

# Priory Junior School

## Anti-Bullying Policy

At Priory Junior School:

- We promote a core set of moral values which underpin our school ethos and behaviour policy.
- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupil's self esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We seek to promote an inclusive ethos and culture where tolerance and mutual respect are promoted and diversity and difference are recognised and celebrated.



Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

### Aims and Purpose of the Policy

The policy provides clear guidance on how the school intends:

- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and / or stop any continuation of harmful behaviour.
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To respond quickly and effectively to incidents of bullying within the context of the overall positive behaviour management policy.
- To regularly monitor incidents of bullying and harassment and report to the governing body / local authority.
- To provide curriculum opportunities including an entitlement framework for Personal, Social and Health Education that includes learning about bullying and discrimination.

**Bullying of any kind is unacceptable and will not be tolerated at our school.**

At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

This policy takes into account and is consistent with the following national guidance:

DfE (2014) Preventing and Tackling Bullying  
The Equality Act 2010

This policy is also consistent with guidance and support provided by the National Anti-Bullying Alliance.

Other school policies which support our Anti Bullying policy include: Positive Relationships and Behaviour, PSHE, Equality, Safeguarding and Child Protection, e-Safety and staff's code of conduct.

## 1. Definition of Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people eg. Young Carers**
- **Related to disliking another person, when the reason may not be apparent**

Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations have been identified and include:

- The ring-leader, the person who through their social power can direct bullying activity.

- Assistants / associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing (sometimes because they are afraid of the ring-leader).
- Outsiders / bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

**No form of bullying will be tolerated and all incidents will be taken seriously.**

## **2. Reporting Bullying**

### **PUPILS WHO ARE BEING BULLIED:**

If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, or any other teacher
- Tell a Peer Mediator who in turn can help them tell a teacher or member of staff
- Tell any other adult staff in school – such as lunchtime supervisors, teaching assistants or the school office staff
- Tell an adult at home
- Report anonymously by leaving a note in the worry monsters in each classroom – or leave a note with their name on it too.
- Call ChildLine to speak with someone in confidence on 0800 1111

### **Reporting – Roles and Responsibilities**

#### **STAFF:**

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. Any reports of bullying (by children, parents or members of staff) will be acted upon. If staff are aware, or made aware, of bullying, they should reassure the pupils involved and report this using 'My Concern'. The following staff members are anti-bullying leads: Mr Sadler, Mr Snape, and Mr Folly

#### **SENIOR STAFF:**

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Mrs Keefe is the Senior Leader responsible for anti-bullying.

#### **PARENTS AND CARERS:**

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office:

[office@priory.cambs.sch.uk](mailto:office@priory.cambs.sch.uk) - please mark emails for the attention of the member of staff you wish to contact.

## **PUPILS:**

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

We would also encourage pupils to tell a trusted adult themselves, if they witness incidents of bullying.

## **3. Responding to Bullying**

**When bullying has been reported, the following actions will be taken:**

- Staff will record the bullying on an incident reporting form and provide a copy of this to the Headteacher
- Designated school staff will monitor incident reporting forms and information recorded, analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of: a named adult to report to each day, increased monitoring of identified children, playground support for child reporting.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action. If the child named is able, and shows the desire to resolve the situation and take responsibility for their actions, they may be given the opportunity to do so restoratively.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school
- Regularly follow-up with parents and children to ensure the situation is resolved fully.

## **4. Bullying Outside of School**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **5. Derogatory Language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the Local Authority's PRIDE database. Any follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using the school's own paper incident record. A copy of this will be given to the Headteacher.

## **6. Prejudice-Based Incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All

prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

## **7. School Initiatives to Prevent and Tackle Bullying**

**We use a range of measures to prevent and tackle bullying including:**

- A child-friendly anti-bullying policy is displayed in classrooms and ensures all pupils understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- An annual theatre show reinforces the messages of tackling bullying.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school.
- Playground buddies and pupil-led programmes eg. play leaders offer support to all pupils, including those who may have been the target of bullying
- Our restorative approach to discipline provides support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with the School Council and the Peer Mediators, and our annual surveys: Y5/6 Health Behaviour Survey, and all year group's children's survey
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- Good visual presence of staff in and around the school in free times, ensuring they are vigilant and approachable.

