

Overton CE Primary School Anti-Bullying Policy

(This policy will work in conjunction with our Behaviour Policy).

At Overton CE Primary School we aim to take a firm stand against bullying as we firmly believe that bullying is wrong and damages individuals. Bullying goes against the heart of our school's values and we have a duty to teach these values, attitudes and skills which foster mutual respect and care in our children. Bullying will not be tolerated in our school.

The purpose of this policy is to identify ways in which we aim to:

- To create a safe and happy environment where everyone, but especially children, feels confident in talking about and sharing their worries, knowing they will be listened to, supported and given help.
- Reduce the likelihood of bullying incidents occurring
- Respond to the needs of children who have been bullied and of those responsible for bullying
- To recognise as a community that bullying is unacceptable in any form and action will be taken to ensure that bullying is recognised and dealt with
- To work in close partnership with parents to ensure that appropriate and acceptable intervention strategies are communicated and used consistently.

We define bullying to be any repeated physical or verbal/emotional act of aggression, by an individual or group, which is a wilful or considered desire to intentionally hurt, threaten, intimidate or frighten someone singled out. It can occur in the real or virtual world.

In defining bullying this way we are specifically putting bullying into a different compartment to the acknowledged 'everyday social jostling' that will take place in a healthy school environment where children are learning how to live alongside each other in a social group. All children need to be supported within a safe environment where high standards of personal behaviour are expected in order for them to achieve their potential.

Our Behaviour Policy is paramount to understanding the ethos and context in which we operate at our school. This includes the foundations for establishing positive relationships across our school, and it is the foundation that we build on with our three rules of being ready, respectful and safe. This policy does not aim to repeat the key principles for our school as stated in that policy.

Role of the Governing Body

1. The governing body supports the Head Teacher in all attempts to eliminate bullying from our school.
2. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy.
3. The governing body responds within ten days of any request from a parent to investigate incidents of bullying.

In all cases, the governing body notifies the Head Teacher and asks them to conduct an investigation into the case and report back to a representative of the governing body.

Role of the Head Teacher

1. It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
2. The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of the children to this fact at suitable moments, for example in assemblies, as a forum to discuss why this behaviour is unacceptable.
3. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.
4. The Head Teacher, after investigation, will contact parents/carers to discuss the matter with both sets. Making clear that the nature of the bullying is unacceptable and making clear the consequences of any repetition of these actions. Keep a dated record of events using our Management Information System (Arbor). Arrange for both victim and perpetrator to be closely monitored.

Managing Substantiated Bullying

As every situation is entirely unique, there are no pre-defined consequences for a substantiated event or events of bullying. The Head Teacher has the final say in the decision, taking into account the frequency, severity, and impact on the victim. However, any decisions must also have restorative practices as part of the consequences.

Role of all staff

1. All children should be shown that bullying is taken seriously and intervene in a timely manner to prevent incidents from taking place. Members of staff should respond calmly and consistently.
2. A secure environment should be provided in which incidents can be reported. It should be made clear to children that there are incidences where confidentiality cannot be promised. For further guidelines see the Confidentiality Policy. Staff report all incidents to the Designated Safeguard Leads via Arbor who keeps a track record of such incidents
3. If staff witness an act of bullying, they do all they can to support the child who is being bullied. They report the incident via Arbor to the relevant class teacher and Head Teacher.
4. If a child is being bullied, after consultation with the Head Teacher, the parents are to be informed.

5. The child who has been bullied should be made to feel safe. All parties should be protected while the issues are being resolved.
6. ELSA may be needed and support for the victim put in place and a clear consequence for the child who has carried out the bullying.
7. We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. In extreme cases, the Head Teacher may contact external agencies and a fixed term exclusion may follow. Intervention will be monitored and followed-up appropriately.
8. Staff attempt to support all children in the school to establish a climate of trust and respect by all. By praising, rewarding and celebrating success of all children, we aim to prevent incidents of bullying.
9. We promote an inclusive curriculum, encouraging the children to consider their Rights and Responsibilities for all children in school using our Behaviour Code.
10. We support Anti Bullying Week called at Overton Friendship Week'. Children are made aware/reminded of what they can do if they are, or a friend is, being bullied – worry bag/monster, talk to a teacher/ LSA they trust.
11. Teachers raise awareness of cyber bullying (particularly in Key Stage 2) and liaise with the Head Teacher and parents/carers as appropriate.

We expect all staff to

- Model a rights, respecting attitude
- Be available, ready to listen and offer immediate support
- Listen and ask who was involved
- Ask the child how she or he is feeling
- Respond in a non-aggressive way and provide a model of positive behaviour
- Report incidents in Arbor where appropriate, e.g. to the child's class teacher if this is not the person dealing with the incident.
- Make the unacceptable nature of the behaviour, and the consequences of any repeated behaviour, clear to the bully

Perpetrators and Victims

Due care must always be given to the victims and perpetrators. Our staff will work hard to provide appropriate support, and promote restoration of relationships where appropriate. The children's wellbeing must always be a priority.

