



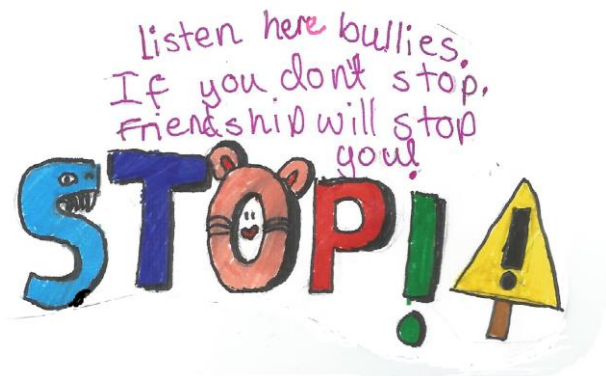
# Oswald Road Primary School

## Anti-Bullying Policy

Policy ratified by Governing Body: January 2024

Headteacher: Deborah Howard  
Chair of Governors: Peter Martin

**To be reviewed in 2 years: January 2026**



# 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.

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## **1. WHAT INFORMS OUR POLICY**

Keeping Children Safe in Education, 2023

Behaviour and Discipline in Schools Advice for Headteachers & School Staff, 2022

Preventing and Tackling Bullying, 2017

Cyberbullying: Advice for Head Teachers and School Staff, 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.

## **2. 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.**

### **2.1 Preventative Strategies**

- All bullying problems will be taken seriously, both of pupils and adults.
- The staff of the school are vigilant, particularly in the 'high-risk' areas; i.e. playgrounds, toilets and dining hall.
- Pupils are frequently reminded of the effects of bullying. They are also made aware of possible actions which may befall a bully. This often takes the form of assemblies, Jigsaw lesson or Rights work.
- Teachers and other staff encourage pupils to discuss issues openly within Personal, Social and Health Education and through the use of the bubble box.
- Each year we promote "Anti-bullying" week, during which we remind children of this policy and our anti-bullying policy.
- We will listen to parent's accounts of what their child has told them.
- We will promote our schools core values.
- We will use the curriculum to raise awareness of bullying and the school's anti-bullying policy.
- We will create an atmosphere in which pupils feel able to tell staff if they are being bullied.
- Pupils are constantly reminded that they should always inform somebody if they feel that they are being subjected to 'bullying'
- We will teach pupils assertive and confident responses to inappropriate behaviour through PSHE and Rights Respecting work.
- We will teach pupils how to work and play co operatively.
- We will highlight and reinforce positive behaviour e.g. rewards in class and acknowledgement in assemblies.
- Behaviour Lead leads drop-ins
- Promoting Anti-Bullying Week annually through assembly

### **3. 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.

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.

### **4. WHAT IS BULLYING**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, online bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and tackling bullying: advice for headteachers, staff and governing bodies)

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally

(Bullying at school: Bullying - a definition)

At Oswald Road Primary School all forms of bullying are seen as equally serious 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 online 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 online bullying (see later in policy).

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

**Online** 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 (online bullying) *see Appendix 1*

All staff are made aware of child on child abuse through specific safeguarding training. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence and sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, sexting and initiating /instigating violence and rituals. These issues will be addressed through our school/college curriculum and assemblies throughout the year.

#### **4.1 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).

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- A circular drawing divided by a vertical line. The left side is labeled "Right" at the top and contains two girls. One girl says "Thank you! Like your little dress!" and the other says "Would you like some one that". The right side is labeled "Wrong" at the top and contains a boy and a girl. The boy says "I don't care." and the girl says "I don't care!!".

## **4.2 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. affects engagement in learning;
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).**

## **5. THE ROLE OF GOVERNORS**

The governors will liaise with the Head over all anti-bullying strategies, and a behaviour report is submitted termly to governors. 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.

## **6. THE ROLE OF STAFF (duties)**

### *6.1 The Head*

The Head has a legal duty under the School Standards and Framework Act 1998 and the Education Act 2002 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 Leadership Team and Behaviour Leads;
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.

