

St Mary's RC Primary School
Ysgol Gynradd Santes Fair



Anti- Bullying Policy

St. Mary's R.C. Primary School
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NP16 5JE
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Date of Policy

July 2021

Review Date

July 2022

Learning for Life with Christ as our Light.

Mission Statement

Learning for Life with Christ as Our Light

Vision

At St. Mary's we are committed to providing a Catholic education which also fosters a sense of Welsh identity through an appreciation of Welsh language, history and culture.

We believe firmly in the Gospel Values and in our role as educators to nurture pupils, identify their talents and provide them with all the skills they need for life in the 21st century as citizens of Wales and the wider world. We seek to create a supportive environment in which every pupil feels valued both as an individual and as an integral part of our St. Mary's family – Ein Teulu Santes Fair.

Our devoted and dedicated staff will work together alongside families, our parish and the wider community to inspire, motivate and encourage all of our pupils so that they become confident individuals who are ultimately imbued with a love for life-long learning.

Objectives

Encompassing the Four Core Purposes of the Welsh Curriculum and the Catholic Pupil Profile, we seek to:

- Provide a broad and balanced curriculum, utilising a variety of creative, practical and problem-solving activities which enable access for all learners.
- Use our local environment in Chepstow and look further - in Wales and the wider world to enhance our learning.
- Provide excellent role-models for our pupils, leading by example in all that we do.
- Encourage and support one another in all goals - recognising talents, celebrating achievement and embracing failure as a path to future success.
- Strengthen our home-school links, recognising that parents are the first educators of their children and supporting families in this important role.
- Provide high quality, enriching learning experiences which will support children in their knowledge, understanding and development of academic and life-long skills.
- Regularly monitor and evaluate progress and standards throughout the school, with the support of all stakeholders, to ensure continual growth and development.
- Obtain advice from, and work in tandem with external agencies to support all pupils with additional learning needs.

Aims

Through the achievement of our objectives, our aims are that all children will:

- Develop a loving, personal relationship with God which will deepen their faith.
- Be accepting of others, respectful in their behaviour and always considerate towards the feelings of those around them.
- Recognise our similarities and differences and developing a sense of fairness and justice.
- Become well-rounded individuals who have a positive attitude to life and recognise their self-worth.
- Become enthusiastic life-long learners – ready to face the challenge of the ever changing modern world and global society.
- Recognise their strengths and areas of development.
- Develop confidence in challenging themselves in order to fulfill their potential.

Introduction

Every child and young person in Monmouthshire has the right to learn in an environment where they feel safe, to be protected from harm; including all types of bullying whatever their race, religion, culture, language, gender, gender identify, abilities or needs. Bullying is one of the most damaging forms of discrimination. This policy acknowledges the Welsh Government's Respecting Others Guidance 2011 and complies with the Equality Act 2010.

The Law / Guidance Relating to Bullying

- Welsh Language (Wales) Measure 2011
- Equality Act 2010
- Education and Inspections Act 2006
- Children Act 2004
- Education Act 2002
- The Government of Wales Act 1998
- Human Rights Act 1998
- United National Convention on the Rights of the Child (UNCRC) 1989

The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. The three equality duties schools were required to show due regard to (Race Equality, Disability Equality and Gender Equality) have been replaced by the Public Sector Equality Duty (PSED). Under the PSED, schools must show due regard to the general duty and it's three "components" as well as complying with a set of specifications. The three components to the PSED are:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This policy should be read in conjunction with the Behaviour Policy and Strategic Equality Plan.

At St Mary's:

- We will not put up with bullying in our school
- We will ALL help to stop bullying.
- We will help bullies to change.
- We will tell others if we are bullied, we won't be afraid to tell, we know we will get help and be protected
- We won't play rough games that we know will frighten or hurt others
- We won't stand back and watch someone being bullied, we will tell a teacher or another adult straight away

Our school seeks to be a non-bullying school, if we are bullied or see someone being bullied we will make sure it is stopped

When we say bullying, we all know we mean anything that is done on purpose to frighten, upset or threaten someone.

Bullying is wrong, we should be kind to each other, as Jesus showed us how.

We have our own 'Class Charter' and we will try to live by it.

We value good relationships between all individuals. Every allegation of bullying is taken seriously. As a school we take the attitude of believing the child as central to dealing with the issue. All staff, pupils and parents are aware of the negative effects of bullying and all work together to maintain an environment free from fear. Bullying is unacceptable in this school and will not be tolerated. We will take account of incidents which occur outside school which may have an effect on behaviour in school.

