

St. Robert's Catholic



Primary

St Robert's Catholic Primary School

Ysgol Gynradd Gatholig Sant Robert

Anti-Bullying Policy

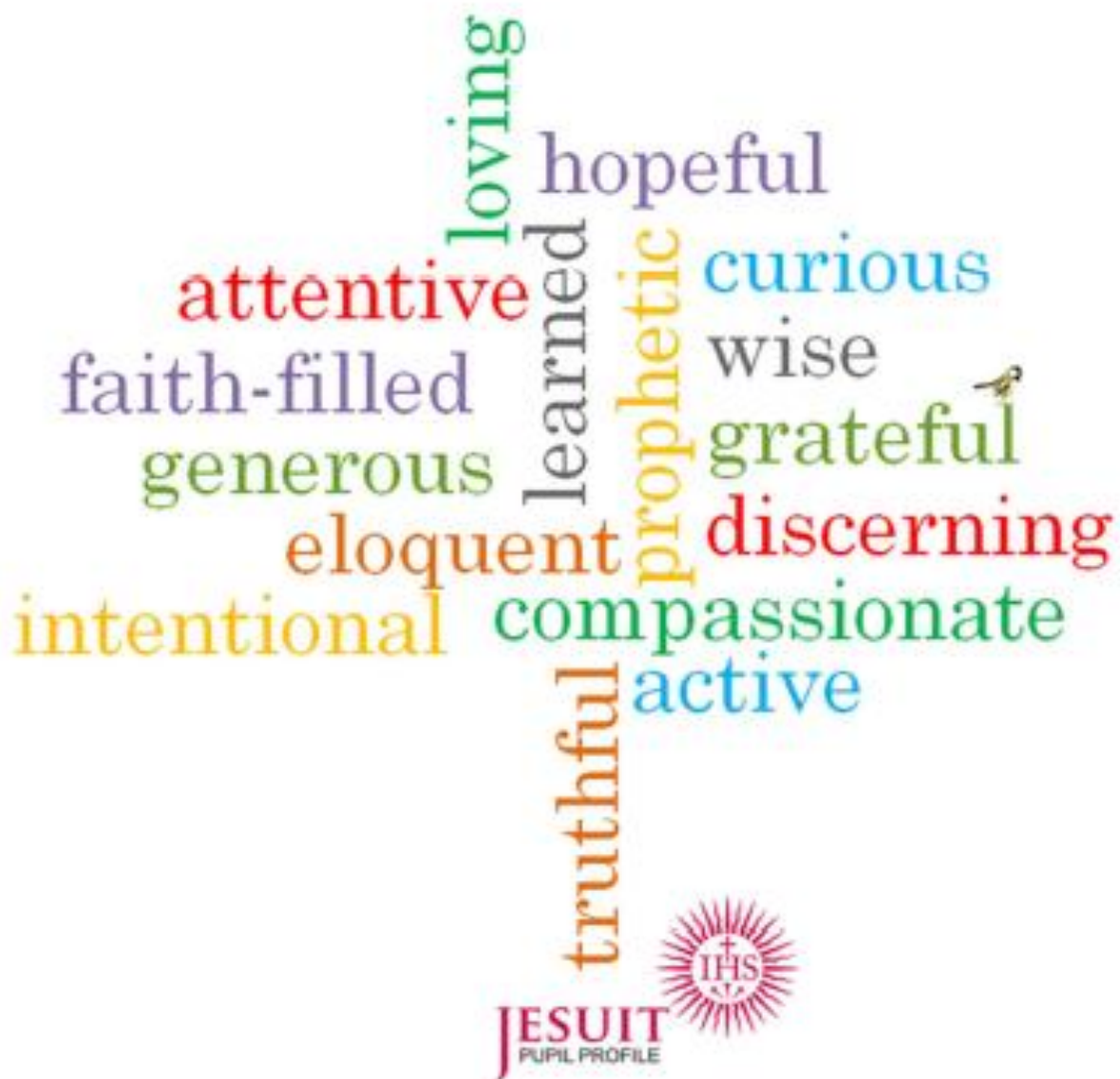
Scope	This policy applies to all stakeholders of the school
Policy Adopted By	Head Teacher, Governing Body and School Council
Signed	<i>C Beveridge</i>
Date	Spring Term 2026
Date of Review	Spring Term 2027

Mission Statement - 'Jesus in Us' 'Iesu ynom Ni'

Jesus and the 'Good News' that He brings is the basis of our school life.

Each person in our school is unique and our intention is that they will be Ambitious, Capable Learners, Ethically, Informed Citizens, Enterprising, Creative Contributors & Healthy, Confident Individuals.

