

# St. Oswald's Church of England Primary School Anti-bullying Policy



**RESPECT. RESILIENCE. KINDNESS**

## Vision

Through valuing all individuals as children of God we believe in promoting an inclusive school community, rooted in mutual respect, understanding and kindness towards others. As God taught us:

'Teach children how they should live, and they will remember it all their life.' (Proverbs 22:6)


Ours school's vision is to nurture a resilient community where the love of learning thrives. We foster an environment where every member feels supported in order to flourish, be empowered to overcome challenges, embrace growth and contribute positively to God's world.

'Life in all its fullness' (John 10:10)

## Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out.

The effectiveness of this policy shall be monitored during Governor's meetings. This policy will be updated annually and any changes occurring during the year should be updated as soon as possible.

Date approved	Next Review Date	Signed by
September 2023	September 2025	

## **Anti- Bullying Policy**

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## **1. Introduction**

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” and “Sexual violence and sexual harassment between children in schools and colleges” guidance. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Through rooting our vision on the bible teaching above, we will promote an inclusive school community that values all. St. Oswald’s CE Primary School’s vision is to ensure all school community members are included, treated with mutual respect, kindness and understanding. We are working together to drive our vision forward, provide a solid foundation to learn, grow and achieve through our Christian values of community, friendship, creation, thankfulness, Justice, Peace, Hope, and Endurance. This policy particularly relates to our values of justice and peace. As the bible says:

*Seek justice, love mercy, walk humbly with your God. Micah 6:8*

*Peace I leave with you, my peace I give unto you. Let your heart not be troubled. Neither let it be afraid.*

John 14:27

This policy embodies the school values and philosophy in relation to bullying. It sets out a framework of expectations and consequences with regard to bullying throughout the school. It outlines the personnel and curriculum relating to bullying education and the personnel and systems that will be put in place to respond to incidents of bullying.

## **2. Links with Other School Policies and Practices •**

This policy links with several school policies, practices and action plans including: Behaviour Modification policy, Complaints policy, Child Protection policy, Acceptable Use Policies (AUP) Curriculum policies, such as, RSE/RSHE, PSHE, citizenship and computing, Online Safety (including mobile and smart technology and social media).

The policy is available on the school website and the staff shared drive.

## **3. Links to Legislation •**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- o The Education and Inspection Act 2006, 2011
- o The Equality Act 2010
- o The Children Act 1989
- o Protection from Harassment Act 1997
- o The Malicious Communications Act 1988
- o Public Order Act 1986.

## **4. Purpose**

This policy document is to help ensure that children in our school feel safe and secure. It provides a coordinated framework for developing understanding and skills as part of a whole school approach and a framework for responding to incidents.

This policy should read in conjunction with the Behaviour and Discipline, SEND and Inclusion, PSHE, and Home-School Policies.

**(Note-** the terms “bully” and “victim” is used in this policy but it is not good practice to label children in this way and language to describe the behaviours should be used rather than language defining them as a person)

As a UNICEF Rights Respecting School, we believe:

### **This policy links to Articles 3, 15, 28 & 29:**

Article 3: (Best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 15: (Freedom of Association)

Every child has the right to meet with other children and join groups and organisation ...

Article 28: (right to education)

Discipline in schools must respect children's dignity and their rights.

Article 29: (Goals of Education)

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.

## **5. CPOMS**

St Oswald's CE Primary uses CPOMS which is an electronic reporting system for all Safeguarding, SEN and other Pastoral concerns. The Senior Management Team regularly review the information gathered to ensure appropriate actions and best outcomes are achieved for pupils.

## **6. What is Bullying?**

'A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that. These things happen frequently and it is difficult for the pupil being bullied to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.'

- Sheffield Project (1991-93) as in handbook issued by Dept. for Education (1994) for use with children.
- Bullying can be described as the systematic abuse of power. (School Bullying Smith and Sharpe 1994)
- Bullying results in pain and distress to the victim.
- Deliberately hurtful
- Some children are more vulnerable to bullying, such as children with SEN and children who are perceived as "different".
- Repeated and often over a period of time
- Difficult for victims to defend themselves (Bullying Don't Suffer in Silence DfES 0064/2000)

**Physical** – hitting, kicking, taking belongings, punching or any use of violence

**Verbal** - name calling, insults, racist, sexist or homophobic comments, sarcasm, spreading rumours, teasing

**Indirect** - spreading nasty stories and rumours, excluding and isolating, gestures and signs, sending malicious e-mails or text messages, threatening others to act in a particular way

**Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Racist**- racial taunts, graffiti, gestures

**Sexual**- unwanted physical contact or sexually abusive comments

**Homophobic**- because of, or focusing on the issue of sexuality. The use of homophobic language will result in the issuing of a Red Card and recording of the incident in the Homophobic incident book.

**Cyber**- All areas of internet, such as email & internet chat room misuse  
mobile phone threats by text messaging & calls.  
Misuse of associated technology i.e. camera & video facilities

A bullying incident is one where any person involved believes it is bullying even though this may not fit a definition such as the one above.

## **7. School response to bullying incidents:**

### **Whole school approaches**

School regularly reviews its approaches to tackling bullying and preventing this from happening. The following approaches are currently used:

- The school will provide consistent approaches underpinned by school's Christian Values of Community, Friendship and Justice, and the ethos of the school where mutual respect and fairness are regarded as crucial.

