



**St John's Priory School  
Banbury**

**ANTI-BULLYING POLICY**

For Prep School and Early Years Foundation Stage

**Applies to:**

This policy applies to all members of our school community, including those in our Early Years (EY) setting, extra-curricular activities inclusive of those outside of the normal school hours and our wraparound care provision. It covers activities both on and away from the school campus.

**Available from:**

This document is available to all interested parties on the school's website or from the School Office.

**Monitoring and Review:**

This policy will be subject to continuous monitoring, refinement and audit by the Headmistress. The proprietors will undertake a formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

**Related documents:**

- This policy is drawn up in line with DfE Guidance (2017): *Preventing and Tackling Bullying: Advice for school leaders and governors*.
- This policy is part of a portfolio of policies associated with Safeguarding and must therefore, be read in conjunction with the other safeguarding policies
- E-Safety Policy
- Behaviour Policy
- Staff code of Conduct

**Responsibility:**

The member of staff with overall responsibility for Anti-bullying in the whole school is Mrs Michelle Jenkin. The member of staff with overall responsibility for Anti-Bullying in the EYFS is Miss April Willis.

**Signed:**



Michelle Jenkin Headmistress

**Date: 23<sup>rd</sup> February 2024**



Giorgio Mystkowski Governor/Proprietor

**Date: 23<sup>rd</sup> February 2024**

**Review date February 2025**

## Contents

AIMS AND OBJECTIVES .....	4
WHAT IS BULLYING? .....	4
Bullying behaviour can be:.....	4
Indicators that bullying may be happening .....	5
PREVENTION AND MANAGEMENT OF BULLYING .....	6
Awareness.....	6
Encouragement.....	6
Prevention.....	6
Recording and Monitoring .....	6
External Referral .....	6
OUR COMMITMENT AND OUR APPROACH.....	7
Our Commitment .....	7
Our approach .....	7
The role of staff members.....	7
Sanctions .....	8
BULLYING OUTSIDE OF SCHOOL.....	8
CYBERBULLYING .....	9
CHILD ON CHILD ABUSE.....	9
Definitions .....	9
Handling a concern .....	9
ANTI-BULLYING IN THE EARLY YEARS .....	10
INVOLVEMENT OF PARENTS.....	10
STAFF ON STAFF BULLYING .....	10
IMPLEMENTATION OF POLICY.....	11
COMPLAINTS PROCEDURE .....	11
Appendix A: General Principles .....	12
Appendix B: Procedures for Pupils .....	13
Appendix C: Advice for Pupils.....	14

## **AIMS AND OBJECTIVES**

At St John's Priory School, we operate a 'Zero Tolerance' approach to bullying, in all its forms, across the whole school including EYFS. The aim of this anti-bullying policy is to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied or victimised. This policy applies to all members of the school community including teaching/non-teaching staff, pupils, parents and visitors. A common code of behaviour is expected from everyone at St John's Priory School (see Behaviour Policy). All members of our School community, including visitors, are expected to treat each other with courtesy and respect.

As a school, we are committed to ensuring that when a pupil speaks out about bullying:

- They are listened to.
- Their concerns are taken seriously.
- The matter is investigated.
- That we tackle the issues.
- That we help and support to the pupil.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. It is incumbent on St John's Priory School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/bullies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Staff will consult with the Headmistress or other senior manager knowing that their response will be sympathetic and appropriate.

As a small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. However, this policy lays out the formal anti-bullying measures that we embed into our School.

## **WHAT IS BULLYING?**

Bullying is any form of deliberate behaviour, by an individual or group, which intentionally causes hurt or distress physically or emotionally to another individual or group. Bullying has many forms and at its most serious, bullying can lead to psychological damage and even suicide. Our School follows the NSPCC's definition of bullying:

*"Bullying is intentional behaviour that hurts someone else. It includes 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 behaviour can be:**

- Physical – pushing, poking, kicking, hitting, biting, pinching taking/hiding belongings, deliberately destroying/damaging work or possessions, etc.
- Verbal - name calling, sarcasm, threats, teasing, belittling, etc.
- Non-verbal - spreading rumours, threatening gestures, etc.
- Emotional – threatening, intimidating, undermining or humiliating someone, manipulation and coercion, exclusion or isolation, spreading rumours, etc

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty messages, making silent, hoax or abusive calls, social exclusion, etc. (Further information can be found in our E-Safety Policy.)
- Child on child abuse

The following types of bullying are also hate crimes:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

Bullying can take place between pupil and pupil (child on child), staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is School policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the School.

