primary School we do not accept any form of bullying. Every effort is made to create a caring, Christian family based on our Mission Statement, where everyone is valued. We believe children should respect themselves, each other and all adults within our community and those in God’s world in which we live.

In doing this our objectives are:

- To provide a safe, caring and friendly environment for all our children which allows them to learn effectively, to improve their life choices and help them maximise their potential.
- To ensure that all our pupils feel safe in school, and that they understand the

issues relating to safety, such as bullying, including cyber-bullying. That they should feel confident in seeking support from school should they feel unsafe or threatened.

- To raise the awareness of bullying, including cyber-bullying, through the R.E., Computing, PSHE and Citizenship areas of the Curriculum.
- To use restorative approaches consistently to promote reconciliation (Appendix 5)
- To ensure that every member of the school knows that this is a **Telling School** by publicising a **Child's Code of Practice** (see appendix 2) and **Child Friendly Anti-Bullying Policy** (Appendix 3) and ensure a child's familiarity with its principles.
- It is everyone's responsibility to speak up.
- To have an '**Anti-Bullying Code**' designed and agreed upon by children (Pupil Voice), to be displayed throughout the school (see appendix 4).
- To take part in the annual 'Anti-Bullying Week', in order to highlight awareness and teach children how to recognise, avoid and deal with bullying, to include the consequences of bullying.
- To regularly teach explicit Online Safety lessons to all children as part of their Computing curriculum.
- To work closely with local charities and communities during Internet Safety Day to promote internet safety laws and rules to children and parents.
- To provide annual training for staff on Online Safety and Cyber Bullying.
- To provide annual information evenings for parents on Online Safety and Cyber Bullying.
- To report incidents of bullying and to take each reported incident seriously.
- To act promptly and sensitively.
- To follow up each reported incident by supporting children who are the victims of Bullying.
- To record all incidents of Bullying, using the online system of CPOMS.
- To keep all involved adults informed at all stages.

Behaviour that is not bullying

Bullying is not:

- One-off falling out with people resulting in name calling, threats or physical violence.
- Short-term arguments.
- A fight or a quarrel between children of equal power and strength.
- Occasional teasing.
- One off incidents.

This behaviour is not acceptable and will be dealt with appropriately but we do not consider it bullying.

Some bullying is deliberate but some may not be, especially where very young children are involved. Sometimes children are unaware of the effect their behaviour is having on others. Bullying is behaviour that has not been observed and corrected by an adult and where there is no real empathy for the victim.

Bullying is hurtful behavior, which happens on purpose, multiple times.

One-off incidents

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying

and when people with disabilities are involved. If the victim might be in danger then intervention is required urgently.

The child or parent must report incidents to a member of staff.

Bullying that happens outside of school

School staff members have the power to discipline pupils for misbehaving outside of the school premises. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops or in a town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. It may be appropriate to notify the police. If the behaviour could be a criminal offence or pose serious threat to a member of the public, the police should always be informed.

While school staff have the power to discipline pupils for bullying that occurs outside of school, they can only impose the disciplinary sanctions and implement that sanction on the school premises.

Racism

Bullying of all kinds is unacceptable and will not be tolerated at The Marist. Racism and racist bullying must be reported. Racist bullying consists of persistently and deliberately offending or hurting someone because of race, ethnicity, religion, culture or traditions. This includes such behaviours as: name calling, fun making or joke making, expressing prejudice or refusal to join in with someone because of their race.

All incidents involving racism should be taken seriously and acted upon. The Headteacher should be informed of any incident and follow procedures laid out by the local authority. Termly returns indicating racist incidents are submitted to the local authority so that an overall picture throughout the county can be produced. Any incidents of racism should be recorded on CPOMS. At this point a decision will be made as to what action should be taken.

Implementation of Policy

Our school has clear and well-publicised systems to report bullying. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). The school will support all those involved in bullying incidents. Our school policy on Anti-Bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

This policy acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of any and all racist incidents, using our reporting system of CPOMS where our school records are kept.