- The school participates in the annual Anti-Bullying Week where various activities are held in each year group that are age appropriate.
- Cyber bullying is part of the school's Computing curriculum and is addressed through all e-safety – on line safety education. (See Online Safety policy)
- The school will promote the policy to all the school community such as parents through newsletters, induction meetings and on the school website.
- The school will promote anti-bullying to pupils through assemblies, TREE Project, and specific Anti-bullying activities such as Anti-bullying week, and School Council etc. and through the curriculum in PSHE and Circle Time.
- Staff will model good practice showing respect, empathy and genuineness to each other, parents and pupils.
- The school will provide ease of access to the school pastoral system, including mentors, Teaching Assistants and Parent Support Advisor.
- Staff, including Lunchtime Supervisors, will have training related to awareness, teaching and learning and response to incidents.
- Year 6 pupils are trained as Peer Mediators to work with younger pupils at playtimes and help them to play well together.
- There will be regular monitoring of areas such as playground and travel to school through questionnaires.  
Pupils will have access to the pupil version of the school's Anti-bullying policy.
- Worry boxes are in each class for any child to report incidents of bullying if they feel they do not wish to talk about it verbally.
- Staff check their worry boxes in each classes to monitor any issues of bullying in each class and tackle any issues immediately.

### **Procedures**

If a person becomes aware of a bullying incident, it should be reported to a member of the Senior Management Team and recorded on the school's CPOMS electronic recording system.

St Oswald's CE Primary uses CPOMS, which is an electronic reporting system for all Safeguarding, SEN and other Pastoral concerns. The Senior Management Team regularly review the information gathered to ensure appropriate actions and best outcomes are achieved for pupils.

Any young person who is suffering should be supported and the incident should be investigated.

Pupils can report bullying incidents to any adult they feel comfortable in speaking to or may put an anonymous note in the class Worry Box, this should then be reported to Miss Murtagh, Mrs Clarke, Mrs McNally or Mrs Carr (Designated Child Protection Person) who will carry out an investigation.

### **8. PREVENT Duty**

When dealing with incidents, particularly those which are race or religion related, staff will be mindful of the indicators for Radicalisation and Extremism and consider these in the sanctions and next steps. Staff will follow the LA procedures in such cases (ie a referral will be made to MASH Multi-Agency Safeguarding Hub).

### **9. Major Incident**

- Act immediately to support the child with any health and medical requirements
- If a major incident becomes apparent, then the incident will be reported to the named person/s (DSLs – E. Murtagh, C. Clarke, J. McNally, Mrs Carr or Mrs Keiley) as soon as possible.
- The incident will be recorded on the school's CPOMS electronic recording system and information is gathered – collated objectively and contemporaneously.
- In most cases, the child's carers will be informed. (See below)
- (On rare occasions this may not be in the best interest of the child's welfare such as the child may suffer physical harm from carers.)
- Each case will be dealt on an individual basis.
- If significant harm is a concern we will act using the Child Protection system.

### **10. Support, Mediation and Sanctions**

Our response will consist of:

- Valuing the self- esteem of all involved
- Safeguarding the health and well being of all pupils
- Involving children in the decision- making processes
- Intervention work with the bully and victim
- Sanctions
- A no blame approach (Mains and Robinson), which seeks to get all parties to understand and explain how, each other feel or similarly a restorative justice approach.
- Support from the community police officer if necessary

An incident may raise a number of issues, which require the involvement of one of the school's Child Protection Designated Leads. They will be kept informed. (E. Murtagh, C. Clarke, Mrs Carr & J McNally)

### **11. Support from Outside Agencies**

Where appropriate, support for victims and bullies will be sought from outside agencies. The school has access to a range of Local Authority and Voluntary organisation's e.g. Bully busters and NSPCC that it can and will use to support pupils who have been the victims or perpetrators of bullying.

### **12. Involving Parents**

Informing parents can be difficult as the language and imagery behind the term bullying and bullied is very emotive. These conversations will be dealt with in an empathetic manner and will stick to the facts of the incidents recognising the feelings of all involved.

### **13. Meeting parents**

We Will:

- Identify the quickest and least threatening way of contacting the parents and as for the meeting, as far as possible, look to establish a comfortable and non- threatening climate.
- Deal with the emotions.
- Clarify the purpose of the meeting and if appropriate the involvement of other services
- Look for positive support
- Challenge the unacceptable behaviours and the responses to this without condemning the child.
- The outcomes of the meeting will be clarified, recorded and stored on the school's CPOMS electronic recording system. 4

### **13. Sanctions**

Will include

- Sanctions in line with the school's Behaviour Policy.
- Restorative approaches to allow individuals to discuss their feelings and identify solutions.
- Writing to and/or meeting with parents
- Removal of privileges (be careful of removing pupils from curriculum entitlement opportunities)
- Exclusion (as a last resort.)

### **15 Useful Links and Supporting Organisations**

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

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

- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS): [www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) SEND
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability) 10 theeducationpeople.org
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) Race, Religion and Nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk) • Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk) • Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org) • Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)

## **LGBTQ+**

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual Harassment and Sexual Bullying**

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-des shame](http://www.childnet.com/our-projects/project-des shame)