*6.2 The Deputy Head/ Phase Leads / Behaviour Leads 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.
7. 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.
8. liaise with Pastoral Team as appropriate

*6.3 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

## **7. HOW WE DEAL WITH ANY ALLEGATIONS OF BULLYING AT SCHOOL**

### **7.1 If a parent raises an issue or a perceived issue:**

Whoever the parent raises the concern with will log it on our central system (CPOMS). This ensures that the Behaviour Lead, Phase Lead and Headteacher all have access to

this information. If the word 'bullying' has been used, then the school will record this (at this time) as 'alleged bullying'. This is not to say that school does not believe the allegation to be bullying, this is just how the initial log is labelled.

Sometimes the word 'bullied' or 'bullying' is used incorrectly at this stage, however school will always take the information shared seriously.

The Behaviour Lead will contact the parent to discuss school's approach. Often this will start with a statement being taken from the child.

If the issue raised is not bullying (for example, it is a one off issue), the Behaviour Lead will ensure the correct action is in place and monitor the situation. This will be noted in weekly meetings with the Behaviour Lead and Headteacher. An update will be shared with the parent.

## **7.2 If it is deemed the situation could be bullying...**

... the Behaviour Lead will then plan further action – at all points liaising with the parent. This will usually start with statements from other children, using our 'W's sheet' which ensures there are no leading questions.

The next step is making a written action plan, which outlines actions that will be taken – again gaining parental input, but also gaining input from the child. This will include support from the pastoral team.

Any specific information for the perpetrator (including pastoral support), will not be noted in this plan.

A clear review date will be written in and the situation will be monitored weekly by the Behaviour Lead and daily by staff working with the children.

Logs of statements, discussions with parents and the action plan will all be put onto CPOMS, with the tab of 'Bullying'.

## **7.3 If a child raises an issue or a perceived issue:**

The same process is followed, however it is likely the child's initial discussion will count as the statement and then the process will follow the same from that point.

## **7.4 If a child raises that they feel another child is being bullied:**

Again, the same process would be followed, starting with a statement from the child who was raising the concern.

### **7.5 If a member of the teaching staff has concerns:**

These will always be logged directly on CPOMS. Sometimes, these may be an initial observation of something that isn't quite right – or noting there has been a build-up of several situations. This would raise awareness to the Behaviour Lead and also the Phase Lead. Our Pastoral Team will also be copied into these logs where appropriate.

The headteacher holds weekly meetings with school's Behaviour Leads. Any situations being monitored or formally overseen are discussed in these. These are not the only items discussed in the meeting, but do form part of the weekly discussions.

## **7.6 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 Head is to be made aware of any incidents of bullying or alleged bullying
- Parents will be fully involved in the resolution action plan.
- Any incidents are recorded on CPOMS.
- Pupils will be told always to report incidents of bullying.

## **7.7 Reporting and Recording**

- All incidents must be reported and recorded in full and the records kept on CPOMS
- Reports of bullying will be logged by the teachers on CPOMS

## **8. 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 PSHE programme, school assemblies 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 curriculum.
- Curriculum Lead is responsible for overseeing impact of the PSHE subject lead
- 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.

## 9. 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.

Staff will ensure that all children in school know that they have an adult they can talk to. This is in addition to the confidential worry box (Bubble Box).

## 10. 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;
- Child going on report;
- Internal exclusion;
- Fixed term exclusion
- Permanent exclusion from school. School would always seek legal advice at this stage. A permanent exclusion would only be considered in a case of extreme and continuing behaviour.

## **11. 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 1: ONLINE BULLYING**

#### **What is it?**

- "Online 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 Online Bullying**

No pupil mobile phones are allowed in school, these are kept by the class teacher in the classrooms.

However the school recognises that many pupils have mobile phones and access to the internet outside school and to that end:

- Throughout the school's computing curriculum, the risks of technology are discussed in depth.
- School has Acceptable Use Policies for all stakeholders.
- 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 online bullying.
- Victims should keep emails and text as evidence for tracing and possible police action.

#### **Bullying which occurs outside school premises**

We understand that situations can arise outside of school for our children and that often these situations can either be reported to school or have an impact on the children within the school day. School will always liaise with parents and seek further advice where needed to ensure they act as appropriately as possible in these cases.

#### **Useful websites for community use:**

[www.childnet.com](http://www.childnet.com)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.unicef.org.uk](http://www.unicef.org.uk)

## **APPENDIX 2: Glossary of Articles Referenced in the Policy**

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 4: Governments must do all they can to make sure every child can enjoy their rights.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30: Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.