The term 'bullying' is commonly associated with acts of violence, but pupils can experience non-physical bullying at any period during their school career. Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intended to intimidate but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual, which focus on disabilities or other physical attributes (such as hair colour, gender or body shape) or any reference to Special Educational Needs, or because a child is adopted or is a carer or any other protected characteristic.

The seriousness of bullying cannot be emphasised enough. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives.

### **Indicators that bullying may be happening**

All staff remain vigilant to the signs of possible bullying. These may include:

- belongings getting 'lost' or damaged
- physical injuries, such as unexplained bruises, frequent absence
- frequent complaints of tummy pains, headaches and so on;
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- a change in how they are doing at school, including a dip in performance, not handing homework in, work being "spoilt"
- asking for, or stealing, money (to give to whoever's bullying them)
- a change in behaviour, including being nervous, losing confidence, or becoming distressed and withdrawn, change in speech patterns, repressed body language and poor eye contact
- a change in eating or sleeping habits
- seeking the company of adults and isolation from peer groups
- fear of the Internet or mobile technology
- talk of running away, harming themselves, suicide
- bullying others.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

### **Response to bullying**

Children mainly respond to bullying behaviour in one of four ways. They can:

- Actively encourage the bullying behaviour
- Passively support the bullying behaviour
- Passively reject the bullying behaviour
- Actively challenge the bullying behaviour

## **PREVENTION AND MANAGEMENT OF BULLYING**

### **Awareness**

We will raise awareness of bullying and the school's anti-bullying strategy through effective staff training to ensure that the legal responsibilities for bullying are known, the correct actions for staff to take are understood and the sorts of support available to staff. In addition, we will use the PSHEE lessons, class circle-times and assemblies to raise awareness of and reinforce the importance of avoiding inappropriate language and actions. .

### **Encouragement**

We aim to give children the ability to recognise behaviours that might constitute bullying and to feel confident in approaching an adult if they feel they are being bullied themselves or know that someone is being bullied. Incidents or bullying referred to staff are dealt with quickly and appropriately. To ensure that children know who they can approach, posters are displayed in classroom and communal areas that show the names and faces of the DSL and DDSLs, although children are encouraged to reach out to any trusted adult. Form tutors also ensure that all children are aware of the Worry Procedure. Staff suspecting an incident of bullying will reassure the child that their concerns are taken seriously and that they will be investigated appropriately .

### **Prevention**

As and when appropriate, we use a range of methods to assist in preventing bullying, these may include:

- Reinforcing the School rules through circle time, weekly values assembly and during Personal, Social, Health and Economic Education (PSHEE);
- Social stories and drawings about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Making up role-plays and
- Providing emotional support to give children the opportunity to express how they feel.

### **Recording and Monitoring**

All cases of bullying, whether substantiated or not, will be recorded in the bullying log so that the School can evaluate the effectiveness of the approach and/or to enable patterns to be identified.

### **External Referral**

Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff feel that an offence may have been committed, we will seek assistance from the police. A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the School will reports its concerns to the local authority social care department.

## **OUR COMMITMENT AND OUR APPROACH**

We aim to enable a restorative environment wherever possible and provide opportunities where:

- The wrongdoer learns the effect of an action on others
- Those affected are heard and acknowledged
- Responsibility is taken with appropriate actions to make things right
- A positive learning experience is created

### **Our Commitment**

We will respond to allegations of bullying in a professional, sensitive and timely manner. We will:

- provide advice, support and assistance for any person reporting bullying
- accept referrals from members of staff
- attend any meetings or multi-agency meetings to give feedback on pupils
- liaise with parents to ensure all parties are aware of any incidents and follow up strategies
- maintain written records of bullying incidents files
- run PSHE lessons and assemblies aimed at sharing knowledge on how to combat bullying in school

### **Our approach**

In dealing with actual or alleged incidents of bullying we shall follow a practiced response of:

- Reassure those involved that such matters are taken seriously and will be investigated
- Asking the harmed person what has happened, to express their feelings and needs, and how they would like us to deal with it (just listen, listen and advise, or listen and take action)
- Asking the wrongdoer what happened, and to then identify who has been affected and how
- Allowing all pupils involved, including any witnesses, the chance to express their view on the incident
- Ensuring everyone understands the outcome and individual responsibilities
- In response to an incident of confirmed bullying details of support given to the victim, contact with parents and support and sanctions for the perpetrator will be documented and recorded
- Any response and/or sanctions adopted shall be proportional to the specific incident and will be in line with the Behaviour Policy.

