

## Anti-Bullying Policy

Policy Tracker – Responsibility for monitoring this policy:			
Headteacher			
Date	Reviewed By:	Role	Date Approved by the Governing Board
Autumn 2020	J Mackinney R Cox J Griffiths K Carver R Fellows	CEO DSIP DHT AHT AHT	
September 2021	K Daley J Griffiths K Carver R Churchman G Godfrey	HT DHT AHT AHT AHT	
September 2022	K Daley J Griffiths K Carver G Godfrey	HT DHT AHT AHT	
December 2023	K Daley J Griffiths K Carver	HT DHT AHT	
December 2024	K Daley J Griffiths K Carver	HT DHT AHT	

September 2025	K Daley	EHT	
	J Griffiths	HOS	
	K Carver	AHT	

## 1. Context

Priory Primary School will not tolerate bullying. Every member of our school has the right to come to school without fear of being threatened, intimidated, mocked or abused. We all have a responsibility to make sure that bullying is not part of life at our school. It can make people feel miserable and insecure. People who bully need help. Helping them to understand their target's feelings and the effect of their behaviour on them (developing their empathy), teaching them to stand up to peer pressure from others, giving them support to manage the problems they are facing in their own lives – all of these things can change bullying behaviour for the good. Priory Primary School is committed to addressing this. This policy gives a clear methodology for staff to follow and the range of actions available when dealing with issues of bullying.

## 2. What does the law say?

This policy has been constructed mindful of the following:

- The Education and Inspections Act 2006, provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's Behaviour Policy, which must be communicated to all pupils, school staff and parent/carers.
- The Equality Act 2010 - It requires public bodies to have due regard to the need to:
  - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
  - Foster good relations between people who share a protected characteristic and people who do not share it.
- The Education Act 2011 - The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.
- Safeguarding Children and Young People - Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
- Keeping Children Safe in Education (KCSiE) reinforces that all staff should recognise that children are capable of abusing their peers.
- Preventing and tackling bullying, 2017 - This document helps schools take actions and respond to bullying as part of their overall Behaviour Policy.

## 3. Rationale

The Anti-Bullying Policy is an integral part of the Child Protection and Safeguarding processes at Priory Primary School. It outlines clear guidance in relation to how the school will respond to incidents of bullying. All staff understand that bullying and its many forms, is a classification of **child on child** abuse. As a result, the correct implementation of this document by staff is crucial to ensure pupils at Priory Primary School are protected from abuse.

Bullying is a form of anti-social behaviour that has no place in this school or any community. Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the main types of bullying are:

- Physical – hitting, kicking;
- Taking or damaging belongings;
- Verbal – name calling, insulting, making offensive remarks;
- Misuse of new technologies – sending messages on mobile phones or social media;
- Indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Schools have a legal duty to ensure prejudiced based bullying is dealt with in schools. Under the Education and Inspections Act (2006), Head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others and self-discipline amongst pupils to prevent all forms of bullying. This includes the prevention of prejudice-based bullying related to all of the themes stated above.

Keeping Children Safe in Education reinforces that pupils with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. All staff need to be aware that additional barriers can exist when recognising abuse for these groups of pupils. This would include the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

#### **4. Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience;
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (**child on child** abuse);
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns;
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through PSHE lessons, displays, assemblies, peer support and the School Council;
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents);
- Proactively gather and record concerns about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring;
- Actively create “safe spaces” for vulnerable children.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- Work with other agencies and the wider school community to prevent and tackle concerns;
- Celebrate success and achievements to promote and build a positive school ethos;
- Be encouraged to use social media positively and responsibly.

## 5. Guidelines for pupils

### Advice for the victim of bullying

All pupils are provided with clear guidance on how to respond to instances of bullying. You have a right to feel comfortable and safe at school, as well as on your journey to and from school. If you are being bullied you must tell your teacher, Phase Leader, or another member of staff with whom you feel comfortable - you choose.

If you are frightened to tell a teacher, tell a friend; tell your parents. They can tell the teacher for you.

If the bully or bullies threaten, they will hurt you more if you tell, still tell and tell the teacher about these threats. If you don't tell, the bullying will go on. You must tell every time.

### Advice if you are the bully

Stop bullying. The next time you're tempted to react, stop for a moment and think. If someone treated you like this, think about how you would feel if they behaved differently and smiled or chatted to you instead? Try to understand the other person's point of view. Different isn't worse - it's just different. People who are different, in some way to you, are just the same inside. Take a look around. Everyone is different. You are no better than anyone else.

We all have feelings - we are all human. What do you get when you bully others? You might think you're winning lots of friends. Maybe you think that everyone looks up to you because you're strong? But you're wrong. Behind your back people dislike you and think you're a coward because you attack others. They may act in a friendly way, but inside they are probably afraid of you. Is that the kind of friendship you want? How can you change? Why are you a bully? Is something about your own life bothering you? Are you unhappy for some reason, perhaps there's a problem at home? Then that's what you need to focus on. Get help for whatever is making you the kind of person who torments others. Remember if you respect others, they will really like and respect you.