Parents are in partnership with the school to promote good behaviour. A reminder of our behaviour expectations is included in our home/school agreement and information for new parents. A reminder for the children is included in the home/school agreement and child friendly policy.

We endeavour to create a secure and safe environment for children in our care so that parents/carers may send their children to school in the confident knowledge that they will

be protected from bullies. Parents/carers work with the school to uphold the Anti-Bullying Policy.

RESPONSIBILITIES

1. Governors

The local governor committee supports the Head teacher and staff in all attempts to eliminate bullying.

2. Head Teacher

The Head Teacher has overall responsibility for the policy and its implementation, liaising with and reporting to the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy. The Anti-Bullying Coordinator in our school is a designated member of the Senior Leadership Team (SLT).

3. Designated SLT member as Anti-Bullying Coordinator

The designated SLT member will be responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies;
- Implementing the policy and monitoring and assessing its effectiveness in practice;
- Ensuring evaluation takes place and that this informs policy reviews;
- Managing bullying incidents;
- Managing the reporting and recording of bullying incidents;
- Assessing and coordinating training and support for staff and parents/carers where appropriate;
- Coordinating strategies for preventing bullying behaviour;
- Promoting events such as Anti-Bullying Week, Mental Health Awareness Week, Surrey Healthy Schools,
- Monitoring and evaluating bullying incidents each term;
- Liaising with outside agencies to promote good Anti-Bullying practices, including training.

4. Class Teacher

- Teachers should promote positive behaviours in their class at all times to establish a climate of respect;
- Class teachers should ensure that pupils understand what bullying is and the procedures to follow, who to tell and what sanctions maybe given should be made clear;
- Children should be aware that they should tell an adult if they have been/are being bullied or have witnessed a bullying incident;
- Circle time and role-play sessions should offer regular opportunities in which bullying can be discussed;
- PSHE sessions should raise awareness and promote the mutual respect, self-discipline and social responsibility which underlies good behaviour;
- Use PSHE resources (JIGSAW) on Anti-Bullying;
- All class teachers should plan for explicit teaching during the annual 'Anti-Bullying Week'.
- Where bullying is reported and/or suspected, the class teacher should follow the School procedures for dealing with such incidents (see below and

5. Non-teaching staff

- All adults working within the school are expected to be vigilant with regard to bullying.
- Playground and Midday Supervisors should engage children in games and use of the playtime equipment to facilitate play.
- All disclosures by children must, in the first instance, be passed on to the class teacher who may then decide to involve the Anti-Bullying Co-ordinator so that appropriate action can be taken. Staff are responsible for recording any incidents on CPOMS.
- If bullying is seen to take place at lunch time, the Midday Supervisors should speak to the Senior Midday Supervisor. They should also verbally report any serious incident directly to the relevant class teacher who will deal with the children involved. Staff are responsible for recording any incidents on CPOMS.
- Children are encouraged to report bullying to their teacher or another adult in the school.
- If other children are aware of bullying, they have the responsibility to help the victim by telling the bully to stop or speaking to a member of staff. They should not stay as “bystanders” as this encourages the bully to perform to an audience.
- Pupil Voice offers the opportunity for children to suggest ways of preventing and coping with bullying.

7. Parents and Carers

- Parents and carers are encouraged to support the School in its Anti-Bullying policy and procedures and to share our understanding of what behaviour can constitute bullying.
- In the event of a bullying incident involving any child, the relevant parents/carers may be contacted by the class teacher.
- Parents/carers have the opportunity to meet with the class teacher to discuss the incident and investigation.
- If parents/carers of either the victim or the perpetrator are dissatisfied with the investigation and subsequent action they should follow the procedures as stated in the Xavier CET Complaints Policy.
 1. Contact child’s class teacher in the first instance.
 2. If dissatisfied with the outcomes, a formal complaint should be given to the Headteacher.
 3. If still dissatisfied, a formal complaint should be made to the Chair of the Local Governing Body.
 4. If parents are still not satisfied, a formal complaint should be made to the Xavier CET.
 5. If the complaint is, still not adequately resolved parents should contact the Education Funding Agency via the Department for Education’s school complaints form at:
<http://www.education.gov.uk/schools/leadership/schoolperformance/b00212240/makingcomplaintschool/how-to-complain> or by post to the

