

St William of York Catholic Primary School



Anti Bullying Policy

Signed _____ Chair of Governors

_____ Head Teacher

Date: 23rd November 2023

Review date: November 2025



OUR MISSION STATEMENT

Together Everyone Achieves More.

To go forward in Christ, to respect our neighbour and to always give our best.

Introduction

St William of York is a Catholic Primary school providing a Christian Education based upon the Gospel values of: Honesty, Compassion, Forgiveness, Justice and Peace.

A fulfilment of our mission is when we see our children demonstrate these gospel values, when we see their positive views of themselves and the wider world, their excitement and their love of learning. By building their confidence, their inner belief, we equip them with the skills necessary to become lifelong learners and we prepare them for the next stage in their lives.

Our Aims

To encourage children to become independent learners in a climate of joy, freedom, respect, challenge, cooperation and celebration.

To enrich the lives of all pupils through their intellectual, physical, spiritual, moral, social and emotional development. Preparing the children to flourish in an ever changing world.

To provide an education which promotes the dignity, self-esteem and full development of each person.

Promote British Values through social justice, global awareness and concern for others, creating a culture of tolerance where people of diverse identities are welcome, respected and cherished.

To have strong links with home, parish, neighbouring communities and High Schools.

Ensure access for all pupils to a broad, balanced and differentiated curriculum, whilst encouraging every child's unique talents and spiritual growth.

Create an environment which is both inspirational and harmonious and allows children to thrive and reach their full potential.

To achieve these aims and bring joy and brightness to the lives of our pupils we will:

Value and celebrate the contributions and commitment made by all members of the community including pupils, parents, carers, professional staff, volunteers and members of the wider community

Provide trained, qualified, enthusiastic, caring staff who will work with pupils in a safe, stimulating environment using appropriate, high quality resources

Through the teaching of the Come and See Programme, educate our pupils in the traditions of the Church and give them an understanding and knowledge of the life and teachings of Jesus Christ

Regularly review and evaluate the work of the school in order to maintain the high standards we expect of ourselves

Through our own personal behaviour and example create an environment where everybody feels secure, valued and respected

Provide a balanced curriculum which fully meets all statutory requirements

Provide for our pupils experiences and opportunities beyond the curriculum to develop their interests and enhance their enjoyment

1 Introduction

- 1.1** Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.
- 1.2** DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to).
- 1.3** At St William of York Catholic Primary School we deliver the Come and See Religious scheme of work which focuses on right and wrong and issues such as behaviour. We also use the PHSE 1decision Programme of Study which also addresses behaviour and bullying. These materials indicate that there are three key characteristics of bullying:
 - Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.
 - Bullying is deliberate and often premeditated.
 - Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources).

2 Aims and objectives

- 2.1** Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4** 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.

3 The role of governors

- 3.1** The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 3.2** The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

4 The role of the headteacher

- 4.1** It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 4.2** The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3** The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- 4.4** The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

5 The role of the teacher

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school.
- 5.2** If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- 5.3** The headteacher records all incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should report the event to the headteacher.
- 5.4** If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher, the Senior Leadership Team and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as social services.
- 5.5** Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- 5.7** Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use circle time, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying

behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

6 The role of parents

- 6.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- 6.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

7 The role of pupils

- 7.1** 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.
- 7.2** In class discussions, PSHE sessions, Come and See topics and assemblies, pupils are invited to tell us their views about a range of school issues, including bullying.
- 7.3** A number of children are trained up as Well-Being Ambassadors and they support their peers on the yard making adults (Welfare staff/teachers and teaching assistants) aware of any problems they have witnessed.

8 Monitoring and review

- 8.1** This policy is monitored on a day-to-day basis by the headteacher, who reports to governors about the effectiveness of the policy on request.
- 8.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the headteacher's written records and by discussion with the headteacher. Governors may analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.