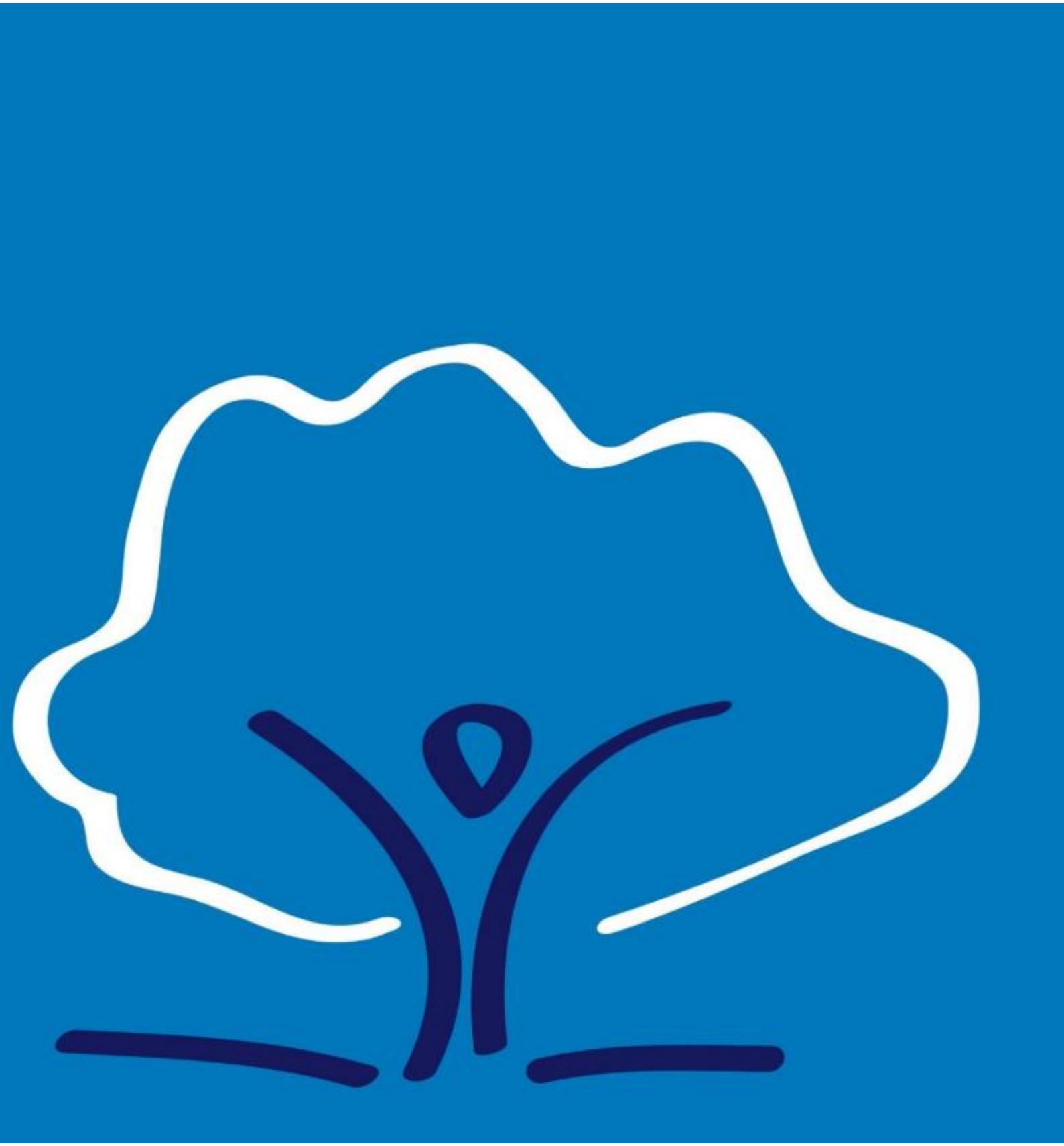

Anti-Bullying Policy

Orchard Meadow Primary School

The best in everyone™

Part of United Learning

Document Control	
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1. Position and values

This policy will help staff to achieve the vision of the school, which is that the staff and governors at Orchard Meadow Primary School work hard to ensure that the potential of every child is unlocked, and we appreciate their uniqueness. This intent captures our values, vision and ethos that drives all that we do. We want our pupils to be prepared for an ever-changing world. We believe that in order to become independent, confident learners, children need to exhibit key learning powers and therefore we ensure that there are opportunities to develop these skills in everything that we do. This will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment Orchard Meadow Primary School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Orchard Meadow Primary School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively.
- Keep all other children safe, happy and confident.