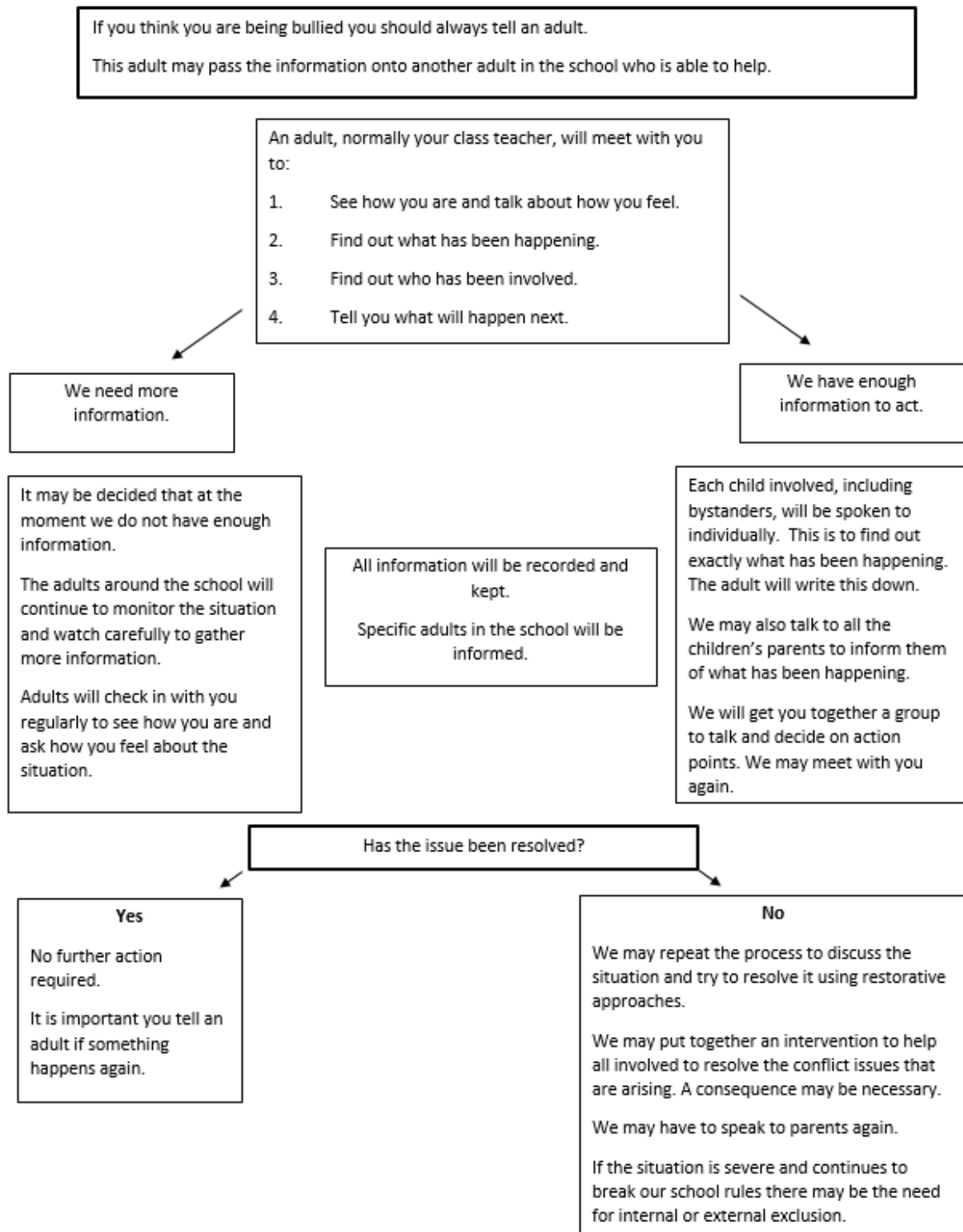
REPORTING AND RESPONDING

Reporting and Responding to Bullying

- The victim, bystanders, perpetrators, parents, carers and staff can report incidents of bullying.
- It is important that bystanders feel empowered to report incidents of bullying.
- All incidents of bullying are recorded on CPOMS.
- Teachers will deal with bullying in the first instance. They will keep a record of the incident that involves children in their class using the Bullying Incident Reporting Form (Appendix 2) and then give a copy of the form to the Anti-Bullying Co-ordinator or Headteacher. CPOMS should be used to record any incidents in the first instance.
- Using restorative approaches, children will be listened to and the class teacher should talk to both the victim and perpetrator/s and bystanders separately and together to resolve the incident.
- The bullied child/ren must be made to feel safe and secure; the bullying child/ren need to know that their behaviour is both inappropriate and unacceptable.
- Teachers will exercise their professional judgement on each individual case with regard to the definition of bullying.
- Parents may be involved throughout the process. They will be contacted by the class teacher or Anti Bullying Co-ordinator via email or phone.
- Responses to incidents reported may differ, depending on the type of bullying or incident that has been reported.
- The class teacher may refer the matter to the Designated SLT member as Anti-Bullying Co-ordinator and Headteacher, by completing the Bullying Incident Referral Form (Appendix 3).
The Anti-Bullying Co-ordinator will continue the investigation.
- The outcome of the investigation and subsequent action will be decided between the class teacher, Anti-Bullying Co-ordinator and Headteacher.
- Some children have genuine difficulty in responding to normal incentives or sanctions. In such cases, an individual behaviour programme with clear behavioural targets agreed between the class teacher, parents, children, Anti-Bullying Co-ordinator, Headteacher and possibly other agencies will be implemented.
- Restorative approaches and practices are used by all staff to ensure that lessons are learnt from behavior and to implement that the best apology is a change in behavior.

