Harbour Schools Partnership

A guiding light for education

Orchard Vale Community School

Anti-Bullying Policy 2026-27

1. Statement of Intent

At Orchard Vale School, every child has the right to feel safe, respected, and able to flourish. Bullying of any kind is unacceptable and will not be tolerated. We are committed to preventing bullying, identifying it quickly, and responding effectively.

Our approach reflects our school values: Show Pride, Show Resilience, Respect Individuality, be open and honest, and develop individuals with safety and care. It also aligns with our school rules: Safe, Respectful, Kind, Good Listening, and Hard Working.

This policy was written with support from the School Council, made up of pupils elected by their peers across all ages of the school.
It is reviewed annually with input from pupils, parents, governors, and staff.

2. What We Mean by Bullying

Bullying is repeated, intentional behaviour that causes harm—physical, emotional, or social—where there is a perceived power imbalance.

This may include:

- Verbal: name-calling, insults, threats, discriminatory language
- Physical: hitting, pushing, unwanted or inappropriate touch
- Social/Relational: spreading rumours, exclusion, humiliation
- Online/Cyberbullying: harmful messaging, image sharing, or harassment on any device, in or out of school

Prejudice-based bullying includes racist, sexist, homophobic, biphobic, transphobic, faith-based, and disablist behaviours, as well as bullying related to appearance, health, family circumstances, or SEND.

The School Council at Orchard Vale Primary School describes bullying as “repetitive, unkind behaviour” that can be “physical, mental, emotional and online”.

3. Aims of the Policy

- Create a culture where bullying is not accepted.
- Ensure pupils, staff, and parents understand what bullying is and how to report it.
- Provide clear procedures for preventing and addressing bullying.
- Support both victims and those displaying bullying behaviour.

4. Preventing Bullying: Our School Culture

We actively teach and model kindness and respect.
We:

- Deliver PSHE lessons and assemblies on friendship, empathy, and online safety.
- Celebrate diversity through curriculum, assemblies, and pupil-led activities.
- Challenge name-calling, disrespect, and unwanted contact immediately.
- Offer safe spaces at break and lunch for pupils who need them.
- Train adults to identify "hot spots" and reduce risks through supervision and environment design.
- Work with families to set clear expectations for online conduct.
- Run Anti-Bullying Week activities and pupil-led campaigns.
- Encourage peer support systems (e.g., Play Leaders).

5. Reporting Bullying

Anyone—pupil, parent, or staff member—can report concerns at any time.

- Pupils can report directly to any trusted adult or via our reflection books and/or Worry Box system.
- Parents can contact the class teacher or a senior leader.
- We will always respond within two school days.

6. Our Response

When bullying is reported, we:

- Listen to all pupils involved.
- Investigate promptly and sensitively.
- Record incidents to identify patterns and plan support.
- Act to stop the bullying and prevent recurrence.
- Support the pupil who has experienced bullying.
- Educate and support the pupil displaying bullying behaviour, addressing underlying causes and restoring relationships wherever possible.

Serious cases may involve:

- The Designated Safeguarding Lead (Mrs Fiona Pearce) and/or the Deputy Designated Safeguarding Leads (Mr Gary Quilter and Mrs Hannah Day)
- External agencies (e.g., police, children's services)

Bullying on the journey to and from school, or online outside school hours, will also be addressed.

7. Support

- Victims receive emotional support and reassurance. The School Council suggested specific time with a trusted school adult to discuss how they are feeling.
- Pupils who bully are helped to understand the impact of their actions and supported to change.
- Additional support may include counselling or mentoring. The school council identified time with pastoral support TAs in each key stage as a possible support strategy.

8. Monitoring and Review

- Incidents are logged onto CPOMS to identify patterns.
- Behaviour patterns are monitored and discussed by the safeguarding team weekly.
- Every term, the safeguarding governor meets with the headteacher to discuss the number of bullying incidences
- Policy reviewed annually during Anti-Bullying Week with input from pupils, staff, and parents.
- Updates shared via the school website, newsletters, and pupil-friendly displays.

9. Responsibilities

- **Head Teacher:** overall responsibility for policy implementation.
- **Staff:** challenge bullying, model kind behaviour, act on concerns, and uphold policy.
- **Pupils:** speak up, be inclusive, and act as positive bystanders.

- **Parents:** support the school's approach and encourage respectful behaviour.
- **Leaders:** monitor patterns, review policy annually, and ensure practice is consistent and effective.