2. Clarification of terms

Definition of bullying

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have 'upsets and squabbles'; these are not classed as bullying and are dealt with through the Behaviour and Relationship Policy. We class these as incidents of unkindness and support children to understand the difference but still report when they are feeling harmed.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Snapchat to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyberbullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyberbullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of bullying

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

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Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other OM children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Reasons for bullying

Some reasons why children might bully someone include:

- They think it is fun, or that it makes them popular or 'cool'
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from

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school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining progress with their learning, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

3. Roles and responsibilities

The Education Act 2002, Education and Inspections Act 2006 and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Orchard Meadow Primary School have also developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish. Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During school hours (including while pupils are taking part in school visits, after school clubs and cyber bullying) the school has direct responsibility to ensure children feel safe and secure.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, 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 accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of governors. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the headteacher

It is the responsibility of the headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the governing body about the effectiveness of the anti-bullying policy on request.

It is the headteacher who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher will draw the attention of children to this fact at suitable moments. For example, we participate in Anti-Bullying Week and regular reminders of what is respectful as part of our PSHE and values education.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to

identify and deal with all incidents of bullying; our staff are trained in restorative principles to support mediation of pupils.

The headteacher will set the school climate of mutual support and praise for success therefore making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's antibullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. We may use role-play, social stories, resilience groups, PSHE, Hive support, enrichment sessions to help children to understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. As a school, we will use celebration assemblies to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected bullying behaviours and any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Inclusion Team or Senior Team with details via Arbor and CPOMs reporting systems. From here action will be taken. All cases are individual and various strategies will be employed by the senior team to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. Please see staff disciplinary policy and other Human Resources policies.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

The role of parents/carers

Parents/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 in a calm manner. If they are not satisfied with the action taken, they should contact a member of the Senior Leadership Team or the Principal (Emilie Fidler). If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.

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The role of pupils

Children are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know; the children are taught several strategies to help them with this. This can be talking to the class teacher, support staff or a member of the Family Support or Inclusion Team.

Children are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied. These activities can be class activities but also wave 2 interventions from the Inclusion Team or Multi-agencies such as protective behaviours.

4. Cyber bullying

Orchard Meadow Primary School has a separate policy related to Online Safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT classrooms and is explained and discussed with pupils in assemblies, PSHE classes and IT classes.

5. Reporting, sanctions and monitoring

How to report bullying

1. All incidents of bullying should be brought to the attention of a member of the Senior Leadership Team immediately. The Headteacher will also be informed at the earliest opportunity.
2. All relevant information should be recorded on CPOMS, under the category of behaviour and then clicking the 'Bullying Incident' tab. Linked children should be selected under the 'linked Children' section and only initials should be used in the body of the text. Incidents should also be record on Arbor and graded as a 'Level 4' incident.
3. The Headteacher will nominate a member of the leadership or pastoral team to investigate the incident.
4. Incidents of 'Unkindness' should be reported to the class teacher and recorded on Arbor. Depending on the nature of the incident will depend on the level it is recorded. (0 being neutral incident, 4 being of greatest severity). This is monitored at least fortnightly by both the leadership and pastoral teams.

Procedures

As a school, we work restoratively and will always try to use restorative approaches to resolve conflict between pupils. This will be through conferencing and meetings with all parties if appropriate. Pupils can request these meetings too. We expect all members of our community to embrace this working that aligns to our school values.

These are the following steps to be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be reported immediately to a member of Senior Leadership Team by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Head Teacher will be informed immediately through CPOMS or Arbor.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff

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recording the victim's verbal statement, scanned and uploaded to CPOMS and Arbor.

4. The Head Teacher/pastoral staff will interview all concerned and will record the incident on the school's CPOMS and Arbor.
5. Decision over what next will take place after all pupil's voices have be heard.
6. Parents will be kept informed by the Head Teacher/pastoral Staff.
7. Class teachers will be kept informed and asked to monitor the situation and children's wellbeing.
8. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, internal exclusion, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the headteacher may inform the police.
9. Triage meetings will take place fortnightly to review incidents. Given the frequency or severity of incidents, emergency triages meetings may be called.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

1. Governors, the headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors.
3. A record of all such incidents will be kept electronically on CPOMS and Arbor.
4. The numbers of incidents will be reported to governors annually or provided to them at any time on request.
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

6. Strategies to reduce bullying

Orchard Meadow Primary School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others (Be Kind, Be Ready, Be Safe)
- the reinforcement of the clear message that violence has no place at Orchard Meadow Primary
- consultation with the 'Pupil Voice' on appropriate action, this takes place through class 'Family Meetings'
- take part in initiatives such as Anti-Bullying Week and Online Safety Day
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- a clear policy of mobile phones not permitted to be in use during school hours and should be handed to the class teacher as soon as a child enters the classroom.

- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, social media, internet)
- all websites accessed in school are screened and filtered. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the headteacher. Action will be taken and recorded.
- effective recording systems (CPOMS reports)
- work with multi-agency teams including police and children's services as appropriate
- contact the parents / carers of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

Useful websites

www.bullying.co.uk
www.childline.org.uk
www.kidscape.org.uk
www.each.education
www.youngminds.org.uk
www.youngstonewall.org.uk
www.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnetint.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk

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