St Nicholas Priory CE VA Primary School

Policy for Anti-bullying

'I did not come to be served but to serve.' Matthew 20.28

1. Aim

At St Nicholas Priory Primary School we aim to welcome and celebrate the diversity of all God's children to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our school philosophy is be: READY, RESPECTFUL AND SAFE.

2. Scope of the Scheme

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and students. The School has developed a pupil friendly version with input from pupils.

3. Roles and Responsibilities

The Head teacher and the Priory Behaviour Team have overall responsibility for the policy and its implementation and liaising with the governing body, parents and carers, ensuring the implementation of the policy.
Responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that informs policy review
- Coordinating responses to bullying incidents as appropriate
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- To ensure that everyone in the school community understands what bullying is and that bullying will NOT be tolerated at St Nicholas Priory CE VA Primary School

4. Definition of Bullying

Behaviour by an individual or group repeated over time, which intentionally hurts another individual or group either physically or emotionally and takes many forms and involves an imbalance of power where perpetrators have control over those they bully. (DfE 2017)

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is put in place as a matter of urgency.

5. **Types of Bullying**

- Name calling
- Physical
- Verbal
- Emotional
- Cyber/online
- Racist
- Sexual
- Homophobic, transphobic and biphobic
- Truancy
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet. The school will follow updated DfE guidance in dealing with cyber bullying
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Racist taunts, graffiti, gestures

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:
- Bullying related to race, religion or culture
- Bullying related to special education needs or disabilities
- Bullying related to appearance or health
- Bullying related to sexual orientation
- Bullying of young carers or Looked after Children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:
- Young people
- Young people and staff
- Between staff
- Individuals or groups

- Certain groups of pupils are known to be particularly vulnerable to bullying by others. These may include pupils with special educational needs such as learning or physical disabilities; young carers, looked after children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role
- Low level disruption and the use of offensive language can in itself have a significant impact on its target. At Priory, we are committed to challenging such behaviour as early as possible to help set clear behaviour expectations and help stop negative behaviours escalating through our PIVOTAL BEHAVIOUR MANAGEMENT SYSTEMS

6. Signs and Symptoms

Sign of bullying can be extremely variable and very much depend on the individual. More common signs include:
- Physical signs: injuries, damaged clothing, general ill health due to stress
- Emotional signs: mood swings, changes in personality, constant anxiety/nervousness/stress, depression, tearfulness, lack of confidence, low self-esteem, hostility and defensiveness
- Behavioural signs: withdrawn, frequent unexplained absence, poor concentration, eating disorders, evidence of self-harm, disruption/challenging/bullying behaviour
- General signs: frequently losing money/possessions, appears tired/lethargic, avoids entering school with others, desire to remain in the company of adults

This list is not exhaustive but should be taken into account when investigating bullying.

7. The Role of Governors

The governing body supports the school in ALL attempts to eliminate bullying. The governors will not condone bullying from ANY member of our school community and any incidents which do occur will be taken very seriously and dealt with appropriately. The governors will monitor and review the effectiveness of this policy regularly. The headteacher will keep governors updated on the effectiveness of anti-bullying strategies.

8. Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are victims of bullying or have witnessed bullying behaviour, including bystanders.

9. Procedures

All reported incidents will be taken seriously and investigated thoroughly, sensitively and promptly.

The steps the school will take:

- Interviewing all parties and / or asking for written statements
- Informing parents / carers of victims and perpetrators
- Responses appropriate to the situation such as: solution focused, restorative approach, individual work with victim / perpetrator, referral to outside agencies
- Sanctions that are applied in line with the school behaviour policy including possible future actions that may be taken if bullying persists
- Follow up work such as communication with the pupils involved, and if appropriate their families
- Use specific organisations and resources for help where needed e.g. CAMHS, LA Children's Services
- In cases where a child experiences health difficulties because of bullying, the school will assess if the child will benefit from being assessed for SEND

- The school will use the right to deal with bullying outside the school premises as outlined in the Education and Inspector Act 2006

10. <u>Recording Bullying and Evaluating the Policy</u>

Bullying incidents will be recorded by the member of staff who deals with the incident on the school's management information system. The incident will then be referred to the Priory Behaviour Team who will firstly do social story work with the bully. The class teacher will then talk to both sets of parents about the incident. (Teachers to seek support from standards leads if necessary).

11. <u>Strategies for Preventing Bullying</u>

As part of our ongoing commitment to the safety and welfare of our pupils, staff at St Nicholas Priory Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. All members of the school community are reminded of being READY, RESPECTFUL AND SAFE.

Whole school strategies:

- Pivotal Behaviour Management adopted by the whole school
- Restorative approaches coordinated by the Priory Behaviour Team
- Anti-Bullying week (annually in November) which will include assemblies and / or activities
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety. PATHS is used throughout school to support children with self-esteem and self-regulation
- Pupil voice to ensure <u>ALL</u> pupils understand the school's approach, including pupil surveys
- As appropriate, work with the Police linked to the school
- Peer support schemes/Priory Citizens
- Playground buddying
- Parent information events/information to ensure they are clear about the school not tolerating bullying
- Staff training and development for all staff
- Counselling and/or mediation schemes including the Reflection Room for behaviour and the Listening Room for counselling sessions
- Referrals to the POD for pupils with SEND
- Ensuring that school publications, including the website and prospectus, emphasise school approach to bullying
- Ensuring that <u>ALL</u> pupils are able to name at least ONE adult they could speak to if they have any worries.
- Evaluating the impact of anti-bullying strategies regularly including cyber bullying and the use of technology
- Ensuring that an ethos of good/outstanding behaviour is constantly developed where pupils treat each other and adults with respect because they know it is the right way to behave
- Complaints and confidentiality policies
- The school will raise staff awareness of SEND, LGBT issues relating to bullying
- Developing a child friendly Anti-bullying Policy

12. <u>References Documents and Related Policy/Guidance:</u>

Prevention and Tackling Bullying (DfE July 2017)
Documentation accessed through Schools' People Net (Norfolk County Council)

Preventing and Tackling Bullying (DfE October 2014)
The Education and Inspections Act 2006
The Equality Act 2010
The Childrens Act 1989
Protection from Harrassment Act 1997
Malicious Communications Act 1998
The Communications Act 2003
The Public Order Act 1986
Section 175 Education Act 2002
Keeping Children in Education 2019

Websites:
www.kidscape.org.uk
www.childline.org.uk
www.bullying.co.uk
www.anti-bullyingalliance.org.uk
www.nspcc.org.uk
www.nationalbullyinghelpline.co.uk

13. **Links with other polices**
   - Behaviour Policy
   - Safeguarding Policy
   - Acceptable Use Policy – Cyberbullying and internet safety
   - Equality Policy – Race, Sexist, Transphobic, Homophobia, DSEN
   - SEND Policy

14. **Monitoring, review and Evaluation**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Priory Behaviour Team.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the Head teacher's report that is issued at least termly.

This policy will be reviewed in full by the Head teacher and the governing body on an annual basis.

Adopted by governors on 5th February 2018 and updated in March 2020.

Signed ………………………………

Name ……………………………..

(On behalf of the Governing Body)

Date………………………………..

Next review date: March 2021