Our approach is based on the principals of restorative practice and education for pupils who engage in bullying behaviours. In our investigation of actual or alleged incidents we aim to avoid interrupting, leading or making assumptions. We will adopt a questioning style aimed at eliciting truthful/factual response.

### **The role of staff members**

The ethos of our school means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is acknowledged and rewarded, and children are actively involved in the prevention of bullying. Class codes of conduct are agreed and displayed in all classrooms and children are expected to support the School's values of respect and honesty, therefore committing to anti-bullying practices.

Bullying in any form will not be tolerated and staff proactively seek to prevent it from taking place. Staff:

- remain aware, watchful and available; promoting good behaviour and encourage the care of others;
- ensure pupils are appropriately supervised;
- report all cases of bullying to the Headmistress; and
- initiate parental involvement and cooperation where appropriate.

### Staff Training

We raise staff awareness of bullying through training, so that the principles of the Anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Where appropriate we seek specialised advice to understand the needs of the pupils, including those with special educational needs and disabilities, and LGBTQ+ pupils.

### Classroom Management

Classroom management links strongly to our Behaviour Policy and promotes a positive ethos with emphasis on the pupil dignity, praise and reward rather than punishment and the skill of self-discipline. All pupils know that their teacher is a person to whom they can talk in confidence. There are opportunities in class to discuss bullying and how to deal with it, and pupils are encouraged to discuss relationships with others; including reviewing friendship really is and treating everyone with dignity and respect. Teachers are aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

### Playground Management

The staff on duty patrol all playground areas and constantly monitor the behaviour of pupils. Playground Monitors and Prefects may also bring to their attention any incidents that may require action. In the case of minor misbehaviour, a pupil will be given the chance to apologise to the victim, with the aim to stop the situation getting out of hand. Children will report bullying to the teacher on duty, who will act in accordance with the agreed procedure.

### Procedures

It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures as detailed in Appendix A.

- We watch for early signs of distress in children.
- We listen, believe, act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We help and explain to the child doing the bullying why his or her behaviour is unacceptable.

### **Sanctions**

Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, and our Anti-bullying Policy is dovetailed with the Behaviour Policy and makes it clear what the sanctions are for bullying. We implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. The sanctions might include apologising to the victim or, if necessary, stronger sanctions, such as exclusion, may be used in cases of severe and persistent bullying.

### **BULLYING OUTSIDE OF SCHOOL**

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headmistress will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.



## **CYBERBULLYING**

Cyberbullying, much like any type of bullying, is an intentional act carried out by a group or individual with the intent to cause harm repeatedly over time involving electronic forms of contact. Cyberbullying might include:

- Bullying by messages sent via social media, messaging apps, online gaming platforms, phones or calls to mobile device
- The use of mobile device cameras to cause distress, fear or humiliation
- Posing threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites and social networking sites.
- Hijacking/cloning accounts
- Making threatening, abusive, and defamatory or humiliating remarks in chat rooms or social media.

Cyberbullying is a serious issue and will be dealt with in the same manner as any other form of bullying use the bullying procedures in School.

## **CHILD ON CHILD ABUSE**

St John's Priory takes a firm stance in relation to possible child on child abuse, which can take on many forms, including:

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling
- otherwise causing physical harm
- sexting and other abusive messaging
- initiating/hazing type violence and rituals

With regard to child-on-child abuse, St John's Priory pays due regard to KCSIE (September 2023) and all relevant DfE guidance.

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.

### **Definitions**

- **Sexual violence** - as defined in the Sexual Offences Act 2003.
- **Sexual harassment** - unwanted conduct of a sexual nature that can occur online and offline.

### **Handling a concern**

A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that their education is not disrupted. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern. A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this Safeguarding Policy.

