

Anti-bullying policy Priory Primary School

Policy reviewed and adopted by the
Board of Trustees

Autumn 2021

Version

V1

Date of next review:

Autumn 2022

Responsible Committee:

LGB

Monitoring:

Trust board



PRIORY PRIMARY SCHOOL

Anti-Bullying Policy

Our Vision

All our children are buzzing with excitement for learning; they enjoy the feeling of success, develop confidence, and become active and responsible citizens.

Aims

These aims are for our whole school community – children, staff, governors and families:

- To develop independent, enthusiastic and creative learners with skills for life
- To provide a welcoming, happy and safe environment, where learners are confident to take risks and can flourish
- To deliver an authentic curriculum, which provides opportunities for challenge and aspiration, preparing children for the future
- To build a community based on mutual respect, where everyone takes responsibility for their own actions and behaviour choices
- To celebrate diversity and promote tolerance, developing learners as global citizens

1 Introduction

- 1.1 At Priory Primary School we are committed to providing a caring, secure and supportive environment in which pupils can live and work happily and without fear. We regard all forms of bullying as totally unacceptable regardless of race, gender, sexual orientation or disability. We recognise the effects that bullying can have on pupils' feelings of self worth, on their learning and on the school community and will actively promote an anti-bullying environment.

2 Definition of Bullying

- 2.1 Bullying involves dominance of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour.

Bullying is therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult for those being bullied to defend themselves.

We teach the children to recognise bullying using the acronym STOP (Several Times On Purpose).

- 2.2 It can take many forms but the main types are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, making insulting, racist or offensive remarks)
- Indirect (spreading nasty stories or rumours, excluding someone from social groups)
- Online-bullying – (issues covered in Verbal and Indirect bullying but via technology.)

- 2.3 Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racial bullying;
- Sexual bullying;
- The use of homophobic language;
- Bullying of pupils with special educational needs or disabilities;
- Cyber bullying through emails, mobile phones and other forms of social media.

3 Creating an anti-bullying climate – aims and objectives

- 3.1 Our school's Behaviour Policy explains the importance we place upon promoting positive behaviour to create an environment where pupils behave well, where they take responsibility for each other's emotional and social well-being and include and support each other.

- 3.2 Our aims are:

- To raise awareness of bullying and our anti-bullying policy;
- To create a positive, caring ethos where bullying is regarded as unacceptable and a safe and secure environment is created for everyone to work and learn in;
- To increase understanding for victims and help pupils to constructively manage their relationships with others;
- To deal effectively with incidents of bullying in our school community and to put preventative measures into place.
- To outline procedures that will be followed when bullying is reported.
- To create a school ethos that encourages disclosure of bullying whereby children, parents and staff feel able to discuss any incident causing concern.

4 Reporting Bullying

4.1 All teaching and support staff, including lunchtime supervisors, are aware of and alert to any signs of bullying in school. We foster an open approach where both pupils and parents are able to share their concerns about a bullying incident with any member of staff, although a parent's first point of contact will often be the child's class teacher.

4.2 Procedures to follow:

- 1 The person making the report is listened to carefully and any relevant details are noted. Reports of bullying are never ignored. Support staff report the incident to the class teacher initially.
- 2 The reported incident is investigated. Incidents of bullying together with outcomes are recorded on CPOMS under the bullying category and the Head of School is informed. These are monitored and discussed with staff and parents where appropriate. The Head of School is involved when the bullying behaviour is more serious, i.e. not an isolated incident, and keeps a log of more serious incidents. We value the support of parents and aim to keep them fully informed.
- 3 We actively engage the children in a process which separates the 'deed from the doer', allowing participants to make amends for the harm caused.
- 4 A monitoring period will follow to ensure that bullying has not resumed. Pupils involved are made aware that their behaviour will be monitored.
- 5 If the bullying behaviour continues then further action will be considered such as enlisting the advice of outside agencies or the involvement of the SEN lead and consideration given to setting up a Pupil Passport.

5 Strategies to prevent bullying

Priory Primary has adopted a number of strategies to raise awareness of bullying and how to prevent it from taking place.

