

# The Oaks Community Primary School

## Anti Bullying Policy



Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

## **Aims**

At The Oaks Primary School we recognise the negative impact that bullying can have on a child's life. As a result we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We strive to make all those connected with The Oaks Primary School aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **Definition - What is bullying?**

There are a great many definitions of what constitutes bullying and bullying behaviour. Most definitions consider it as being repeated words or actions, which are aimed at causing another to feel frightened, miserable or helpless.

All bullying and bullying behaviour have the following in common:

- it is deliberately hurtful;
- it is repeated, often over a period of time;
- it is difficult for the target of the bully or bullying behaviours to defend themselves against the negative behaviour
- seriously damages a young person's confidence and sense of self worth
- can lead to prolonged emotional damage

Bullying or bullying behaviour can be categorised into the following however there is no hierarchy of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

## **Physical**

Assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking i.e. preventing movement through an access point, pinching, stabbing, burning, spitting or any other form of physical activity that makes another person feel threatened or intimidated.

## **Verbal**

Racist, sexual, homophobic words, any words used in a sexual or aggressive manner designed to hurt or cause deliberate offence, comments about size, appearance, odour, clothing, academic or other abilities, home life, social circumstances, financial circumstances, spreading rumours or any bothersome outcomes designed to be hurtful or used to intimidate.

## **Written**

Any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual.

## **Interference with another individual**

Theft, extortion, vandalism, defacing of property, ruling games, blackmail or any other activity designed to intimidate or hurt.

## **Psychological pressure – silent bullying**

Social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual.

## **Racist bullying**

Name calling, incitement, making comments about a person's country or culture or appearance or commenting on parents or spreading rumours.

## **Homophobic bullying**

Name calling, making hurtful comments regarding a particular lifestyle, commenting or slandering parents or other relations/friends including spreading rumours.

## **Subtle bullying**

Looking at a person in a particular way, swearing at or about a person. Incitement of others to become involved e.g. by blackmailing, excluding, or threatening behaviours.

## **Cyber bullying**

Emailing or texting about a person or to a person, spreading rumours or defacing or corrupting a piece of work. Instant Messaging or posting on a social network platform such as Facebook and using any language identified above. This is also applicable to online forums and chat rooms.

## **The role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

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 school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

## **Responsibility**

It is the responsibility of all staff to ensure the implementation the school anti-bullying strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying.

The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Headteacher, Executive Leadership Team and Senior Leadership team ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school.

The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or senior

leaders of the school may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making 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.

### **The role of the teacher and support staff**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

- listen to the child
- ensure a record of the incident is made and added to CPOMs.
- inform the Headteacher
- speak to the child
- speak to the victims and perpetrator's parent
- actively set up a system to try and prevent future incidents. E.g. inform the Pastoral Manager so that 1-1 session can be completed with the child.
- ensure that the school rewards and sanctions are followed consistently and that the school behaviour policy is followed.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher and Pastoral Manager. Teachers and support staff do all they can to support the child who is being bullied. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has carried out the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is being bullied over a period of time, then, after consultation with the Headteacher or Pastoral Manager a meeting will be arranged with the child's parents.

The Headteacher and Pastoral Manager records all reported incidents of bullying both within school, near school and on the journeys to and from school on CPOMs.

In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher or Pastoral Manager may contact external support agencies, such as iArt or Social Services.

### **Anti-bullying within the curriculum**

Our school uses a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used often to praise, reward, and celebrate the success of all children, and thus to help create a positive atmosphere as well as to teach mediation and problem solving skills. Senior Leadership Team reinforce these messages within whole school assemblies dealing specifically with bullying issues. E.g. cyber bullying assembly.

We strive to ensure that the contributions of all pupils are valued and everyone feels secure and able to contribute to school life. We challenge stereotypical views and value differences in others whether arising from race, culture, gender, sexuality, ability or disability.

### **The role of Pupils**

Pupils are encouraged to tell someone they trust if they are being bullied, and if the bullying continues, they must keep on reporting it.

Pupils are invited to tell us their views about a range of school issues, including bullying, in a number of ways. This could be by speaking to an adult, a school council rep, a prefect, wellbeing officer, safety officer, or through worry monsters or individual class systems e.g. snack and chat sessions.

### **Monitoring, reporting and review**

This policy is monitored by the Headteacher, Senior Leadership Team and Governors. This policy will be reviewed in line with our behaviour policy, every year, or earlier if necessary.

Date Policy Agreed: September 2017  
Review Date: September 2018