- Children and parents will not always be informed of the sanctions given.
- The Anti-Bullying Co-ordinator will involve parents in all parts of this process via email or phone.
- If SEND children are involved then the SENDCo will also be part of this process.

What happens if you report bullying?



HOW WE SUPPORT THOSE INVOLVED

The child/ren involved in a bullying incident will be dealt with, with respect and dignity, this includes the victim, the bystanders and the perpetrator.

The bullied child/ren must be made to feel safe and secure; the bullying child/ren need to know that their behaviour is both inappropriate and unacceptable.

At the Marist Catholic Primary School we use positive behaviour techniques and celebration of successes to encourage our school rules of 'Be ready, be respectful, be safe, love one another as Jesus loves us.' We take part in activities such as the Surrey County Council Anti Bullying Charter Mark, Eikon Charity work and Surrey Healthy Schools which promote good choices and provide us with opportunities to support our children. Further to this our ethos of restorative approaches ensures that all parties involved in a bullying incident are supported and guided. (Appendix 5)

OUTSIDE AGENCIES

Sometimes, other agencies need to be involved in incidents of bullying. This may include:

- Behaviour support
- Local authority support eg: educational psychologist
- SENDCO
- Police

RESPONDING TO INCIDENT OF BULLYING

Reports of bullying are recorded using CPOMS. This information is analysed to impact our practice and our policy. Questionnaires of staff, children and parents are carried out to impact our policies and procedures.

REVIEW AND EVALUATION

- This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

Miss. L. Oliver - Anti-Bullying Coordinator

STAFF TRAINING AND SUPPORT

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. New staff will be given full details of the Positive Behaviour Policy, the Anti-Bullying policy and the necessary forms in the Staff Handbook. All staff will receive annual safeguarding training.

All staff will benefit from issues incorporated into the staff INSET programme and will be involved in the review process on a yearly basis.