5.1 Staff training

Staff have been made aware of the signs and symptoms of bullying and how to recognise bullies and victims. Staff will receive ongoing training in dealing with bullying incidents and preventative measures. This will include reference to the teaching of PSHE education (compulsory from 2020) and the guidance for this

subject, including:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

5.2 Staff awareness

Staff are made aware of potentially vulnerable pupils, both existing and new. Our School Nurse works one day each week with children who would benefit from support, either referred by school or parents.

5.3 Pupil awareness

Pupils are made aware of issues surrounding bullying through a variety of means. PSHE education lessons, and Circle Times all offer opportunities for discussion and sharing experiences and feelings. Assemblies and drama activities provide other opportunities to raise awareness about bullying. A range of activities are undertaken during the National Anti – Bullying week each year. Children are encouraged to talk to each other about friendship and support for each other.

5.4 Junior Leadership team

From Year 2 upwards every class has two representatives on the JLT. It provides pupils with a forum to share ideas and issues important to them.

5.5 Staff supervision

At playtimes staff supervise all areas of the playground and the field, when in use. Our Lunchtime staff are trained in playground games and engage the children in meaningful play. There are many lunchtime clubs run by experienced and specifically trained staff.

6 Bullying outside school

6.1 Schools have powers to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off school premises such as journeys to and from school. We encourage

pupils not to suffer in silence and will always offer support, helping them inform parents and giving advice etc.

7 Sanctions for bullying

7.1 Sanctions will apply for incidents of bullying when appropriate. These will be in line with the school's Behaviour Policy and is structured as follows:

- Class teacher
- Phase Leader
- Assistant Head
- Head of School

The following may also be involved:

- Special Educational Needs Coordinator, if the pupil is identified for a behavioural Passport
- Advice may be sought from external agencies
- Fixed term exclusion for serious or persistent incidents
- In extreme cases, where serious violence is involved or other strategies have not resolved the problem, then permanent exclusion may be considered.

7.2 Parents may be involved in the early stages. If the incident is deemed serious then it will proceed quickly up the process with the intermediate stages being missed.

8 Information on the signs and symptoms of bullying

8.1 Identifying victims

One or more of the behaviours listed below, over a period of time, may indicate that a child is being bullied.

- Unwilling to come to school – feigning illness like headaches, upset stomachs etc;
- Concentrate less in class, stop producing good quality work;
- Reluctance to go outside at playtime;
- Cling to adults on the playground;
- Isolate themselves on the playground, becoming withdrawn;
- Becoming distressed very easily;
- Have temper tantrums, impulsively hitting out;
- Have unexplained bruises or scratches;
- Possessions keep going missing or are damaged;
- Scared to walk to or from school if unaccompanied by parent/carer;
- Anxious and insecure;
- Refuse to say what is wrong;

8.2 Support strategies

- The curriculum offers opportunities for issues surrounding bullying to be raised and discussed; eg PSHE, Circle Time, P4C, Role play stories etc
- Assemblies focusing on behaviour, bullying and cyber-bullying
- Being vigilant on the playground and in the corridors and toilets;
- Help pupils clarify ideas and suggest JLT as a forum where appropriate;
- Always listen to complaints about bullying and follow them up;
- Take a calm, unemotional problem solving approach when dealing with incidents of bullying. Often this approach of identifying facts, resolving tensions and conflicts, and

- identifying a positive way forward is the best. If the response is one of blame and punishment then victims and onlookers may be unwilling to talk about it;
- Follow agreed procedures outlined in the Anti-Bullying and Behaviour Policies.

Complaints Procedures

If parents / carers are not satisfied with the response to any reports of bullying, they should contact the Head of School (Mrs Thompson) or the Executive Head (Mrs Mitchell). If they remain dissatisfied, they should follow the school's complaints procedures.

9 Monitoring and evaluation of the policy

- 9.1 This policy will be regularly monitored and evaluated by staff and governors.
- 9.2 All staff, all pupils and their parents / carers have an active part to play in the success of the policy
- 9.3 The Anti-bullying policy links with a number of other school policies:
- Behaviour Policy
 - Equal Opportunities Policy
 - Race Equality Policy
 - Child Protection Policy
 - Online Safety Policy
 - Attendance Policy
 - SEND Policy
 - Physical Intervention Policy
 - Complaints Procedure Policy

This policy will be reviewed every year.