## **ANTI-BULLYING IN THE EARLY YEARS**

Our younger children are encouraged and expected to behave towards each other with kindness and consideration. They are taught to look after their own possessions and to respect other's possessions. We expect children in the Early Years to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. We explain to children why some forms of behaviour are unacceptable and hurtful to others. Pupils are encouraged to recognise that being a 'bystander' is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

We rarely need to impose sanctions but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see the Headmistress, who will explain the inappropriateness of a particular action, but such instances are rare. The staff always inform parents when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into School to discuss the situation with their child's Teacher and the Head of Early Years, with a view to agreeing a joint way of handling the difficulty.

Miss April Willis, Head of Early Years, is in day-to-day charge of the management of behaviour in the EYFS.

## **INVOLVEMENT OF PARENTS**

We communicate clearly with our school community to create a helpful environment of integrity and respect. Through the involvement of parents the School aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the School's Anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Headmistress if they are not satisfied that their concerns have not been dealt with appropriately. Parents may be asked to come in to a meeting to discuss the problem.
- Allow the School to resolve the problem with the bully/bullies and their parents.
- Encourage their child to behave responsibly and respectfully. We strongly urge parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.
- In the case of cyberbullying, encourage their child to keep a record of the date and time of any offensive message(s), save it and bring it to the Headmistress.

## **STAFF ON STAFF BULLYING**

In the event of bullying taking place among the staff, the Headmistress should be informed, and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures.

## **IMPLEMENTATION OF POLICY**

All staff are aware of their responsibility to safeguard children against bullying. Staff are trained on how to complete an Incident Form and know to log this with the Headmistress or Designated Safeguarding Lead (DSL). Incident forms are reviewed and logged on the bullying matrix and checks are made for patterns of behaviour and repeated offences against the same child. In the event of a pattern emerging, the DSL will inform the relevant staff members and create a plan of action to support both parties. Information relating to bullying form part of the termly feedback to the proprietor.

## **COMPLAINTS PROCEDURE**

Parents are encouraged to use our Complaints Procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being properly addressed.

