



ORCHARDVALE COMMUNITY SCHOOL ANTI-BULLYING POLICY

Introduction

The school has a commitment to providing an effective anti-bullying culture. The school has a clear Behaviour Policy, which helps to both reduce incidences of bullying and also identify clear strategies for disciplining children who are responsible for bullying. The Behaviour Policy should therefore be used in conjunction with this policy when addressing any issue relating to bullying.

Definition

Bullying is '**persistent and often premeditated action taken by one or more children, with the deliberate intention of either physically or emotionally hurting another child.**'

'Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.'

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes:

Name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however from the accounts heard from children and young people we consider bullying to be:

- *Repetitive, wilful or persistent*
- *Intentionally harmful, carried out by an individual or group*
- *An imbalance of power leaving the victim feeling defenceless.'*

ANTI-BULLYING ALLIANCE – SOUTH WEST REGION

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all that we can to prevent it. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable.

As a school we aim to produce a safe and secure environment where all pupils can learn in a supportive environment, without anxiety and where relationships are based on trust and respect. This policy aims to produce a consistent attitude and response towards bullying.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issues of bullying. We promote a culture where all adults and children are valued and treated with respect.

ANTI BULLYING STRATEGY



The Role of Local Governors

The Local Governing Body (LGB) supports the Head of School and the Executive Head Teacher and the senior leadership of the school in the employment of anti-bullying strategies.

This policy statement makes it very clear that the LGB does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The LGB require the Head of School to keep accurate records of any incidents of bullying, particularly those that are racially motivated, together with the action taken.

The Head of School retains responsibility for reviewing the effectiveness of anti-bullying strategies and together with the LGB, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the Head of School in response to a bullying incident, they have the right to make a formal complaint in line with the complaints policy for the Primary Academies Trust

The role of the Head of School

It is the responsibility of the Head of School 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 deal with incidents of bullying.

The Head of School has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school. This is undertaken in a variety of ways, including

- through whole school and team assemblies,
- PSME lessons and
- when dealing with specific incidences of inappropriate behaviour using the school behaviour policy

The Head of School and senior staff have specific responsibility for developing a school climate of

- mutual support and praise,
- trust and honesty,

This makes 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.

Informal communications between staff and with parents are undertaken immediately a bullying issue arises. Where appropriate this is shared with other members of staff at staff / team meetings and ways of addressing individual problems are discussed.

The Role of the Teacher and Teaching Assistant

There is a collective responsibility for discouraging and responding to any incidences of bullying. If teachers witness an act of bullying, they support the children involved by following discipline and behaviour procedures in the school behaviour policy, and informing the senior leadership of the school.



All staff must follow the agreed Behaviour policy when disciplining children for bullying. This includes making a written record of the circumstances associated with any incidence of bullying and making the team leader aware of what has happened. Parents will be involved of both the perpetrator and the victim of any bullying.

Any continued or subsequent issue of individual bullying by a child will be dealt with by the Head of School or designate.

Teachers support all children in their class and to establish a climate of trust and respect for all. By being good role models, praising, rewarding and celebrating the success of all children, we aim to prevent bullying occurring. (See appendix A and B)

The Role of Parents

Parents have a responsibility to support the school's anti-bullying policy and the school behaviour policy and to actively encourage their child to be a positive member of the school community.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school to report the incident by:

- *making a report in person to a member of the school staff*
- *Contacting the school by phone and ask to speak to your child's teacher the Head of School*
- *Emailing the school*
- *Writing a letter*

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

Monitoring and review:

The effectiveness of our anti-bullying strategies are monitored by the Executive Head Teacher, Head of School and the senior leadership team on an ongoing basis. The chair of the LGB and the Safeguarding Governor are kept informed of the anti-bullying log and work associated to serious incidents throughout the year (see appendix D).

Through the development and implementation of this policy, we hope that all children, parents/carers and staff will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.



Links to other school policies

This policy is part of our commitment to safeguarding children. It should be read and interpreted in conjunction with the following policies and procedures that promote safeguarding

- *Child Protection Policy*
- *Safeguarding Policy*
- *Equal Opportunities Policy*
- *Behaviour Policy*
- *Attendance Policy.*

Review procedure.

