



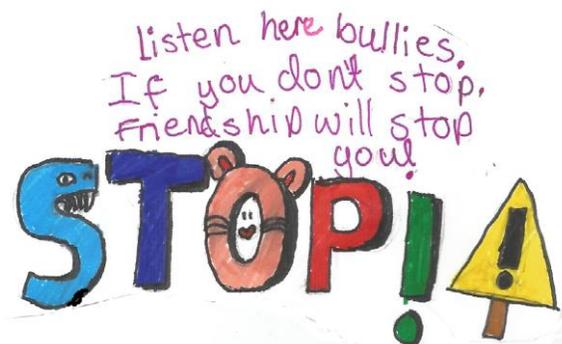
Oswald Road Primary School

Anti-Bullying Policy

Policy ratified by Governing Body: September 2017

Headteacher: Deborah Howard
Chair of Governors: Richard Price

To be reviewed in 2 years: September 2019



OSWALD ROAD'S ANTI-BULLYING POLICY

The staff, children and parents think our community is made up of people who should be treated equally. We also think we should celebrate our individuality (Article 30). We understand why people bully, making poor choices, but as a school we find it unacceptable and we aim to be BULLY FREE! This policy applies equally to the Early Years Foundation Stage Setting, KS1 and KS2 as taught at Oswald Road Primary School.

Policy contents:

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WHAT INFORMS OUR POLICY

Keeping Children Safe in Education 2017, 2014 Behaviour and Discipline in Schools, 2014
Preventing and Tackling Bullying, 2014
Cyberbullying: Advice for Head Teachers and School Staff, 2014
Supporting children and young people who are bullied, 2014
Equality Act, 2010
Rights Respecting document

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives.

GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING

The children and staff value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. The children consider that a child should be treated as being bullied simply because they perceive that they are (Article 12). All staff, children and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear. **Bullying is unacceptable in this school and will not be tolerated.** The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Oswald Road Primary school aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001). **We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.**

AIMS OF THE POLICY

We aim to create an environment where pupils can grow and flourish without fear (Articles 3/ 29). Each pupil has the right to be safe in and out of school and to be protected when they are feeling vulnerable (Article 24).

We aim:

1. To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
2. To demonstrate that the school takes bullying seriously and that it will not be tolerated.
3. To take measures to prevent all forms of bullying in the school and during off-site activities.
4. To support everyone in actions to identify and protect those who might be bullied.
5. To clarify for all pupils and staff that bullying is wholly and always unacceptable.
6. To demonstrate to all that the safety and happiness of pupils is paramount.
7. To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
8. To promote positive attitudes in pupils (including conflict management training).
9. To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
10. To ensure that all staff are aware of procedures through regular training.

WHAT IS BULLYING (including definition, roles, styles, signs and symptoms)

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

At Oswald Road Primary School we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

Physical hitting, kicking, taking or hiding belongings

Verbal name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).

Emotional being intentionally unfriendly, excluding, tormenting looks, spreading rumours.

Cyber email and internet chat room misuse, mobile phone threats by text, calls, social websites.

Specific types of bullying include:

1. Bullying related to race or colour, religion or belief or culture.
2. Bullying related to special education needs (SEN) or disabilities.
3. Bullying related to appearance or health conditions.
4. Bullying related to sexual orientation.
5. Bullying of young carers or looked-after children or otherwise related to home circumstances.
6. Sexist or sexual bullying.
7. Bullying of adopted children.
8. Bullying using electronic forms of contact (cyber bullying) *see Appendix 1*

Roles within Bullying

Different roles within bullying have been identified:

1. Those relying on social power, dominating others, often with group support (ring leader).
2. Others joining in and therefore afraid of ring leader (associates).
3. The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
4. Those who try to stop bullying (defenders).

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

1. is unwilling to go to school;
2. becomes withdrawn, anxious or lacking in confidence;
3. starts stammering;
4. attempts or threatens self-harm;
5. cries themselves to sleep at night or has nightmares/ bedwetting;
6. regularly feels ill in the morning;
7. begins to do poorly in school work;
8. comes home with clothes torn or books damaged;
9. has possessions go missing;
10. has unexplained cuts and bruises;
11. stops eating;
12. is frightened to say what is wrong;
13. is frightened of walking to or from school; or
14. changes in their usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person (Article 4).

THE ROLE OF GOVERNORS

The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate. The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy. The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for all staff.

