



Priors Field Primary School

Anti-Bullying Policy

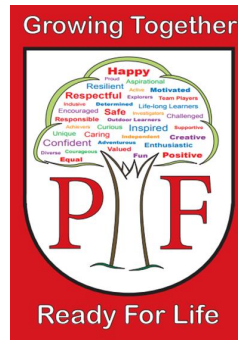
Policy Date: AUTUMN 2018

Approved by:

To be reviewed: AUTUMN 2021



1. Our Vision



2. Our Aims

- All governors, staff, pupils and parents understand what bullying is
- All governors, staff know what our policy on bullying is and follow it when bullying is reported
- All pupils and parents know what the policy is on bullying and what they should do if bullying arises
- All pupils and parents know that they will be supported when bullying is reported
- Our learning community is a place where every person has a right to be themselves, to be included and learn in a safe place. Therefore we take bullying seriously: we do not tolerate it.
- To create an inclusive environment - celebrating success and with a positive school ethos.

3. Definitions

'Preventing and Tackling Bullying' Department for Education July 2017

Defines bullying as 'a behaviour by an individual or group repeated over time that intentionally hurts another individual or group either physically or emotionally.'

The NSPCC define bullying as follows:

'Bullying is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones is often called cyber bullying'

At Priors Field we understand that bullying can be:

- Verbal: name-calling; gossiping; teasing; using derogatory or offensive language or threatening someone.
- Non-verbal: such as hand signs and text messages
- Emotional: threatening



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- Exclusion: such as ignoring or isolating or humiliating someone
- Undermining- constant criticism or spreading rumours
- Controlling or manipulating someone
- Racial, sexual or homophobic bullying
- Physical: such as hitting or pushing
- Online cyber bullying

Bullying can be based on any of the following things:

- Race
- Religion or belief
- Culture or class
- Gender
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEND) or disability appearance or health conditions
- Any other forms of abuse based on any **groups with protected characteristics** under the Equality Act 2010 - involving 'negative behaviour, being targeted at an individual or individuals, repeatedly and persistently over time.'

4. Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to and from school
- doesn't want to go on the school bus
- changes their usual routine
- is unwilling to go to school
- belongings getting 'lost' or damaged
- not doing well at school
- being nervous, losing confidence or becoming distressed and withdrawn
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels 'ill' in the mornings
- comes home with clothes torn or books damaged
- has unexplained bruises
- becomes aggressive, disruptive or unreasonable
- is bullying others
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or a mobile phone

These signs and symptoms could indicate other problems, but bullying should be considered a possibility and should be investigated.



5. Staff in All Roles:

- **Proactively monitor behaviour and develop strategies to prevent bullying in the first place, as far as possible.**
- Never ignore suspected bullying.
- Don't make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible.
- Adopt a problem-solving approach which moves pupils on from justifying themselves - discussing consequences/actions and sanctions through Restorative Justice Conversations.
- Complete the yellow school form for recording incidents (see Appendix 1) and give to senior leadership - HT/DHT/VL as DSL (Bullying Allegation Whole School Log)
- Record on incident in class log and label with a 'B' on class list - for all children involved
- Monitor class behaviour logs to check behaviour has not recurred.
- Use of a range of teaching and learning styles and strategies which challenge bullying.
- Use interventions which are least intrusive and most effective

6. Intervention - Support for Pupils

Pupils who have been bullied are supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff - at the appropriate level of understanding for the child.
- Being reassured
- Having clearly defined support offered and engaging with parents
- Staff taking measures to restore self-esteem and confidence
- Ensuring the child is given the opportunity to identify which adult s/he would feel happy to talk to if there are further problems
- Being encouraged not to retaliate but to tell someone they trust about it

Intervention - Discipline and tackling underlying issues of bullying

Pupils who have bullied are helped by:

- Discussing what happened - through a restorative justice conversation
- Discovering why the pupil became involved
- Establishing the behaviour choice and the need to change
- Providing the child with the opportunity to discuss what s/he could do to put things right
- Informing parents or guardians and school working with the latter to help change the attitude of the pupil.



Within the curriculum the school raises the awareness of the nature of bullying through PSHE, assembly themes and subject areas, as appropriate as well as taking part in national or local Anti-Bullying awareness raising events. We aim to have an ethos of good behaviour at Priors Field, where pupils treat one another, staff and the community with respect because they know that this is the right way to behave.

7.Support for Parents

- When parents raise a concern that their child is being bullied it is essential that this concern is taken seriously and not dismissed without further enquiries being made.
- A written record is kept in the Class Behaviour Log/Yellow Bullying Allegation Form of the discussion with a parent so that there is a clear record of the concern and of immediate action to be taken by school staff. Senior Leaders are always informed and become directly involved where appropriate

8.Procedures and Recording

- A conversation is held with all named children separately and a written record kept via the yellow Bullying Allegation form (Appendix 1).
- Senior Leaders are made aware and a judgement is made as to whether it is appropriate at this point for them to become directly involved.
- When an incidence of bullying is confirmed, parents of the bullied child are informed as are the parents of other children involved.
- Parents and/or children who have made an allegation of bullying receive feedback on actions taken.
- Incidents of bullying are monitored by the Headteacher and governors through the behaviour logs and 'Bullying Allegation' folder. These are reviewed termly, reported to governors and actions implemented according to need.

9.Incidents of bullying outside the school's premises

- Under guidance published by DfE 2017, school staff may discipline children (according to the school behaviour policy) ' but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances - it should be investigated and acted on.'
- Similarly, should online bullying take place (see definitions of bullying above) and have implications for the parties involved when they are in school, school may choose to become involved. When such instances become apparent or are reported, staff talk to pupils and parents about the issues and take their concerns seriously.



10. Adult Bullying –support for those who are bullied

- From time to time, adults behave inappropriately towards each other. If any parent and/or staff feels that they are being treated inappropriately within our school community they must report this to the Chair of Governors/ Headteacher or Deputy Headteacher immediately. It is unacceptable.

- On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:
 - parents approaching other parents in groups
 - inappropriate verbal exchanges in front of pupils
 - a breakdown in communication

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

- School staff are aware of and know that they can apply the school's Whistleblowing Policy in instances where they feel they are the victims of bullying.



Appendix 1:

Priors Field Primary School: Log of Bullying Allegation

Date:

Person(s) reporting bullying allegation:

Member of staff reported to:

Details of allegation:

Record of subsequent conversations with child/children involved

Outcome, subsequent action and feed back

Please attach relevant communication - email, letter, conversation and report etc