



# The Orchard Primary School

*Nurture Learn Grow*

## **ANTI-BULLYING POLICY**

Date	Review Date		GB Committee
Sept 2019	Sept 2021	HT	Curriculum and Community

## Introduction

The Orchard Primary School community recognised that all forms of bullying, especially if left unaddressed can have a devastating effect on individual; it can create a barrier to learning and have potentially serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and achieve their best.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We promote the welfare of all children in our care.

## Aims

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To ensure that all those connected with the school aware of our opposition to bullying, and make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To work with other schools to share good practice in order to improve this policy.

Bullying is defined as:

*The repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power.*

Bullying is therefore

- Deliberately hurtful
- Repeated, often over a period of time. (While recognising that even a one-off incident can be upsetting and leave a learner nervous of future recurrence.)
- direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).
- difficult for victims to defend themselves against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another person's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. It also includes messages by phone or text and sending offensive or degrading photos or videos.
Gender based, Transphobic and homophobic bullying	Motivated by prejudice against lesbian, gay, bisexual or transgender people

We will deal with all incidents of alleged bullying.

We believe it is our duty to protect pupils and staff from all forms of transphobic and homophobic bullying and to educate pupils about the important role that different people play in society.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the staff.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly as we wish to promote the wellbeing of pupils.

### **The role of governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

### **The role of the headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher 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 part of their behaviour.

### **The role of the teacher and support staff**

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to a senior member of staff. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents or carers.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment/sanction for the offender. Time is spent talking to the perpetrator, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, senior member of staff (AHT / DHT / HT) is informed. We also invite the child's parents or carers into

the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher or Inclusion Leader may contact external support agencies for additional support or advice.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all (See appendix 2). They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time, and dojo points are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

### **The role of parents and carers**

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Deputy Headteacher or Headteacher.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

### **The role of pupils**

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.

Pupils are urged to tell an adult if they see someone being bullied.

All pupils are expected to treat others, their work and equipment with respect.

Pupils are expected to talk to others without shouting and use language which is neither abusive nor offensive.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

### **Monitoring and review**

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The school will ensure that procedures are regularly monitored to ensure that the policy is consistently applied.

Any issues identified will be incorporated into the school's action planning.

The Headteacher will be informed of any bullying concerns, as appropriate.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness every 2 years. They do this by discussion with the headteacher. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years, or earlier if necessary.

## Appendix 1

### Cyberbullying

When responding to cyberbullying concerns the school will:

- act as soon as an incident has been reported or identified.
- Provide appropriate support for the victim of cyberbullying and work with the perpetrator to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include
  - Looking at use of school systems
  - Identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones in accordance with the law and DfE guidance.
  - Requesting the deletion of locally-held content and content posted online if the contravene school behaviour expectations.
- Ensure sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide the information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply
  - Providing advice on blocking or removing people from contact lists
  - Helping those involved to think carefully about what private information they may have in the public domain

## **Appendix 2**

### **Preventing Bullying**

#### **Environment**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children.
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language which does not uphold the school values of respect, tolerance and non-discrimination.
- Encourage positive and responsible use of technology, especially mobile phones and social media.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create 'safe spaces' for vulnerable children.
- Celebrate success and achievements to promote and build a positive school ethos.

#### **Support**

The school will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the school community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing policies and practices, for any bullying brought to the schools' attention, which involves or effects pupils.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

## **Involvement with Parents and Carers**

We will:

- Ensure parents are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying is available to parents/carers.
- Ensure parents/carers know who to contact if they are worried about bullying.
- Work with parents/carers to address issues beyond the school gates that give rise to bullying.
- Ensure that parents know about our complaints procedure and how to use it to raise concerns in an appropriate manner

## **Supporting pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support
- Offering an immediate opportunity to discuss the experience with their teacher, a senior leader or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Working towards restoring self-esteem and confidence
- Providing ongoing support; this may include working and speaking with staff, offering formal or informal counselling, engaging with parents and carers
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice or guidance; this could include support through Early Help or specialist children's service, or support through the Child and Adolescent Mental Health Service (CAMHS)

Pupils who have perpetrated bullying will be helped by

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carer to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Sanctioning, in line with the school behaviour policy – this may include; warnings, detentions, removal of privileges, and fixed-term or permanent exclusions
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the police or referrals to Early Help or specialist children's service, or support through the Child and Adolescent Mental Health Service (CAMHS)

## Appendix 3

### Useful links and supporting organisations

- Anti-bullying Alliance: [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
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### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK council for Child internet Safety (UKCCIS):  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff'  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying';  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)