

The Priory CE VA Primary School



Anti-Bullying Policy

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Approval	Board of Governors	Chairman	Sue Solly
Headteacher	Paul Ruffle	Ratification	
Date of last review	Sept 2019 (part of Behaviour Management policy)	Date of this review	Jan 2022
Date of next review	Jan 2024	Maintenance	FGB
Note that this policy is now distinct from the Behaviour Management Policy/should be read in conjunction with the Positive Behaviour Policy			

Philosophy

The safety, happiness and wellbeing of every pupil is at the heart of everything we do. We are committed to the development of every pupil as a caring and responsible member of our school community. We recognise the importance of a **positive, consistent** approach to behaviour in school and we understand that when children feel happy, safe, listened to and respected, then they make progress with their learning.

As a Christian school our core values are love, respect, forgiveness and aspiration. **'Do to others, what you would have them do to you.'** **Matthew 7:12**

Bullying is not tolerated at the Priory School. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a trusted adult. Everyone has a responsibility to prevent bullying and we are committed to our anti-bullying programme (through PSHE/RHSE curriculum) worship, peer support networks), including the use of peer support through our trained Key Stage 2 ambassadors.

Aims

- Ensure all governors, teaching and non-teaching staff, pupils and parents should have an understanding of the main types of bullying behaviour
- Use the curriculum, class discussion and worship to help build an anti-bullying ethos in the school, including online safety
- Ensure that children know that all types of bullying behaviour are unacceptable
- Create an environment where children are supported to report instances of bullying behaviour
- Deal with instances of bullying behaviour promptly and appropriately, using the school's Positive Behaviour policy
- Ensure all staff are trained to recognise and respond to bullying behaviour
- Ensure pupils and parents know what the policy is and what they should do if bullying behaviour occurs
- Identify and support children who are frequently involved in incidents of bullying behaviour, either as protagonists or victims
- Monitor reported bullying behaviour carefully to ensure that it doesn't recur

What is bullying behaviour?

Bullying behaviour is **repeated negative behaviour** intended to make someone feel upset, uncomfortable or unsafe. Bullying behaviour can be verbal, physical or indirect (including cyber). **It can be connected to 'peer on peer abuse', which occurs when a young person under 18 is exploited, bullied and / or harmed by their peers who are the same or similar age.**

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, prejudice-based, discriminatory or offensive language, or swear words.

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyber bullying.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

However it is not bullying behaviour if pupils of equal power and strength have an occasional argument.

What is cyber bullying?

The rapid development, and widespread access to, technology has provided a new platform for 'virtual' or 'online' bullying, which can occur in or outside school. Cyber bullying can happen at all times of the day, with a potentially bigger audience as content can be forwarded on at a click. For example, the sharing of nude or semi-nude images (previously known as sexting) is now also a consideration for primary schools.

What are the additional signs that a child may be being bullied online?

- Upset after using the internet or his/her mobile device
- Avoiding going to school and/or meeting friends face to face or online
- Suffering from low self esteem/change in mood

How does the Priory aim to prevent cyber bullying?

- Pupils receive regular e-safety lessons, which incorporate cyber bullying
- School runs workshops and activities on the importance of staying safe online
- Advice is given to parents on e-safety through the school newsletter
- All mobile phones used by pupils will be handed into the school office
- Pupils are taught how to present and respond to cyber bullying as part of PSHE curriculum
- School staff make sure they are up to date on online trends that pupils use
- School staff all receive Online Safety training through Educare

How do we respond to incidents of bullying behaviour?

Children need to know that all types of bullying behaviour are unacceptable because they affect the rights of others (for example, the right to be safe, to be treated fairly and to enjoy school).

- **Staff** have a responsibility to support children and parents to deal with bullying behaviour promptly and effectively.
- **Pupils** are encouraged to tell a trusted adult at home/school or an anti-bullying ambassador (a team of KS2 children trained by the Diana Award Anti-Bullying award) as soon as they are aware of bullying behaviour taking place.
- **Parents** are invited to report any concerns to the class teacher as soon as possible.

At the Priory CE Primary School, we have introduced a Keep Safe Code to remind children about what to do if anything upsets them.



“Please don’t do that - I don’t like it!”

If they don't stop – tell an adult!

Everyone is responsible for preventing bullying behaviour and helping to resolve incidents quickly and effectively. Parent queries at any point should first be addressed to the class teacher, then to the Deputy Head, and if matters continue to be unresolved, to the Headteacher. This is important because the class teacher knows the children best and will be able to speak to all children concerned and determine the type of incident and whether it is bullying or another type of behaviour incident.

We remind the children of our anti-bullying code. **STOP Bullying**. Stop stands for 'Several Times on Purpose' and 'Start Telling Other People'

What is bullying?

