



ST WILLIAM OF YORK CATHOLIC PRIMARY SCHOOL 2025 - 2026 Anti Bullying Policy

Mission Statement:

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

Our mission statement reflects the way we at St. William's wish to live as a community.

Rationale:

Everyone at St William of York Catholic Primary School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti bullying systems within the school to end bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti bullying ethos in the school.

This policy outlines how we make this possible at St William's.

Definitions of Bullying:

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of: name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

School works hard to ensure that all pupils, staff, governors and parents know the difference between bullying and simply 'falling out'.

We use the STOP acronym to help children remember how to define bullying.

Several Time On Purpose Start Telling Other People

Actions to Tackle Bullying:

Prevention is better than cure so at St William of York we are vigilant in looking 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.

Pupils are told that they must report any incident of bullying to an adult within the 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 incidents. The Class Teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Deputy Headteacher. Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Head Teacher. If bullying includes racist abuse then it should be recorded in the Incident Book.

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 adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. 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.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as nurture time, circle time, and PSHE. 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.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. 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 Class or School council members can also be beneficial.

Supporting children to be resilient

Anti-bullying forms an overt part of the school curriculum. Children are made aware of bullying and how to protect themselves from such behaviours. We aim to encourage children to be self confident, self reliant and develop resilience. This is done through the following:

- Assemblies
- PSHE lessons
- Open door policy

It is also referred to in other areas of the curriculum as is appropriate.

Children are also given formal and informal opportunities to talk about issues and problems that affect them through the following:

- Class discussion
- Regular collective worship
- Pupil Voice meetings

The school is careful to ensure that issues of bullying are discussed openly and calmly without engendering an atmosphere of fear and mistrust.

The school Good Behaviour Policy and Safeguarding policy are both aimed at supporting and protecting vulnerable pupils in the school and ensure that all children understand that some behaviours are unacceptable.

Staff remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers and therefore we strive to provide a fully inclusive environment both inside and outside of the classroom. This encourages all children to make positive relationships with each other despite their race, SEN status or background.

We are aware that children with SEND do not always have the levels of social confidence and competence or the robust friendship bonds that other children have. Staff at St William's are able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour. This is due to the positive relationships that are built between staff and children at St William of York. A recent pupil voice has shown that all children know an adult who to talk to if they feel like they are being bullied.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) school expects the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

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 proposed 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. (Persistent bullies may be excluded from school). A monitoring system may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at St William of York Catholic Primary School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Behaviour Support Service to support our action. This policy is seen as an integral part of our Good Behaviour Policy.

R Adams Headteacher September 2025

Reviewed by Governors Autumn Term 2025

Signed by Chair of Curriculum, Pupil Safety & Inclusion Committee *T. McGovern*

Review Date Autumn term 2026