

PRIESTLEY PRIMARY SCHOOL ANTI-BULLYING POLICY

Spring 2021



Philosophy

“No child should know the indignity and distress of suffering in silence because of bullying.”

Ivan Lewis Nov 2003

Rationale

Priestley Primary School is committed to a policy of inclusion, equality and justice. We provide a warm, caring and safe place for all our children so that they can learn and play in a relaxed and secure environment. We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No one deserves to be a victim of bullying.

We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Priestley Primary School, we acknowledge that bullying can and does happen from time to time and that bullying can happen to adults in the workplace. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy.

All children and young people have the right to be protected from physical, emotional and mental violence. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential. Our bullying policy should be read in conjunction with our school's behaviour policy.

Principles

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. The pupils have agreed a set of criteria that primarily reflects good learning practice but also reflects the agreed behaviour Priestley pupils expect of each other in the classrooms. These expectations are tied to a character called Spikey; Spikey is a model Priestley Team Member that all pupils aspire to. To learn like Spikey the pupils have decided upon the criteria;

RESPECT FOR ALL

- Co-operate
- Give it a go
- Share great ideas
- Stay focused
- Think things through
- Take responsibility

Bullying is a blight on the lives of our children which inhibits full participation in education and learning, cultural, social and leisure activities. Whatever the reason, **bullying is never acceptable and will not be tolerated** at Priestley Primary School. At Priestley we follow the definition of bullying that has been adopted by Wiltshire's Children and Young People's Trust Board and Wiltshire's Anti-Bullying Steering Group is:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

(This is also the DCSF's definition, from: Safe to Learn: Embedding anti-bullying work in schools. Department for Children, Schools and Families, 2009)

It is bullying if it is done several times on purpose (STOP). Bullying can take the form of:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation;
- Physical - pushing, kicking, hitting, punching, or any use of violence;
- Racist - racial taunts, graffiti, gestures, making fun of culture or religion;
- Sexual - unwanted physical contact or sexually abusive or sexist comments;
- Homophobic - focussing on the issue of sexuality;

- Verbal - name-calling, sarcasm, spreading rumours, teasing, threats, rude remarks, making fun of someone;
- Online/Cyber - all areas of the internet (e.g. email & internet chat room misuse); mobile phone threats by text messaging & calls; misuse of associated technology (e.g. camera & video facilities).
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. This Policy should also be read in conjunction with the school's Equality & Diversity Policy, Behaviour Policy & PSHE Policy.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Aims

The aim of this policy is to try to prevent and deal with any behaviour deemed as bullying. We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. We continually reinforce the importance of our school motto 'Treat others as you want to be treated'.

The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school community have the responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

Within Priestley Primary School we want:

- All children to feel safe to learn, play and enjoy the company of others.
- All children and adults to be treated fairly, with respect and dignity.
- All adults to feel happy and safe in the workplace.
- Everyone to listen carefully to what children and adults have to say and treat all accounts with due seriousness.

Procedures

Preventative strategies

At Priestley we have a whole-school approach to developing pupils' social and emotional skills; rewards and celebration strategies for good social skills; regular opportunities for children of all ages to mix during lesson time as well as on the playground; regularly reviewing school rules through assemblies and class circle time; individual support and/or small-group work for pupils related to social and emotional skills.

The school's curriculum offers regular opportunities for bullying to be addressed in the classroom, issues around cyberbullying, homophobic, sexual, racist, physical, emotional and verbal bullying are addressed as part of the PSHE/SEAL & Computing curriculum.

Signs and Symptoms of bullying

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

- Is frightened of walking to or from school.
- Begins truanting.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning.
- Begins to under perform in school work.

- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

NB this is not a definitive list but suggests some of the signs and symptoms. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Strategies in school for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing opportunities for bullying to occur. These include:

- Each class agreeing to follow our Spikey class rules.
- Making national anti-bullying week a high-profile event each year
- Raising awareness through assemblies, work in PSHE/SEAL lessons and circle time discussions. Setting up circle of friends support network to support individuals experiencing difficulties.
- Using drama and role-play activities to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Introducing playground improvements and initiatives, e.g. school sports leaders.
- Using praise and rewards to reinforce good behaviour.
- Involving parents and the wider community.
- Multi agency work – working with social services, police etc.

Procedures for reporting and dealing with bullying incidents

At Priestley Primary School all staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all those involved whilst allegations and incidents are investigated and resolved.

