

Whole School Policy for: **Anti- Bullying**

Remember, to Tell! Tell! Tell!

Ratification date: January 2024

Review date: January 2025

Reviewed:

A handwritten signature in blue ink, appearing to read "S Cullen".

S Cullen (Head Teacher)

A handwritten signature in blue ink, appearing to read "C. Mackett".

C Mackett (Chair of Governor)

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

This policy should be read in conjunction with the Behaviour Management Policy, Safeguarding Policy, PHSCE Policy, Equality Policy and Health and Safety Policy.

School statement on bullying

At Orchards Church of England Academy, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving, hospitable community.

"Stop being bitter and angry and mad at others. Don't yell at one another or curse each other or ever be rude, Instead, be kind and merciful, and forgive others, just as God forgave you because of Christ" – Ephesians 4:31-32

Our School Values

These are the foundations for all aspects of school life. They are a common language for the children and a focus of assemblies and rewards. Children know, understand and can share examples of these values:

- Ambition
- Perseverance
- Respect
- Responsibility

Remember to 'Tell, Tell, Tell!!'

Our School Rules

- Be safe
- Be ready to learn
- Be respectful

Principles

- Pupils have a right to learn free from intimidation and fear and are encouraged to Tell, tell, tell an adult by calling out bullies and bullying.
- The needs of the victim are paramount.
- Schools will not tolerate bullying behaviour.
- Bullied pupils will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

Definition of Bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated over a period of time. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. It can happen face to face or online. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

These different forms of bullying may occur separately or coexist.

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Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

We know that experiencing bullying can have a significant, negative and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

We will therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and children will feel confident to 'Tell, tell, tell' by calling out bullying.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Below is a list of possible signs of bullying. Whilst these signs may not always be indicative that bullying is taking place, they must be considered as a potential symptom of bullying. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route
- Changes in their usual routine
- Is unwilling to go to school or begins to truant
- Becomes withdrawn, anxious, lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts to self-harm or suicide
- Threatens or attempts to run away
- Cries themselves to sleep at night, wets the bed or has nightmares
- Falls ill in the morning before school

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- Comes home with clothes torn, property damaged or 'missing'
- Performance in school work begins to drop
- Asks for money or starts stealing money
- Has unexplained bumps, cuts or bruises
- Comes home 'starving'
- Bullying behaviours towards others
- Changes to eating habits
- Is frightened to say what is wrong
- Is afraid to use the internet or their mobile phone
- Is nervous or jumpy when a cyber-message is received

What the school will do

Pupils who have been bullied should report this to:

- Their identified adult in school
- A member of the Thrive team
- Any member of staff (Teachers, Teaching Assistants, Sports coaches)
- A trusted friend
- Their parents
- Their class member of the school council

Pupils who see others being bullied should report this to any an adult.

The following steps will be taken when dealing with a reported or suspected incident:

- Any incidents of alleged bullying will be reported directly to the class teacher in the first instance, and then to the Head Teacher (or Senior Teacher in the Head Teachers' absence).
- Incidents will be fully investigated as soon as possible by a member of SLT or the Thrive team. All children involved will be interviewed and a clear account of the incident(s) will be written down and logged on CPOMs.
- A record/note will be made and kept on pupil files.
- Parents (of 'victim' and 'bully') will be informed should any action be taken. Parents of 'victim' will be informed as soon as possible should a child have been caused to become distressed.
- The perpetrator(s) will be sanctioned in line with the schools' behaviour policy/graduated behaviour response and/or appropriate sanctions taken depending on the severity of the incident.
- Any incidents involving racist abuse will be recorded in the appropriate log, and the Chair of Governors informed.

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We will:

- Foster our pupils' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying on CPOMs and to (the designated teacher for bullying).
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Teaching Opportunities across Personal, Social, Moral and Ethical Education Curriculum

Within the curriculum the school will raise awareness of the nature of bullying through inclusion in PHSE, assemblies and other areas as appropriate to highlight the consequences of bullying behaviour. Anti-bullying messages will also be reinforced through the Jigsaw program. School will have a regular approach to promoting PSHE work – through whole school assemblies each half term, and individual class work. Children also need to be taught the following:

- Rights and Responsibilities of the Individual. Children need to be taught that they have rights, but that there are responsibilities attached to these rights. Every child has the right to personal security and the responsibility to ensure that the security of others is not threatened.
- Celebration of Differences. Children should be taught to value and appreciate differences of gender, race, age, ability, belief and physical appearance.
- Friend or Enemy. Children sometimes need reminding that, if someone is not their friend, then this does not automatically mean they are an enemy.
- Provocation. Children should be made aware that their actions might lead others to be provoked into bullying behaviour.

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- **Imagination and Empathy.** In order for children to be able to empathise, they need opportunities to develop their imagination.
- **Imaginative Curriculum.** All staff need to foster the development of children's imagination through both play and work situations to help them to learn how to empathise.
- **Living by the Rules.** Children should be taught what the school rules are and to understand the importance of their application. Teachers need to establish class rules and apply these consistently.
- **Collective Worship.** Our assemblies have a part to play in delivering the personal, social, moral, spiritual and ethical curriculum to the whole school.
- **Social Responsibility.** Each child is responsible for their own behaviour and needs to be taught self-discipline and self-control.
- **Assertiveness.** Children should be taught to respond to provocation in an assertive rather than aggressive manner – e.g. "I don't like that".

Responding to bullying

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying on CPOMs.
2. Designated school staff will monitor incident reporting forms and information recorded on incident log, analysing the results.
3. The Head Teacher will reports termly summarising the information to the governing body and TIME report.
4. Support will be offered to the target of the bullying from the class teacher, a member of the Thrive team, or through the use of restorative justice.
5. Staff will proactively respond to the bully who may require support from the Thrive team, class teacher, peer mentor or through the use of restorative justice.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

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Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on the incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school, with the Head Teacher regularly reporting incidents to the Governing Body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- The PSHE programme of study includes opportunities for pupils to understand about types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Class reflection time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Restorative justice intervention is used by members of the Thrive team to supports those who show bullying behaviour and their victims.
- Working with parents, carers and in partnership with community organisations to tackle bullying where appropriate.

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How parents can help

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth.
- Point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Evaluating and reviewing

The Head Teacher is responsible for reporting to the governing body (and the trust and local authority where applicable) on how the policy is being enforced and upheld, via the termly report.

The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

If further improvements are required, the school policies and anti-bullying strategies should be reviewed.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review: December 2023

Date of next Review: December 2024

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APPENDIX 1

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

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SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk

Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srrc.org/educational

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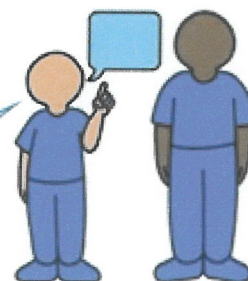


What to Do If I Am Being Bullied



Walk away...

and tell an
adult...



Tell them you don't
like what they are
saying or doing...

Tell them to **STOP!**



Tell a friend or
family member...



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