STOP! – (unkind behaviour) **S**everal **T**imes **O**n **P**urpose

What do you if you are being bullied or see bullying?

STOP! – **S**tart **T**elling **O**ther **P**eople

Which prevention strategies are used?

- Whole school worship and anti-bullying week / online safety week
- PSHE (personal, social, health and citizenship), scheme "Jigsaw", circle time
- Heartsmart principles
- ELSA sessions (Emotional Literacy Support)
- Anti-bullying ambassador programme (funded by the Diana Award, including awareness campaigns and playground rota of ambassador support)

What are the common signs and symptoms?

- Parents should be on the lookout for signs of distress such as unwillingness to attend school, pattern of vague headaches or stomach aches, moodiness, depression, frequent loss of, or damage to, belongings and/or school equipment.
- Staff should be alert to withdrawn, isolated behaviour, complaining about missing possessions, refusal to talk about the problem, being easily distressed.

Priory Anti-Bullying Charter

At the Priory, we want to make everyone feel safe and happy. Bullying behaviour can make people feel frightened and unhappy. Bullying behaviour is when someone tries to make you feel upset, uncomfortable or unsafe over and over again.

No one deserves to be bullied!

What matters to us?

1 We listen - pupils are listened to and help decide how to tackle bullying behaviour

2. We value every child and adult - we are all valued and have the right to take part in all aspects of school life

3. We show respect and we treat others as we wish to be treated

4. We challenge - all forms of bullying behaviour, whether verbal, indirect or physical

5. We celebrate difference - we are all unique and we think this is amazing!

6. We understand - we all learn what bullying behaviour is, what it isn't and why it's never right

7. We believe - all pupils should be heard and believed

8. We report bullying behaviour - of ourselves, or others, to a trusted adult or an anti-bullying ambassador

9. We take action - we speak out and adults respond quickly

10. We always use kind language online and face to face - especially when we talk about someone's race/gender/belief/ability/identity

How does the school respond?

We must listen to both parties to ensure that we do not make unfair assumptions. Both children need support to understand each other's feelings in order for behaviour to change and to move the situation forward.

The following steps identify the order of actions that will be taken when an incident of bullying behaviour is reported:

1. Incident of bullying behaviour reported to **ANY** adult within the school. If an incident is reported to a peer anti-bullying ambassador, they will report to the child's class teacher.
2. Reported to the child's class teacher for investigation; class teacher (or teaching assistant or ELSA) writes an incident summary (categorised on CPOMs) after speaking to any children concerned.
3. The Deputy is informed and a copy of the incident report given to the Headteacher.
4. The children involved and class teacher/Deputy Head/Headteacher* (depending on level of incident and availability) discuss the situation. All agree on consequences and strategies to be implemented.
5. Feedback to parents of all pupils involved via class teacher/Deputy Head/Headteacher as appropriate. A follow-up time frame is agreed so that all children know that the situation will be monitored.
6. At any point it may be necessary to refer to the Positive Behaviour policy for further consequences.

* The Headteacher will consider whether the matter should be reported to the police, if the content is illegal.

How is this policy monitored?

The Deputy Head, Headteacher and Governor with responsibility for behaviour will monitor the effectiveness of this policy and report to the Governing body, and, if necessary, make recommendations for further improvements. The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing body will pay particular attention to matters of equality to ensure that no pupil is treated unfairly.

The Headteacher has day to day responsibility for ensuring that this policy is adhered to, but all staff, parents, pupils and Governors share responsibility to ensure good behaviour and discipline, to combat bullying behaviour and racism and promote an ethos conducive to the emotional wellbeing and spiritual development of all. The policy will be monitored and reviewed annually.

This policy should be read in conjunction with the school's:

- *Positive Behaviour policy*
- *SEND Policy*
- *Single Equality Policy*
- *Safeguarding Policy*
- *Health and Safety Policy*
- *Staff Code of Conduct*
- *Home School Agreement*
- *Whistleblowing Policy*
- *E safety policy*

and also the following DfE documents:

- *Preventing and Tackling Bullying 2017 – Guidance for schools on preventing and responding to bullying*
- *Cyberbullying: Advice for Headteachers and School Staff 2017*
- *Keeping Children Safe in Education (KCSIE) September 2021*

Date	Comments / Reviewed:
Jan 2018	New Policy written by Paul Ruffle Introduction of 'Ready, Respectful & Safe' and Behaviour Ladder
September 2019	Behaviour policy updated by Paul Ruffle to include latest guidance on anti-bullying good practice
January 2022	Full Policy Revision by Mel Fidge as part of the behaviour review and introduction of Anti Bullying pupil team/pupil centred charter. Policy now runs parallel to Positive Behaviour policy.