All teaching staff will receive annual training on Online Safety and Cyber-bullying.

A member of the Lunchtime Supervisors will be the designated Pastoral Care Representative at lunchtime. Identified children are encouraged to speak to her and she “keeps an eye” on children about whom we are concerned.

A weekly ‘watch list’ will be shared with all staff to highlight vulnerable children for playtimes and lunchtimes.

Staff have access to the Anti-Bullying Alliance online support course as a refresher course to support their practice.

Appendix 1:

PROCEDURE FOR CLASS TEACHERS DEALING WITH A BULLYING INCIDENT

Where bullying is reported or suspected, the teacher should use the “**No Blame**” Approach. The discussions and outcomes from these meetings are reported and recorded on CPOMS.

Step 1 INTERVIEW THE VICTIM

- Note the incident and talk to the victim about his/her feelings. (Appendix 1)
- Do not ask questions about the incident, but do ascertain who was involved, including non- participant spectators.
- Ask the victim to write (a story or poem) or draw (a picture) about the effects of the bullying, how it makes him/her feel.

Step 2 CONVENE A MEETING WITH THE PEOPLE INVOLVED

- Arrange to meet with the group of pupils who have been involved (6 to 8 only).
- Include some bystanders or colluders who joined in but did not initiate any bullying.
- Include one or two friends, of the bullied child, who were not involved.

Step 3 EXPLAIN THE PROBLEM

- Tell the children how the victim is feeling and use the poem, piece of writing or drawing to emphasize the victim’s distress if appropriate.
- DO NOT discuss the details of specific incidents.
- DO NOT allocate blame to an individual or the group.

Step 4 SHARE THE RESPONSIBILITY

- Do not attribute blame but say that you are aware that the group can do something about it.
- Ask for their help.

Step 5 ASK THE GROUP FOR THEIR IDEAS

- Ask each member of the group in turn to suggest a way in which the victim could be helped to feel happier.
- Give positive responses (“That’s a very good idea.” “That will help.”).

Step 6 LEAVE IT TO THEM

- End the meeting by passing over the responsibility to the group to solve the problem.
- Arrange to meet with them again, individually, a week later to see how things are going.

Step 7 MEET WITH THEM AGAIN

- A week later, discuss with each child, including the victim, how things have been going.
- Continue to monitor the situation with weekly meetings and keep the children involved in the process.
- Allow longer intervals between the meetings when confident that the situation has improved and is not likely to deteriorate.

Step 8 FOLLOW UP PROCEDURES

If the situation does not improve, report the process to the Anti-Bullying Co-ordinator who will decide with the Headteacher what further action should be taken.

The Marist says...



THINK!

Are you being bullied?

Was it just a rude comment or an
accident?

THAT'S NOT BULLYING

Was it you and your friend(s) falling out?

THAT'S NOT BULLYING

Is this happening multiple times, on
purpose and involving others?

THAT IS BULLYING

TELL AN ADULT

**Bullying is too important to
ignore!**

**If you are concerned about bullying, you can speak to
Miss Oliver who is the school Anti-Bullying leader.**

Appendix 3

Child Friendly Anti-Bullying Policy

What is bullying?

Bullying is when someone is hurtful towards you, on purpose, lots of times.

Bullying is different to **friendship issues**. Friendship issues may be when you have had a falling out with your friends, and you feel upset or hurt. Sometimes, when you have friendship issues, you can sort these out yourself, but sometimes you might want help from an adult to help you sort out any problems. This is different to bullying because **bullying is when someone is hurtful towards you, on purpose, multiple times.**

Bullying can include:

- Name calling
- Making up stories about other people
- Whispering about others
- Being mean using a computer or phone (cyber bullying)
- Teasing
- Ignoring people or leaving them out
- Saying hurtful things
- Laughing at a hurt or upset person
- Frightening people
- Stealing
- Forcing other children to join in bad behavior
- Hurting people; including teasing; kicking, pinching, punching.
- Making someone give their money when they don't want to
- Making fun of being different
- Being mean because of someone's colour or race, or being mean because they are a girl or boy
- Making threats, saying you will hurt or do something mean
- Dares – making someone do something they do not want to
- Not letting someone get help
- Other behavior that makes someone feel unhappy

If you are being bullied, you may feel unhappy, sad, and you may get headaches or feel sick. You may not want to come to school, and your work may not be as good as normal.