Role of Parents/Carers

1. Parents/carers who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

2. Parents/carers have a responsibility to support the school's behaviour management and anti-bullying policy

Parents should actively encourage their child to be a positive member of the school.

3. If a parent is a witness to bullying near the school, either on their way to or from school, they should report the incident to the Head Teacher, or class teacher who will record it on Arbor

4. Parents/carers may be asked to be involved in joint problem solving to minimise the likelihood of further bullying

5. Parents/carers will be given an opportunity to express their feelings

Working with children

Teaching about bullying will be undertaken with individual or groups of children by the class teacher, ELSA or worship leaders:

- children will be encouraged to talk to a trusted adult
- children are expected to understand the school ethos and the type of behaviour that is expected and that which is unacceptable by referring to the displayed school's behaviour code
- children will be regularly reminded, through assemblies and the curriculum, and other formal and informal approaches such as in their PSHE (HeartSmart) sessions, circle times, of the importance of showing respectful and caring behaviour to everyone.
- The importance of respectful and caring behaviour will be modelled by staff for children to observe and learn from.
- children will be spoken to respectfully
- all children will be noticed and valued
- all children will have access to rewards
- all children will be taught that effort is as important as achievement
- all children will be taught ways to stay safe when using the e-safety policy.

Bullying can take many forms:

Physical – hitting, kicking, taking belongings, physically intimidating someone,

Attacking property – damaging, stealing or hiding possessions.

Verbal - name calling, insulting, spreading rumours, using derogatory or offensive language or threatening someone, ie making racist or homophobic remarks

Psychological – deliberately excluding or ignoring people;.

Indirect – spreading unpleasant stories about someone, excluding someone from social groups

Cyber – by internet, social media, e-mail or text to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobia bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEND) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

It is not:

- Someone losing their temper and hitting someone as a single incident
- When friends have fallen out
- When you're not allowed a turn.

Although resolving conflict by resorting to physical behaviour is not acceptable, it is not bullying if two children of equal power and strength are physical to each other or quarrel.

Through PSHE (HeartSmart) sessions, we aim to give children the tools to resolve any disagreements or conflicts through positive means.

Signs of Bullying

Some of the signs that a child may be victim of bullying include, but are not limited to, the following:

- * Being frightened to travel to or from school
- * Unwillingness to attend school
- * Becoming anxious or lacking confidence
- * Saying that they feel ill in the morning
- * Decreased involvement in school work
- * Returning home with torn clothes or damaged possessions
- * Missing possessions
- * Missing dinner money
- * Asking for extra money or stealing
- * Cuts or bruises
- * Lack of appetite
- * Unwillingness to use the internet or mobile devices
- * Becoming agitated when receiving calls or text messages
- * Lack of eye contact
- * Becoming short tempered
- * Change in behaviour and attitude at home

Prevention

We aim to:

- promote the school ethos which promotes rights, respect and responsibilities, emphasising caring for each other
- encourage children to speak out about bullying
- specify those types of behaviour which are considered to be bullying and make it clear that they are

unacceptable

- reward non-aggressive behaviour
- sanction aggressive behaviour
- identify opportunities to promote, in a positive way, people from minority groups and avoid stereo-typing
- employ strategies to help new children feel at home
- efficiently patrol the school at break and lunch times.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school using Arbor, with the Head Teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

These aims will be achieved by a whole school approach of:

- Regularly reminding children of the importance of rights respecting behaviour to be shown to everyone, and everyone's responsibility to give and receive caring behaviour.
- Encouraging communication in a variety of ways, through class sessions, circle times and in whole school assemblies. One to one support will provided when required.
- Identifying opportunities for discussing issues surrounding bullying through areas where discussion arises, such as: drama/role play, co-operative game playing, history topics, circle time, R.E. and schemes of work for PSHE.
- Reassuring new intakes and warning potential bullies that such behaviour is unacceptable in our school.
- Planning for discussion about people who are perceived to be different, e.g. people with disability, people from other cultures, people from other faiths through PSHE, Geography, R.E. and Literacy
- Encouraging children to report incidents to all staff including DSL, LSA, teaching and non-teaching staff. This will be achieved by staff listening and responding to their anxieties.
- Where appropriate, working with outside related agencies to make presentations in assemblies about effects of bullying and strategies for avoiding and managing any incidents that do occur.

Review

The LT and Governing Body will regularly monitor this policy in order to ensure that it is fully implemented.

Linked Policies

Behaviour Management

Safeguarding

PSHE

e-safety

Policy for Anti-Bullying – reviewed: September 2024

To be reviewed: September 2025