## Appendix A: General Principles

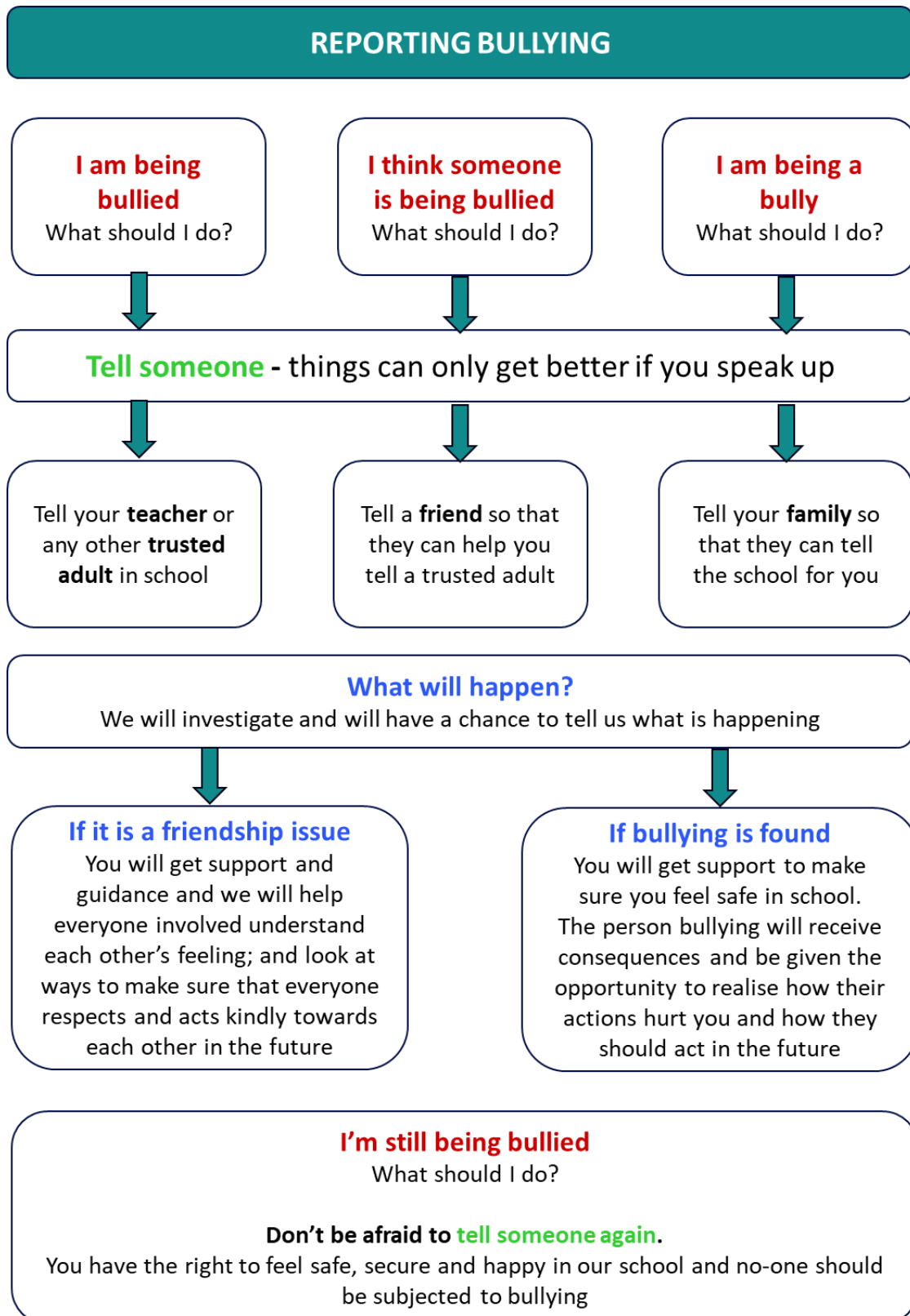
- The Behaviour Policy is central to the School's stance against bullying.
- The Headmistress and the DSL should be kept informed of any instances of bullying.
- Pupils should be reminded of the standards of behaviour expected.
- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher
- Where an incident gives greater cause for concern, staff that witness or are told of the bullying should make a detailed record of the incident and names of those involved, using the Incident Form (Appendix D).
- The record of bullying should be passed to the Headmistress or in her absence the DSL. If the offence is of a serious nature, the Headmistress should be informed as a matter of urgency.
- The Headmistress or DSL will investigate the incident and meet with the pupil(s) involved.
- The child alleging the bullying will be interviewed, along with the bully/bullies and witnesses and their accounts will be recorded.
- In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving the victim or other pupils, thus enabling patterns of behaviour to be established.
- The Headmistress and DSL will discuss bullying which has been recurrent or persistent.
- Any sanctions issued will be proportionate and in line with the School Behaviour Policy. Sanctions issued:
  - should impress on the person instigating any act of bullying that their action is totally unacceptable;
  - are meant as a deterrent to enabling repeat behaviour; and
  - signal to other members of the community that bullying is not tolerated in our School.
- The School will continue to monitor the wellbeing of the victim and the behaviour of the bully. They will meet with the victim to determine whether the bully/bullies have stopped their behaviour. If the bullying has stopped, the perpetrator(s) will be spoken with to acknowledge the positive development and staff will be informed that the problem has stopped. If the actions have not stopped, the Headmistress should be notified, and she will then take appropriate action.
- Parents will be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.

**It should be acknowledged that on rare occasions some pupils set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.**

**Appendix B: Procedures for Pupils**

Our straightforward procedures make it easy to report bullying, including cyberbullying and bullying outside of school.

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. The following outlines the advice and procedure in place for children:



## Appendix C: Advice for Pupils

### If you think are being bullied

If you feel are being bullied, tell someone, preferably a trusted adult **Remember bullies thrive on silence**

- **Tell** someone, preferably a trusted adult
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened
- Do not blame yourself; it is not your fault
- Make friends or stay around others
- If worried, stay near an adult or playground monitor at break times
- Expensive items and money should be left at home
- Try not to show you are upset
- Stay calm - walk away

### If you see someone being bullied

If you see someone being bullied, tell someone, preferably a trusted adult **Remember bullies thrive on silence )**

- **Act** - Watching or doing nothing can suggest support of the bully.
- **Tell** an adult immediately
- Try to be a friend to the person who is being bullied.
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult and tell them.
- Never join in with a bully - physically, verbally or by isolating another child

### If you are using bullying behaviour

If you feel you are using bullying behaviour, **tell someone**, preferably a trusted adult

- Recognise that your behaviour is seen as bullying - physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others
- Appreciate that even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else
- Remember, a bully doesn't have many true friends
- Change your bullying behaviour straight away and become a 'hero' not a 'villain'
- Speak to an adult about your bullying behaviour