What can you do if you are being bullied?

- Try to stay calm and look as confident as you can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as you can
- Tell an adult at school straight away – a teacher or teaching assistant, or someone who is outside at lunchtime. Tell your parents
- Keep telling the adult when it happens again

What will happen?

- A staff member will talk to you and find out what has happened.
- A staff member will talk to the pupil who is bullying you.
- You will work together to discuss the incidents and how they made you feel. It is important all sides are heard and their thoughts and feelings are heard.
- You will decide together first what you can do to make the situation better.
- The teacher will tell your parents.
- If these things don't work, other adults in the school may need to get involved and your parents.

Teachers and adults promise that they will:

- Not ignore bullying.
- Listen to all sides of a story and be fair.
- To record any problems that happen.
- Check that the bullying has stopped fully.
- Some things that adults do to help these situations, you might not see. It is important you trust the adults to make the right choices.

Your parents

Your parents are important in helping with bullying at school. We will ask your parents to let us know if they think you are being bullied and to talk to you lots about how things are going at school. Remember telling an adult is the right thing to do.

Appendix 4
Anti-Bullying Code Poster

The Marist says...

STOP!



Bullying is too important to
ignore!

Appendix 5

Restorative Approaches

'In a school setting, when a student feels more connected to the adults, to their peers and to the school as a whole, they will feel happier and therefore be more productive.' (Restorative Practice Mark Finnis)

At The Marist we pride ourselves on building relationships first, connecting before correcting and reconciliation in the form of repairing and restoring relationships. We understand that there is a reason for behaviour.

Restorative practice is not restorative justice. Restorative practice describes a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships. It provides a strong framework within which we can promote a whole school ethos founded in the importance of relationships. The includes a range of approaches to managing conflict and tensions in a way that repairs harm and mends relationships if and when those relationships break down. (Restorative Practice, Mark Finnis)

Our Principles:

- Firstly, everyone understands that behaviour is communication.
- We connect before correct. This means acknowledging how the child may be feeling before attempting to correct behaviour.
- We work together as a team with all stakeholders (parents, families, governors and local community members).
- We model exemplary behaviours.
- We encourage openness when talking about our worries, anxieties and problems in our school, creating empathy and sympathy.
- Our RSHE and RE lessons demonstrate our core values and empower the children to share in a safe space.
- We promote public praise and private scolding.
- Restorative processes are at the centre of our Catholic Ethos.

When solving a problem:

If harm has been done to another, physically or mentally, we focus on the harm done, rather than just homing in on the rule breaking. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- We promote our 4 school rules.
- Misbehaviour is discussed, and spoken about as having an impact on people and relationships. It's not just about rule breaking. Acceptance of their responsibility for the harm caused to the individual being bullied is important.
- We try to understand the root causes of the behaviour by working together as a team, openly discussing with all people involved.
- Staff keep records of incidents.
- Children, parents, staff and anyone directly impacted are at the centre of the process.
- Everyone involved is encouraged to recognise the need to take action to begin to repair the harm caused and agrees a range of actions.

- We agree on a way forward or a solution. We create SMART targets or goals to ensure that everyone feels their needs have been met.
- The agreed actions are monitored over an agreed period of time.
- This is a range of restorative approaches that are important to be used in conjunction with – not in place of – sanctions. <https://transformingconflict.org/teachers/belinda-hopkins/>
- Sanctions are applied with care and may not be visible to everyone: they are individual to a child's needs. Sanctions are to deter a child from repeating the behaviour and to signal to others the behaviour is unacceptable; however understanding and changing their behaviour is the aim.