This policy was discussed with governor and staff representatives in February 2017 and presented to the governing body in February 2017. It will be subjected to a bi-annual review.

Policy approved by governing body February 2017

The policy will be reviewed in February 2019

*This review may take place sooner due to government changes in the teaching of SRE.



APPENDIX A

All STAFF

Advice on when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.

All incidents of bullying (as defined in our policy) will be recorded by the school (see appendix B).

The Head of School will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation (see appendix C – BPRI Form).

Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.

All discussions and actions relating to the incident/investigation will be documented.



APPENDIX B

REPORTING BULLYING PROFORMA FOR INITIAL CONCERN

Date:	Time:
Name of child:	
What happened:	
Name of Adult:	Signature:



Child's comments:

Name of Child:

Signature:

Parent's comments:

Name of Parent:

Signature:

Action Agreed:

--

Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s). <input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity). <input type="checkbox"/> Restorative justice. <input type="checkbox"/> Disciplinary action. <input type="checkbox"/> Notify parent(s)/guardian(s). <input type="checkbox"/> Exclusion. <input type="checkbox"/> Notify police (if criminal activity). <input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Comfort and reassurance. <input type="checkbox"/> Buddying, mentoring or peer support. <input type="checkbox"/> Counselling. <input type="checkbox"/> Referral to specialist help/agency. <input type="checkbox"/> Notify parent(s)/guardian(s). <input type="checkbox"/> Medical treatment. <input type="checkbox"/> Set review dates. <input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Staff/governor training. <input type="checkbox"/> Class/peer group workshop. <input type="checkbox"/> Assembly subject. <input type="checkbox"/> Review of curriculum or policy. <input type="checkbox"/> Campaign e.g. posters. <input type="checkbox"/> Letter to parent(s)/guardian(s). <input type="checkbox"/> Initiative with learning community/loc authority. <input type="checkbox"/> Other (<i>please describe below</i>):



Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

--

Form completed by:

Print name	Position	Signature	Date
Name of School and contact details:			

Select if you would like the local authority to contact you about the support available.

Send to: reducingschoolbullying@babcock.co.uk or Reducing Bullying in Schools, Babcock LDP, 2nd Floor, Milford House, Pynes Hill Exeter, EX2 5GF. **Please refer to the BPRI Guide for further information.**



APPENDIX D

KEY ELEMENTS FOR EFFECTIVE PRACTICE, REVIEW AND MONITORING

Is there a shared understanding of what constitutes bullying across the setting? (Children, young people, staff, governors/trustees, parents/carers)	
Are the views of children and young people on the extent and nature of bullying canvassed regularly?	
Is it clear how children can contribute ideas about how to tackle bullying?	
Is there a safe and secure means of complaining about bullying?	
Do children feel able to tell a member of staff if they are being bullied, or if they have seen someone else being bullied or that someone is bullying?	
Do children feel that there will be consistent response whichever member of staff they tell?	
Is bullying dealt with promptly?	
Is bullying dealt with consistently and fairly?	
Are children aware of sanctions that may be applied to cases of bullying?	
Are children who display bullying behaviour supported to change their behaviour?	
Do children who are the targets of bullying feel supported?	
Is the policy and practice consistent with The Equality Act 2010?	
Has the policy been subject to analysis?	
Is support at times of transition and for particularly vulnerable groups clearly identified?	
Do all people within the setting respond in line with the whole-setting approach?	
Do all people within the setting feel they have had adequate training about bullying and how to respond to it?	
Are there peer support schemes in place?	
Do visual displays within the setting demonstrate a non-tolerance of bullying and show what help is available from both in and outside the setting (websites, helplines etc)?	
Are records kept of incidents of bullying?	
Is the data from this analysed for patterns (people, places, groups)?	
Does this analysis inform changes to practice?	
Do parents know who to contact if they are worried about bullying?	
Do parents know about the complaints procedure and how to use it?	