### Advice for parents

The school is committed to working in partnership with parents/carers to resolve bullying issues quickly and decisively. The following guidelines offer support and advice to parents/carers.

- If your son or daughter tells you they are being bullied, keep calm! Getting angry and threatening to visit the school or the parent of the other pupil will frighten them further.

- Praise them for telling you and reassure them that they have done the right thing in letting you know what is happening.
- Try to find out the facts - what exactly has happened?

**Bullying:**

- goes on for a while and happens regularly;
- is deliberate. The other person wants to hurt, humiliate or harm the target;
- Involves someone (or several people) who are stronger than the person being bullied. All three things have to happen together to be called bullying.

**Bullying is not:**

- a one off fight or argument;
- a friend sometimes being nasty;
- an argument with a friend.

**Please:**

- Use your best listening skills. Accept your son or daughter's feelings, encourage him/her to talk about any worries by listening.
- Help your son or daughter to think about what s/he would like to happen, and ask how you can help.
- Encourage your son or daughter to talk to his/her class teacher. If s/he does not want to then it is advisable for you, preferably with your son/daughter's support, to make the class teacher/Phase Leader, aware that this is how s/he is feeling. Arrangements can be made for you to speak to a member of staff without making other pupils aware that this is being done. The sooner we know about a problem the quicker we are able to put in place appropriate intervention for all pupils involved and prevent bullying happening.
- Bullying can destroy confidence and your son or daughter will be feeling vulnerable. Make him/her feel loved, valued and important. Talk to him/her about why people bully to reinforce the point that your son/daughter is not the problem. When you talk to the school, stay calm and give specific details. Remember that we are partners with you and both want the best for your son or daughter.
- If, after you have made a plan with the school and followed it up, you are still not happy with the situation, then please do contact a member of the Senior Leadership Team who will review the action taken to date and offer guidance and support for future interventions. If the bullying problem persists, you have the right to follow the school complaints procedure.

**Online Bullying Advice for Parents/Carers**

- Be alert to your child seeming upset after using the Internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Monitor Internet use closely – your child may be suffering in silence.
- Talk with your child and understand the ways in which they are using the Internet and their mobile phone.

- Use the tools available on your computer. Find out how to turn on in-built Internet safety features.
- Remind your child not to retaliate to messages.
- Keep the evidence of offending emails, text messages, files/videos or online conversations.
- Be aware, your child could be a cyber-bully as well as be a target of cyber-bullying.
- Contact your child's teacher if you think it may involve another pupil so that we can take appropriate action.
- Contact the service provider (Facebook, Twitter, Instagram).
- If the online bullying is serious and a potential criminal offence has been committed, you should consider contacting the Police.

## 6. Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy. They should respond within ten days to any requests from a parent/carer to investigate incidents of bullying.
- All staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably. The Headteacher is required by the Governors to keep accurate records of any bullying and to report to them about the effectiveness of school anti-bullying strategies.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Mrs Merritt

The named member of staff with lead responsibility for this policy is: Mr Griffiths

## 7. Summary of this Policy

For pupils who experience bullying behaviour:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying behaviour;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- restorative conversations and interventions hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For the school community:

- the whole school community is clear about the anti-bullying stance the school takes. Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For SLT, governors and other school staff:

- they develop policies which meet the law and school inspection requirements;
- they promote a climate where bullying and violence are not tolerated and cannot flourish;
- they continually develop best practice based on knowledge of what works;
- there is a review of the school's Anti-bullying Policy every two years and, as a result, the policy and procedures are updated as necessary;
- opportunities are used to address bullying behaviour;
- support systems are in place to prevent and respond to bullying behaviour;
- will address school site bullying hotspots and promote safe areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation;
- they work in partnership with parents/carers.

For parents/carers:

- they are clear that the school does not tolerate bullying behaviour;
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe;
- they have confidence that the school will take any complaint about bullying seriously and investigate/ resolve as necessary and that the school's systems will deal with the bullying in a way which protects their child.

# Anti-Bullying

## POLICY

### What is bullying?

A bully is someone who hurts another child on purpose by using behaviour which is meant to hurt, frighten or upset that child. It is never acceptable to hurt or harm others.

### Bullying can be...

**Emotional:** Hurting your feelings, leaving you out.

**Physical:** Punching, kicking, spitting, hitting.

**Verbal:** Being teased, calling of names

**Racist:** calling names because of the colour of your skin or religion

**Cyber:** Saying unkind things by text, email and online

### When is it bullying?

**Several  
Times  
On  
Purpose**

Our promise to you is to **ALWAYS** treat bullying seriously. You have the right to feel happy and safe

### Who can I Tell?

- Any trusted adult in the school e.g. your teacher, the teaching assistant, mid-day supervisor.
- An adult at home such as your parents.
- A friend.

If you are being bullied,

**Start Telling Other People.**

### What will happen if you bully?

- You must take responsibility for your actions and accept the sanctions given.
- You need to take steps to repair the harm you have caused.
- You need to talk to an adult about your worries and concerns.