Learning for Life with Christ as our Light.

Aims:

- To demonstrate that the school takes bullying seriously and will not be tolerated
- To take measures to prevent all forms of bullying in the school and during any school visits
- To support everyone in the actions to identify and protect those who might be bullied
- To ensure that the safety and happiness of pupils is secured by dealing positively with bullying
- To promote an environment where it is safe to tell
- To promote positive attitudes in pupils

1. A definition of bullying

Bullying is “a persistent, deliberate attempt to hurt or humiliate someone and often involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional and/or physical harm to another person or group of people.

Isolated incidents of hurtful behaviour, teasing, arguments or falling out between individuals of equal power should not be seen as bullying.”

Bullying can take many forms, but the three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones (through social networking sites)

There are many important categories of bullying, including:

- Socio-Economic Status
- Gender Based
- Sexual Orientation
- Homophobic
- Faith-based
- SEN/Disability
- Gifted/Talented
- Cyber
- Racist

Definition of Discriminatory Incidents

A discriminatory incident is any incident which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a protected characteristic, listed below:

- Age
- Disability
- Gender identity
- Marriage and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Welsh Language (not officially a protected characteristic but treated as such by Monmouthshire County Council)

Racist Incidents and Racist Bullying

A racist incident is "any incident which is perceived to be racist by the victim or any other person."

All incidents that are perceived to be racist by the victim or another person need to be investigated and reported to the LA using the E Form.

Racist bullying is a form of bullying due to a persons' colour, ethnicity, culture, language, faith community, national origin or national status.

2. Whole School Approach to Bullying Prevention

In Saint Mary's RC Primary School all members of our school community should be able to feel safe and respected. We will challenge all forms of bullying and discrimination and such behaviour is unacceptable. This policy has a clear link to the schools Positive Behaviour Policy.

The school uses the following strategies:

- Buddying
- Peer Mediators
- Circle of Friends
- Peer Supporters
- Positive Class / School Rewards
- Restorative Approaches
- Supervision during break and lunch times
- National Anti-Bullying Week
- Wellbeing sessions
- Circle time
- Pupil Voice

These strategies are supported through the curriculum in PSE / SEAL, circle time, creative writing, drama, history and RE to prevent bullying and to promote positive behaviour and good relationships within our school.

3. Roles and Responsibilities

All members of the school community have an active role to play in the prevention of bullying behaviour, to promote positive relationships and respect as well as responding to incidents when they occur.

The Governing Body should:

- Ensure that every pupil has the right to learn, free from the fear of bullying or discrimination.

The Head teacher should:

- Ensure that the schools Bullying Prevention Policy and reporting procedures are known to the whole school staff, pupils, parents/carers and outside agencies (where appropriate);
- Ensure that all staff have the opportunity to receive training;
- Ensure that there is suitable and sufficient opportunity in the curriculum and non-curriculum time through the school's PSE programme to explore issues relating to all types of bullying and discriminating incidents;
- Ensure that incidents are recorded, monitored and reported to the LA and inform the schools self-evaluation process;
- Report the Governing Body annually.

School staff should:

- Receive, respond, taking seriously and act upon information which is disclosed;
- Report any observed, suspected or disclosed incidents to the nominated member of staff.

Pupils should:

- Report incidents straight away, observing incidents can suggest support for the perpetrator;
- Tell someone you trust straight away;
- Ask parents/family or teachers for advice and help. If you are too scared to tell an adult on your own, ask a friend to go with you.

Parents/carers should:

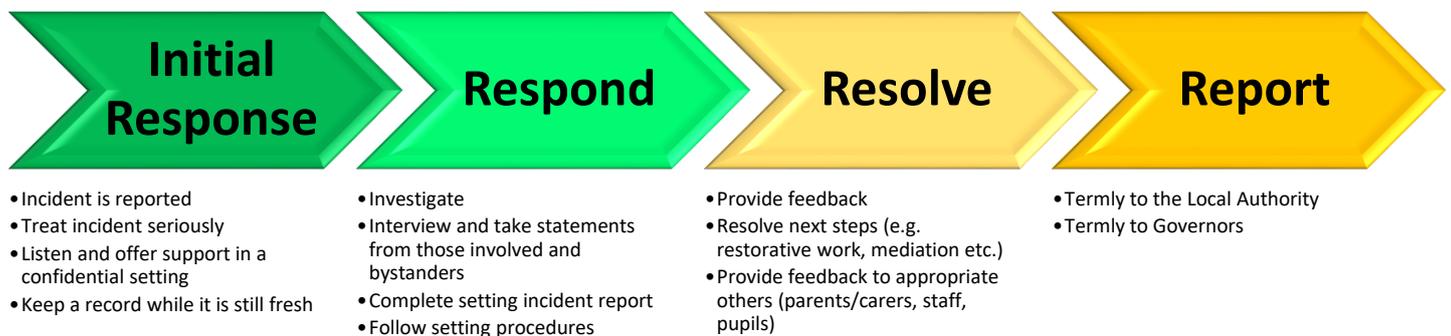
- Reassure their child that they are doing the right thing to tell you;
- Remember that you may be the first person to know of any bullying incident.
- Try to stay calm and make notes which may be useful later;
- Contact the school;
- Work with the school to draw up ideas that will help to support your child.

4. The Management of Incidents

If a child is being bullied they may present some of the following symptoms.

- The child may be reluctant to come to school.
- The child might start complaining of illness.
- The child might be reluctant to go out at play time / always offer to do something which means less yard time.
- The child may be tearful / disruptive.
- The child's property may go missing/ dirty or torn clothes/ lost bag or coat.
- The child starts to do poorly in school work.
- The child appears isolated in the classroom.

Whilst the above may not be indicators of bullying, they are certainly indicators all is not well, and need to be investigated.



Actions to Tackle Bullying

At St Mary's we will be vigilant for signs of bullying and always take reports of incidents seriously.

We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying type behaviour.

Each year Anti-Bullying is a feature of our SEAL (Social and Emotional Aspects of Learning) programme and part of our RESPECT week. Caring for others is an intrinsic element of all Religious education teaching at St Mary's.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report this to a member of staff.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of all incidents.

If bullying includes racist abuse, then it should be reported to the Head Teacher to be recorded in the Racial Incident Book.

Strategies to deal with incidents of bullying (Further information is found in the guidance document)

1. We will always adopt a caring, Catholic and listening approach to any reported incident of bullying as bullies can also, quite often, be victims too.
2. Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem solving approach may help. The member of staff should remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.
3. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.
4. There are various strategies that can be applied if more than one pupil is involved in bullying another.
5. Role play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.
6. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying. Setting up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as School Council members can also be beneficial.

Sanctions for dealing with perpetrators of bullying – see behaviour policy

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies put in place to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

5. Incidents outside of School

A good deal of bullying can take place outside of school, to and from school, on school transport, school trips or on mobile phones and social networking sites. All pupils are expected to comply with the School Travel Code 2010 (see school Behaviour Policy and Acceptable Use of ICT Policy).

The school **may take reasonable steps**, at the discretion of the head teacher, to investigate incidents that have a negative impact on the orderly running of the school and/or might pose a threat to another pupil during school time or member of staff.

6. Working with the Police

The school will cooperate with the police if a pupil or parent/carer has reported an incident. Some forms of bullying behaviour may involve criminal offences and in these cases the school will contact the Schools Community Police Officer (SCPO). If the matter is urgent and the SCPO is unavailable, the school will contact the police directly in order to protect the person experiencing the bullying and to respond appropriately to the incident (see All Wales School Crime Beat Policy). The school will also work in partnership with the SCPO as part of the schools bullying prevention work (see www.schoolbeat.org).

7. Monitoring and Evaluation

The school will monitor incidents of bullying and racism in order to identify patterns of behaviour and the extent of the bullying. The school will then use this data to review the effectiveness of current policy and practice and identify priorities

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as part of the schools' self-evaluation process. The school will also take into consideration any findings or recommendations from Estyn Inspections, independent reviews or the LA annual report to Head teachers.

In the event of suspected bullying occurring, the class teacher will keep a log book to record any incidents related to the potential bully and victim/s. This record can then be used to support any sanctions that are deemed necessary.

Any reportable incidents are recorded in an incident book located in the head teacher's office and this information is submitted to the LA termly.

8. Arrangements for reviewing the policy

This policy will be reviewed every two years or in light of new guidance or recommendations.

Signed: _____ (Headteacher)

Date _____

Signed: _____ (Chair of Governors)

Date _____