THE ROLE OF STAFF (duties)

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

1. ensure that all staff have an opportunity of discussing strategies; and
2. review them regularly;
3. determine the strategies and procedures;
4. discuss development of the strategies with the Senior Management Team;

5. ensure appropriate training is available;
6. ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and report to the governing body.

The Deputy Head/ Phase Leads / Leader of Rights and Responsibilities SIP Team will:

1. be responsible for the day-to-day management of the policy and systems;
2. ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
3. keep the Head informed of incidents;
4. refer and liaise with inter agency working groups if necessary;
5. arrange relevant pupil training with the Head, determine how best to involve parents in the solution of individual problems; and
6. ensure accurate record keeping.

Phase leaders *will:*

1. be responsible for ensuring that the school's positive strategies are put into practice; and know the school's procedure and deal with any incidents that are reported.
2. be responsible for liaising with the Head of Pastoral Care over all incidents involving pupils in their class; be involved in any agreed strategy to achieve a solution; and teach the anti-bullying programme in the PSHE and Citizenship lessons.

All Staff and volunteers will:

1. know and follow all relevant policies and procedures;
2. keep clear records on CPOMs;
3. be observant and talk to pupils;
4. deal with incidents according to the policy;
5. never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
6. take action to reduce the risk of bullying at all times and in places where is most likely; and
7. discuss from time to time where extra staff might be needed.

THE ROLE OF STAFF (responses)

Dealing with incidents

1. If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
2. If a racial element to the bullying is suspected the Head/ Deputy Head must be informed immediately.

3. The teacher will record the details of the incident on CPOMS clearly tagging as "Bullying" and will inform the relevant phase lead.
4. The Bullying Report Form will be kept in the Pastoral Care file in the Deputy Head's office.
5. All the parties will be interviewed and a record made.
6. Staff teaching the bullied pupil and the teacher will be informed.
7. The appropriate strategy and plan of action to combat the bullying will be decided upon.
8. The implementation of the strategy will be overseen the Head or Deputy Head.
9. Parents will be kept informed by the relevant staff.
10. Any sanctions will be determined by the Head.



In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard (Article 12).
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Head.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file.
- Pupils will be told always to report incidents of bullying.

Reporting and Recording

- All incidents must be reported and recorded in full and the records kept in the central file.
- Reports of bullying will be logged by the teachers on CPOMs
- The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying on CPOMs will enable patterns to be identified.

THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM (Article 29).

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through a PSHCE programme, school assemblies, school action teams and in the curriculum as appropriate.
- The Pastoral Care Lead and subject lead are responsible for initiating and developing an anti-bullying programme as part of the PSHE and Citizenship curriculum.
- SLT and phase leads are responsible for introducing anti-bullying material in their programmes of study as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

SUPPORTING PUPILS

Bullied Pupils: Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies. All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

SANCTIONS

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and/or violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. Any exclusion for even a short period would be at the discretion of the Headteacher, who would always seek advice on the matter.

INVOLVING PARENTS

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it (Article 14). Parents will be informed of the policy and procedures.
- Parents/Carers of pupils who are being bullied and parents/Carers of the bullies will be involved in the solution to the problem as appropriate.

INVOLVING PUPILS

- Pupils will be involved in the positive strategies through both the RR Action Teams and classes. Pupils will have an input into the anti-bullying strategy.

- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

APPENDIX: CYBER BULLYING

What is it?

- "Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself."

School Policy on Cyber Bullying

No pupil mobile phones are allowed in school, these are kept in the Head teacher's office. However the school recognises that many pupils have mobile phones and access to the internet outside school and to that end:

- The school holds an Internet Safety throughout computing, in which the risks of technology and cyber bullying are discussed in depth. The school arranges internet safety workshops for parent/Carers when appropriate, addressing the safe use of the net and mobile phones.
- Acceptable Use Policies are reviewed annually with all pupils in school and at home, so that they have a good understanding of how they must behave online.
- The Head and safeguarding team update policies and provide parents with advice, helping them to understand how children can use technology safely, as well as the risks and consequences of mobile phone use.
- Staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- Victims should keep emails and text as evidence for tracing and possible police action.
- The school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

Oswald Road believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers.

Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their pupils

for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Useful websites for community use:

www.childnet.com

www.digizen.org

www.thinkuknow.co.uk

www.unicef.org.uk

Children should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.