## **8. Training**

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers and office staff) receive regular training on all aspects of the anti-bullying policy.

## **9. Monitoring and Reviewing**

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed regularly, in consultation with the whole school community including staff, pupils, parents, carers and governors.

*Date of last review: December 2019*

*Head teacher signed:*

*Chair of Governors signed:*

## Appendix A

### How the School Responds to Incidents of Bullying – More Detailed Guidance

The school has an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff.

Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated.

At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved. In cases involving cyberbullying, the school will follow county guidance in conjunction with the process described below.

The procedure and stages in responding effectively to bullying at our school are:

1. **Monitoring and Recording Behaviour and Relationship Issues.** The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall behaviour management policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves using the school's definition of bullying to assess situations as they arise and working alongside all parties to form a judgement as to where bullying has occurred.
2. **Making sure the person being bullied is safe and feels safe.** When a child says s/he is being bullied, it is important to acknowledge this. A child's feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses should be treated in the same manner.
3. **Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying.** Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records will detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies will also be recorded. The logging form covers:
  - Date, time incident reported
  - Member of staff to whom the incident was reported
  - Date, time, location of alleged incident
  - Date, time when parents were informed
  - Details of immediate action taken
  - Details of follow up strategies including outcomes of mediation and reconciliation process

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records will be factual and where opinions are offered these will be based on factual evidence. Children will be invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate, children will be told what should happen to the information. Recording incidents helps to build a picture of behaviour patterns in school eg who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in the Headteacher's office.

4. **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying, the school will initially consider the use of a restorative approach to resolving the situation. The school believes that children causing harm should be held to account for their behaviour. This means:
  - Accepting responsibility for the harm caused to the individual being bullied;
  - Accepting responsibility for the harm caused to others eg. staff, friends or family);
  - Recognising the need to take action to begin to repair the harm caused;
  - Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

This process will offer appropriate support to the person who is doing the bullying to help them understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school's restorative approach has failed to prevent further incidents of bullying. Where appropriate, the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what s/he is doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what s/he has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the child who bullies to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and relational bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated. The school will draw upon the school's behaviour management policy and follow the system for sanctions, which includes:

- A restorative discipline approach initially, which involves the perpetrator putting right the harm they have caused
- Removal of child who is bullying from particular groups of children, including withdrawing from certain activities at breaktimes / lunchtimes
- Withdrawing privileges such as excluding the child from residential school trips, inter-school competitions.

Where children do not respond to the school's restorative strategies or sanctions, and in the case of more serious and persistent bullying including when violence and damage to property has taken place, the school will consider excluding the perpetrator from school. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, this will be considered differently from an unprovoked attack.

- **Monitoring and following up with all parties concerned, including parents / carers to ensure that the bullying has stopped.** Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to be done. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties, the follow up strategies will be reviewed and/or further advice sought.
- **Communicating with the whole school community.** The school will communicate, where necessary and appropriate, to the whole school community that bullying has been taken seriously and has been responded to well. This will include talking to parents / carers.



## **Responding to incidents of bullying which occur off the school premises.**

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours, the school will follow the DfE guidance on regulating the conduct of children at times when they are not on the premises of the school and not under the lawful control or charge of a member of staff. This will include acting upon the report of bullying.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise concerns and take steps as appropriate
- Offer pupils and parents / carers strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using mobile phones.

### **a. Working with Parents / Carers**

Where the school has become aware of a bullying situation, parents/carers of the child who is being bullied and the child who is allegedly bullying, will be invited to the school to discuss their child's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school.

The school adopts a problem solving approach with parents/carers eg. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying...'. While the school firmly believes that all bullying is unacceptable and that where bullying occurs it must be challenged and the perpetrators made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote and make it harder to reach a resolution that is effective and long lasting.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills. Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their children learn about the consequences of their actions.

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to their class teacher, and more senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's bullying incidents reports on 'My Concern'. The school will invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying, and those that have witnessed the bullying. The school ensures that staff and parents/carers remain fully aware of the measures that have been put in place to prevent the occurrence of further incidents. Follow up appointments are made with parents/carers to share these agreed measures and to monitor their success in preventing further bullying. Furthermore, a member of the SLT will also check that parents are happy with the outcomes, and provide feedback to class teachers, as appropriate.