They will be Virtue - led and develop to their full potential - with Jesus as their guide, the Holy Spirit as their inspiration and God as their loving Father.



We acknowledge here at, St Robert's R.C. Primary, that we are required by law to have in place an Anti-bullying policy that outlines procedures in order to prevent bullying among pupils.

We strive to provide a safe, secure, caring and friendly school environment for all children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

Consultation

In order for this policy to be effective, it is important that all stakeholders are consulted and have input on what they feel this policy should contain. Those stakeholders consulted during the creation of this policy included:

- Pupils through the use of the school council as a focus group;
- All staff – teaching, support and administrative;
- Lunchtime supervisors;
- Parents;
- Governors;

A variety of methods were used during the consultation of this document. These included:

- School Council
- Staff INSET and meetings;
- Parent forum meeting;
- Governor meetings;
- Feedback from children via the school council.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore aim to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. This will be done by encouraging children to confront such actions by seeking assistance from a staff member and getting support to deal with their concerns.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. This will be done by constantly re-iterating to children through the curriculum, displays around school and during assemblies that bullying is wrong and won't be tolerated at any level of school life.

This policy aims to produce a consistent school response to any bullying incidents that may occur. This will be done by recording incidents, talking to alleged victims, speaking to all witnesses, ensuring consistency in sanctions that will be evoked if bullying incident is confirmed (See Behaviour policy), and provide support for all involved including targets, bystanders and perpetrators.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. This will be done through school assemblies, displays around the school, work undertaken by the school council and information in newsletters.

Definition of Bullying

Welsh Government guidance defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts others either physically or emotionally.

There are a number of distinctive elements associated with bullying. These include but are not limited to the following:

- Intention to harm: bullying is deliberate with the intention to cause harm. Those who bully others are often skilled at knowing exactly how to humiliate or hurt their target: picking on key aspects of their appearance, personality or identity that produces the effect wanted. They seek out the area in which they have power over their target.
- Harmful outcome: someone or a group is hurt physically or emotionally. They can be isolated, humiliated or made fearful. Their sense of self-worth is reduced.
- Direct or indirect acts: bullying can involve direct aggression, such as hitting, as well as indirect acts such as spreading rumours, revealing private information about someone or sharing intimate images with people for whom the information/ images were not intended.
- Repetition: bullying usually involves repeated acts of aggression. An isolated aggressive act, such as a fight, is not usually considered bullying. Yet any incident can be the start of a pattern of bullying behaviour which develops subsequently. That is why incident records are so valuable.
- Unequal power: bullying involves the abuse of power by one person or a group who are (perceived as) more powerful, often due to their age, physical strength, popularity or psychological resilience.

Bullying can take many forms, including:

- Physical – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation.
- Verbal – taunts and name-calling, insults, threats, humiliation or intimidation.
- Emotional – behaviour intended to isolate, hurt or humiliate someone.
- Indirect – sly or underhand actions carried out behind the target's back or rumour spreading.
- Online – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video (see appendix 2 for more information on online bullying).
- Relational aggression – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble.
- Sexual – unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted.

- Prejudice-related – bullying of a learner or a group of learners because of prejudice. This could be linked to stereotypes or presumptions about identity. Prejudice-related bullying includes the protected characteristics (including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Prejudice can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background.

There are specific types of bullying relating to protected characteristics. These can broadly be categorised into the following groups:

- Bullying connected with age.
- Bullying involving learners with disabilities, which can include ALN.
- Homophobic, biphobic and/or transphobic bullying.
- Bullying connected with race, religion and/or culture.
- Sexist and/or sexual bullying.

It is a **sustained act, over time, on purpose (STOP)**. Bullying is NOT any of the following:

- friendship fallouts
- a one-off fight
- insults and banter – children and young people will often protest that an incident was a joke or banter. If two friends of equal power are in the habit of bantering with one another it is not deemed to be bullying.

Why Is It Important To Prevent And Challenge Bullying?

Bullying behaviour is never acceptable within St Robert’s Catholic Primary school. The school promotes the Catholic pupil profile which includes virtues such as compassion, discerning and loving. All of our children have an entitlement to work and play in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.

At St Robert’s Catholic Primary, we aim to put a higher profile on anti-bullying strategies to prevent incidents occurring. We acknowledge that bullying does on occasion take place within the school. To do otherwise would suggest that bullying is not recognised or appropriately addressed.

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school we work hard to prevent bullying taking place

How Awareness Of Bullying Will Be Raised

There is a good level of awareness in the whole school community about unacceptable behaviour it is likely more learners will come forward to report it.