Procedures

- Pupils/parents/carers/staff members report bullying incidents to either the child's class teacher who will initially investigate the incident and pass the information on to the Key Stage Leader.
- The Key Stage Leader examines the evidence and decides if the incident should be treated as a one-off incident, a mutual conflict or evidence of bullying/racial abuse. (Referring to the definition provided in the policy.)
- If the incident has been recorded as bullying or racial abuse, the following actions will take place: Parents/Carers of all involved will be informed that the incident is being dealt with as 'Bullying' or 'Racial Abuse'. The incident will be formally recorded in the school's 'Anti Bullying Log' (Appendix 2) or 'Racial Abuse Log' (Appendix 3). This information will be recorded centrally and reported to Governors termly. Appropriate records will be kept of all incidents.
- Consequences will be issued by the Key Stage Leader in line with the school's Behaviour Policy.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Support will be available for the victims who have been bullied, or racially abused, ensuring that they are supported with their emotional wellbeing and to promote resilience. Whilst we will apply consequence those that bully others, we will also offer to help them to change their behaviour. (Refer to the Flow Chart, Appendix 1)

Should a member of staff feel that they are themselves being bullied or they are witnessing the bullying of another adult in school these need also be reported to the Headteacher and investigated in line with the school's Whistle Blowing Policy. Should any members of staff have any concerns about the Headteacher these should be shared with the Chair of Governors.

Performance

This policy will be reviewed in line with the school Behaviour Policy & Whistle Blowing Policy annually and the Equalities & Diversity Policy, & PSHE Policy tri-annually.

Incidents of Bullying recorded in the Bully Log will be reported termly to Governors in the Headteacher Report.

ALL SAFEGAURDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES.

(Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Physical Intervention, First Aid, Intimate Care, Health & Safety, Fire Safety, Safer Recruitment, Off-Site Visits, Whistle Blowing, Complaints Policies)

To be reviewed Spring 2024

Priestley Primary School Anti-Bully Flow Chart



STEP ONE

An allegation of bullying has been reported to the Class Teacher by student, staff or parent/ carer. The allegation is investigated, and information is passed to the Key Stage Leader.

If bullying is suspected an investigation will take place and we will talk to the suspected victim, the suspected bully and any witnesses.

STEP TWO

The Key Stage Leader examines the evidence and decides if the allegation should be treated as a one-off incident, a mutual conflict or evidence of bullying. (Referring to the definition provided in the policy.)

If the incident is a one-off incident or mutual conflict the Class Teacher will follow the school's Behaviour Policy and take appropriate action. (See Behaviour Policy)

STEP THREE

If the allegation has been recorded as bullying or racial abuse, the following actions will take place:

- **Parents/ Carers of all involved will be informed that the incident is being dealt with as 'Bullying' or 'Racial Abuse'.**
- **The incident will be formally recorded in in the school's Anti Bullying Log or Racial Abuse Log.**
*This will be recorded centrally and reported to Governors termly.
- **Consequences will be issued by the Key Stage Leader in line with the school's Behaviour Policy.**

STEP FOUR

If the same 'perpetrator' is reported to carry out other acts of bullying towards the same or different students, the school will take further action. Students who are known to be intentionally causing harm, injury or offense to students at Priestley Primary School will receive our most serious consequences, including risk of exclusion.

Actions of the Deputy Headteacher may then include:

- **A formal meeting with the perpetrators parents to review the evidence against the pupil.**
 - **Alternative arrangements for the perpetrator during social times of the day.**
- **A recorded meeting with the aim of resolving the situation will be held between the victim and perpetrator.**
 - **Individual Behaviour Plan to monitor student's behaviour.**
- **Referral to the Local Authority Behaviour Support Team for possible assessment of need and support.**

If the situation has not successfully resolved and further allegations are made, the Deputy Headteacher will then assist the Key Leader in overseeing further proceedings.

Support will be available for the victims who have been bullied, ensuring that they are supported with their emotional wellbeing and to promote resilience. Whilst we will apply consequence those that bully others, we will also offer to help them to change their behaviour.

Priestley Primary School

Anti-Bullying Log



Pupil Name:

Alleged Perpetrators:
Separate incidents:

Incident Details

Action Taken:

Outcome:

Priestley Primary School Racial Abuse Log



Pupil Name: Date:	Alleged Perpetrators
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Incident Details

Signed.....

Action Taken:

Outcome: