Priory Primary School

Antibullying Policy

APPROVED BY GOVERNORS 14TH SEPTEMBER 2022

POLICY TO BE REVIEWED AUTUMN 2027

Reviewed and approved
Autumn 2026

Introduction
At Priory Primary School we aim to provide a safe, caring and friendly environment for all our pupils 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.

Roles and Responsibilities
The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The Anti –bullying Coordinator in our school is the head teacher.

Their responsibilities are:
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- 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

Definition of Bullying
'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.
Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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 urgently required.

What does bullying look like?
Bullying can include:
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings

- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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'.
Why are children and young people bullied?
Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating 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.

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 the victims of bullying or have witnessed bullying behaviour (bystanders)

What do I do if I'm being bullied?

- Tell an adult – it could be your teacher, it could be a Midday Assistant, it could be your parents, it could be your grandparents. **But tell an adult!**
- If you tell any member of staff, they must tell the Headteacher and they keep a record of what you have said.
- Usually, your teacher will talk to you and other children involved about how we could make sure that everyone is happy. Sometimes other people aren't aware that they have hurt our feelings, and we sometimes meet all together to help everyone understand how everyone else is feeling.
- Your teacher will set up a way of you letting them know if anything happens again and will also ask how you are getting on. If you all need to meet again, your teacher will sort that out.
- **If things don't improve, it is important that you always tell an adult. Keep on telling until it stops and you are happy.**

Parents and Carers

- If your child tells you that they are being bullied or that someone is making them unhappy, please contact the school. If it is easier you are welcome to catch a teacher at the beginning or end of the day, or leave a message with the office staff.
- Your concerns will be passed on to the Headteacher who will record them in the school's Bullying Log.

All Staff and Visitors

- Any member of staff or visitor to the school is expected to make the head teacher aware of any complaints or concerns raised by the children. The head teacher will record the concern in the school's bullying log.

Bystanders

- If you are concerned about any of your friends, tell an adult. They will let the Headteacher know.

Procedures

- All reported incidents will be taken seriously and investigated involving all parties. All reported incidents will be logged by the head teacher in the school's Bullying Log.
- All children 'implicated' by the initial report/concern will be interviewed, usually, although not always, by the class teacher, so that the facts of the case can be established. Dependent on many factors, this may be 1-1, in a small group, or with another adult present. The aim of the interview is to establish facts. At the end of this process a plan will be made, again entirely dependent upon what facts have been established. For example, sometimes this plan will include advice to all children, sometimes a particular scheme of learning will be implemented, and other times there will be a warning.
- Initially the situation will be managed by the class teacher who will establish a way to monitor the situation. The class teacher will ensure all parents of all of the children involved are informed.
- If the class teacher's monitoring shows that the situation hasn't been resolved and there is a repeat of the initial incident or the unpleasant behaviour continues, the head teacher will be involved in the next stage. At this stage there may well be specific programmes followed by the children or group of children, and assistance from outside agencies may well be sought.
- Throughout the process the Behaviour Policy will be followed in relation to sanctions which apply to certain behaviours
- A range of responses and approaches appropriate to the situation will be utilised: - these could include: solution focused approach, restorative approach, circle of friends, individual work with victim and/ or perpetrator, referral to outside agencies if appropriate

Curriculum and Teaching

Throughout the process all parties, particularly the adults, should remain mindful of the age that we are working with and that children will be learning how to form and sustain friendships and effective relationships with others. Much of this is discussed as part of the PSHE curriculum and there are planned opportunities which develop children's interpersonal skills, their resilience and their self-esteem.

In addition to planned curriculum work, the school will often follow national programmes or special events, but, in response to parent feedback, will make sure that this adoption of National events is more overt.

Recording Incidents and Evaluating the Policy
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 reports to Governing Board meetings.
The policy will be reviewed and updated annually. The policy review will be linked to the SDP, working to maintain and support an inclusive and harmonious ethos across the school community.

Strategies for Preventing Bullying
As part of our on going commitment to the safety and welfare of our pupils we at Priory Primary School have developed and are continuing to develop the following strategies to promote positive behaviour and discourage bullying behaviour.

- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as online bullying and internet safety
- Student voice including class and school council
- Buddying Year 6 and Reception; and informal buddying for children who are new to our school
- Parent information and events
- Staff training for all staff
- Counselling and/or Mediation schemes

Links with other policies
Behaviour Policy
Safeguarding Policy
Internet Policy
Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
Complaints Policy
Confidentiality Policy