At St Robert's Catholic Primary, we will:

- Ensure that all staff receive regular training on the anti-bullying policy and procedures.
- Ensure that, on induction, all new staff are made aware of the policy, the approach taken by the school and how the procedures are administered.
- Ensure that playground, lunch time and school transport supervisors and school administrators are fully aware of the policy and the procedures they should follow.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that pupils know how to express worries and anxieties about one-off incidents and bullying.
- Ensure that all pupils are aware of the range of sanctions that may be applied against those engaging in one-off incidents and bullying.
- Involve pupils in anti-bullying campaigns in schools.
- Publish the anti-bullying policy on the school website.
- Publicise details of useful helplines and websites.
- Offer support to pupils who have been bullied (both perceived and actual).
- Work with pupils who have been bullying in order to address the problems they have.

Anti-Bullying Within The Curriculum And Wider School Life

Research recommends that bullying should be dealt with as a whole-school issue. At St Robert's a multi-faceted approach is adopted which includes awareness raising, actively involving pupils in devising definitions and solutions for bullying, curricular work and the general school environment.

Creating an environment which encourages positive behaviour and addresses the root causes of unacceptable behaviour will help create an inclusive and engaging environment where learners feel safe and are ready to learn.

The 4 Purposes is at the core of our curriculum and enable our children to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world, ready to be citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

One-off lessons or short 'blitz' type activities are less likely to succeed than work embedded in the curriculum which progressively addresses relationships, positive behaviour and resilience.

Work across the curriculum builds a supportive school culture and shared values. It can be instrumental in enabling and empowering learners to acquire and maintain the social skills that will allow them to constructively manage their relationships with others and equip them to respond to bullying in an appropriate and, if necessary, assertive way. This approach to bullying enables the issue to be introduced progressively in an age, gender and culturally appropriate way and not treated as a 'one-off' lesson. It allows learners to make use of preferred and appropriate learning

styles and can include the use of literature, audio visual material, drama, music, debates and outside visitors.

Targeted initiatives provide an opportunity to reinforce a positive and inclusive school culture. This can include awareness days, workshops, signposting and drop-in sessions as well as involving the wider neighbourhood and utilising a variety of organisations.

There are a number of opportunities within the whole school curriculum for bullying and its effects to be explored;

- The school ethos and virtues are used to promote positive relationships in the school and encourage all to live out the Gospel virtues;
- RSE and DCF curriculum focus on cyber bullying, digital citizenship and positive online behaviour;
- Anti-Bullying week - a week is set aside in November for sessions and whole school assemblies to focus on bullying;
- Safer Internet Week focuses on digital citizenship;
- Religious Education – a strong focus on Catholic values and teachings, which encourages positive behaviour with the children;
- Visits from outside agencies;
- A promotion of children’s rights outlined within the United Nations Conventions of the Rights of the Child. This ensures that all have their rights met within school including the right to be safe;
- A consistent positive behaviour management policy that is used by all;
- A clear focus on Health and wellbeing within the school that is promoted by pupil groups such as the Super Ambassadors and the Wellbeing Warriors;
- Through surveys with parents and pupils, monitor bullying issues within the school;
- Ensure staff receive training in bullying and have a clear understanding of this police and anti-bullying procedures;
- Ensure that details of helplines such as Childline are displayed throughout the school
- Philosophy for Children sessions which focus on bullying and friendship.
- Offer support to pupils who have been bullied (both perceived and actual)
- Work with pupils who have been bullying in order to address the problems they have.

The school has also identified a range of strategies that can be used to reduce bullying. These include;

- Collaborative group work throughout the school;
- Member of staff ELSA training to support those children with socially or emotionally vulnerable;
- Wellbeing interventions to support individual pupils;
- Use of wellbeing questionnaire data to identify children who may need support.

My Concern is used to keep records of bullying incidences securely. This will include the following information:

- Names of those involved including victim, the child accused of bullying and any witnesses;
- Dates of the incidents;

- Details of the incidents;
- Action Taken;
- Monitoring of situation.

Parental Support

Parents/carers have an important role to play, as part of the school community, in taking responsibility for their child's behaviour inside and outside school. Partnership working between the school and parents/carers to maintain high standards of behaviour and to encourage respect and kindness towards other people is vital.

Schools should engage with parents/carers, taking into account the following considerations when developing and rolling out their anti-bullying strategy.

At St Robert's Catholic Primary School, we will ensure that parents/carers:

- are aware of the strategy.
- know how the school would like them to report any concerns and how to escalate matters appropriately should they not be satisfied with the outcome of their initial concern.
- know who to speak to when raising a concern about bullying or one-off incidents and evidence to provide.
- have been engaged to support their children and support the vision and values of the school.
- are aware that prejudice and discrimination are unacceptable within the school community.
- are aware of the school's complaints procedure, in case they are not satisfied with the way the school has dealt with a case of reported one-off incidents and bullying.
- are aware that one-off incidents and bullying relating to school staff via social media is not acceptable.

Possible Signs of Bullying

Your child may:

- Be unwilling to attend school;
- Complain about headaches or stomach aches;
- Come home with cuts and bruises;
- Come home with missing or damaged belongings;
- Start producing poor school work;
- Ask for or take money;
- Come home hungry;
- Be withdrawn and moody;
- Have other noticeable changes in their behaviour;
- Refuse to say what was wrong.

What should I do if I think my child is being bullied?

When something happens which affects your child, you are naturally anxious to have the matter dealt with as quickly as possible. However, it is important that any action taken is well thought out. Dealing with bullying is a partnership and school pupils and parents all have a role to play. Good communication between everyone involved is essential.

- Listen to your child and support him/her;
- Take the bullying seriously (even though it may sound trivial to you);
- Try and stay calm;
- Reassure your child;
- Work with your child on what you are going to do;
- Meet with the class teacher and/or headteacher;
- Be as specific as possible about what your child says has happened;
- Ask the school what their plans to support your child are and ask to be kept informed;
- Ask if there is anything you can do to help your child at school;
- Give the situation time to change
- Stay in contact with the school.

If a parent feels that these concerns are not being addressed we would advise them to:

- Check the school anti-bullying policy to see if the agreed procedures are being followed;
- Make an appointment to see the Headteacher;
- If this does not help, write a letter to the Chair of Governors explaining your concerns;
- If you are still unhappy with the situation then contact the Director of Education for your authority;
- Contact local or national parent support groups for advice (see appendix A for websites).

Strategies for Pupils

It is important that any child who is being bullied or has witnessed bullying tell a member of staff as soon as possible. This can be done directly, by asking to speak to a trusted member of staff or indirectly e.g. by asking a friend/school council member to speak to an adult. An envelope has been placed on the school council display in which pupils can record any bullying they have seen.

If you are being bullied:

- Try to stay calm and look as confident as you can
- Keep a diary or a note of what is happening
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- TELL an adult what has happened straight away.

When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it was happening
- What you have done about it already.

School Procedures For Dealing With Incidences of Bullying

When incidences of bullying are reported either by a parent or a child the following procedures are followed:

- Incidences of bullying are record using the system mentioned under ‘Strategies for the School’;
- The Headteacher will speak to both the victim and the child who is bullying separately to ascertain further details of events and to encourage both sides to consider what they could do to resolve this situation;
- The child who has been bullying will be asked to give a verbal apology to the victim
- There will be a loss of privileges for the child who is bullying;
- Both parents will be informed and met with separately to discuss ways in which this situation can be resolved;
- At some point, with the agreement of the victim, the victim and the child who is bullying will meet together so that the victim can explain their feelings and the child who is bullying can share concern for the victim’s feelings.

As a school we feel it is important that support mechanisms are in place for the victim. This includes developing their self confidence, why they are being bullied, a network of support, encouraging them to become a confident communicator and strategies that enable them to deal with certain situations.

Support is also required for the child who is bullying. It is important to consider the motivations behind the bullying behaviour and the reasons for their actions. Bullying is a learnt behaviour and it is important we try to understand why the child is currently behaving in this way. The child who is bullying is also encouraged to consider the feelings of their victim and change their pattern of behaviour.

The following tiered system of support is used. Further details on each of these approaches can be found in Appendix B:

Tier One – This is the first time the situation has occurred. A mixture of the following support mechanisms are put in place for the victim and child who is bullying as appropriate:

- ELSA (Emotional Literacy Support Assistance)
- Circle time
- Activities from Bully Blocking by E.M. Field
- Helping Hands (Y6)
- SHINE – This program is early intervention, pre CAHMS involvement

Tier Two – If bullying continues and above strategies have not worked then outside agencies are involved to help support the victim and provoke change in the behaviour of the bully. Outside agencies may include:

CART Team within the BCBC Inclusion Service

Educational Psychologist
Primary Mental Health - CAMHS
All Wales Youth Counselling
Whole class sessions with the Police liaison officer

Tier Three – If bullying continues, support will stay in place but there may be possible fixed term exclusions for the child who is bullying. The child may also be asked to leave school during certain parts of the day e.g. school lunch time. All exclusions follow the BCBC guidance on exclusion.

Cyberbullying

In addition to this, the Welsh Government document, Challenging bullying. Rights, respect, equality also identifies an increasing problem with Cyberbullying. In this document it states that Cyberbullying 'can be defined as the use of information and communication technology (ICT), particularly mobile phones and the internet (including social networking sites, blogs, e-mail, video and instant messaging), to deliberately upset someone else.' It also states that 'Cyberbullying is a sub-set or 'method' of bullying.

It can be used to carry out all the different 'types' of bullying (such as racist bullying, sexist bullying, homophobic bullying, or bullying related to special educational needs and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm.

As a brief guide:

- Children should be careful who they give their contact details to;
- If your child receives any messages a record should be kept of the date and time;
- Victims should save messages they are concerned about and let an adult know;
- The victim's family may need to contact the police or school police liaison officer;
- The child and their family should stop using the phone/email account affected and block the person from their account.

Welsh Government expects schools to address online bullying and one-off incidents where it has an impact on the well-being of learners at the school. Where necessary, Welsh Government expects schools to refer a case to the appropriate agency or service. Schools must act in cases that involve a safeguarding concern. All staff should receive regular training in safeguarding and online safety.

Incidences that take place outside of school

Welsh Government guidance states that while schools are able to regulate certain conduct off school premises, such as one-off incidents, bullying behaviour or cyberbullying, when this impacts on the

wellbeing of learners at school. The school can only impose sanctions when the learner is on the school site or under the lawful control or charge of a member of staff. A sanction could be imposed while a learner is on a school trip, but not while the learner is on their journey home from school for instance. In such circumstances, the member of staff could indicate to the learner that they have been seen misbehaving and/or engaging in bullying behaviour and will receive a sanction; however, the member of staff must wait until the learner is next in school to apply the sanction.

Welsh Government Guidance

Welsh Government has produced helpful guidance for children, young people and parents/families:

Challenging bullying: rights, respect, equality. A guide for children

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-children.pdf>

Challenging bullying: rights, respect, equality. A guide for young people

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-young-people.pdf>

Challenging bullying. Rights, respect, equality: guidance for parents and carers

<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guidance-for-parents-and-carers.pdf>

Keeping Parents Informed Through:

- School website
- Prospectus
- School Newsletters
- Workshops

Related School Policies:

- Social Media
- Discipline and Behaviour
- Safeguarding
- Relationship and Sexual Education
- Personal and Social Education
- Equity

Monitoring and Review

We are aware of the need to review the Anti Bullying policy in order to ensure its effectiveness. As a result, this policy will be reviewed by staff and governors annually and with parents and children biennially. A child friendly copy of this policy is also available.

Appendix A

Welsh Government

- Challenging bullying: rights, respect, equality. A guide for children
<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-children.pdf>
- Challenging bullying: rights, respect, equality. A guide for young people
<https://gov.wales/sites/default/files/publications/2019-11/rights-respect-equality-guide-for-young-people.pdf>

Books

Bully Blocking: Six Secrets to help Children Deal with Teasing and Bullying

Websites

Childline – www.childline.org.uk

BBC - <http://www.bbc.co.uk/schools/parents/bullying/>

Kidscape – www.kidscape.org.uk

Bullying UK – www.bullying.co.uk

Appendix B

Circle Time

Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well managed circle usually spreads into other areas of class activity. Circle Time:

- Creates a safe space to explore issues of concern
- Promotes an environment where positive relationships are affirmed and developed
- Explores relationships with adults and peers
- Creates an atmosphere where sensitive issues can be discussed
- Affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes, at the beginning or end of a session. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple positive rules that encourage the group to:

- Focus on their own feelings and those of others
- Listen to one another and tolerate others' views
- Learn to take turns
- Discuss difficult issues using a problem-solving approach

Putting this method into practice needs good organisation and links to other anti-bullying strategies. Staff needs training, for example, by educational psychologists or counsellors.

ELSA

The Emotional Literacy Support Assistant (ELSA) project began in Hampshire 2003/2004. Like most courses it had a positive reaction with the pupils. When interviewed (This was with pupils from a comprehensive school who had behaviour problems) the pupils said that they

- felt very supported by having '*special time*' and being listened to
- developed greater self-awareness
- learnt to talk about difficulties
- developed strategies
- interacted more successfully with others
- felt better about themselves
- managed better in school

The benefits to the school are:

- access to prompt support for pupils in need
- positive changes in pupils with behavioural, emotional or social difficulties
- improved learning for target pupils and their peers
- new skills/ideas cascade to other staff
- increased confidence in managing '*problems*' from within

In conclusion..

We think the ELSA Project is a good support for children with particular problems, unfortunately like all good initiatives it needs time for planning, and delivery it also needs the adult to be able to have free time for children to be able to talk to them about their problems.