



## ANTI BULLYING POLICY

Consultation with Staff	12-11-15
Adopted / Approved by Governing Body	16-11-15
Next Review Date	November 2016

Osborne Primary School is committed to providing a caring, friendly and safe environment where pupils feel able to talk openly and honestly within a relaxed and secure atmosphere. We aim to make everyone feel safe, comfortable and welcome.

Everyone in the Osborne community is expected to uphold our values of:

**Respect, self-control, courage, fairness, perseverance and forgiveness**

Also to have regard for our anti-bullying oath;

I will not bully others.

I will not stand by while others are bullied.

I will report and deal with bullying wherever I see it because I have the power of one.

### **Equal Opportunities**

It is the policy of Osborne Primary School to treat everyone equally and fairly regardless of gender, trans, race, ethnicity, culture, religion, sexual orientation, appearance, physical or mental disability.

"Everyone is an insider, there are no outsiders, whatever their beliefs, whatever their colour, gender or sexuality." Desmond Tutu - 2014

### **Definition of bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", March 2014)

### **Forms of bullying**

It can take a number of forms both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical; may result in lasting psychological damage to the individual.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.

- Sexist, sexual and transphobic bullying.
- Bullying via technology -"cyberbullying"

**Bullying is different from unacceptable behaviour because:**

- It is deliberately hurtful behaviour aimed directly at an individual or group and it is repeated over a period of time.
- It is difficult for those being bullied to defend themselves physically or verbally. Bullying is unprovoked behaviour which intimidates or causes fear.
- It may have been occurring over a period of time and is usually carried out deliberately when no witnesses / support are around.

**Osborne Primary School WILL NOT tolerate bullying.**

**Bullying will be taken seriously and dealt with quickly and promptly.**

**Dealing with Bullying Behaviour**

**Pupils**

- All pupils who are the victim of an inappropriate behaviour should use TAST first
  - T - Tell them to stop, as you do not like it.
  - A - Ask if it was an accident or/and an explanation
  - S - Say sorry and solve the problem
  - T - Tell an adult if it does not stop or there was not a good enough explanation.
- Anyone who knows or believes that bullying is occurring must tell a teacher or another adult.
- By telling, you are helping to make the school a better place.
- All pupils will be given class time for open discussion to talk through difficulties and worries.
- All pupils can request to see the Learning Mentor for more private discussion and support.

**Teaching and Non Teaching Staff:**

- All staff will encourage children to talk openly. Staff will listen to children's concerns without prejudice
- Any report of bullying behaviour will be acted upon promptly.
- Staff will intervene if bullying behaviour is observed.
- Staff will report all bullying to the class teacher and record on Progresso (School's information System.)
- In serious cases or if bullying behaviour is repeated, the Assistant Head, Deputy Head or Head teacher will be informed and parents of those concerned will be informed.
- All staff have a role to play in creating a climate which does not sustain bullying. Staff treat each other and pupils with consideration and respect.
- Strategies will be employed to:
  - Change the bully's behaviour

Support the victim and pupils concerned  
Engage and gain the support of parents.

- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- If necessary and appropriate, the police or other local services will be consulted

### **Parents**

- If you hear about bullying, or suspect bullying, please inform the school and talk to the appropriate teacher.
- Take bullying seriously - do not agree to keep it secret.
- Support your child by being prepared to work together with the school in carrying out agreed strategies.
- Encourage your child to use the TAST system and be assertive rather than aggressive (retaliation or revenge should **NEVER** be recommended) in countering bullying behaviour.
- A child who has friends is less likely to be bullied. Parents have a role to play in helping their children to develop friendships.
- All families have a role to play in creating a climate which does not sustain bullying.

### **Supporting Adults**

Staff and parents who have been bullied or affected by bullying will be supported by:

- Offering an immediate opportunity to discuss the concern with a senior member of staff/head teacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations (via Work Life Support) to provide further or specialist advice and guidance

### **Anti-bullying Initiatives and Strategies**

- The school ethos encourages a caring environment. Children are encouraged to speak out about bullying behaviour.
- The school praises and rewards appropriate behaviour regularly (see behaviour policy) and through P.H.S.E. (PATHS scheme) which reinforces good conduct and anti-bullying policies.
- All children understand the need to follow the school rules and values and are aware of the sanctions for inappropriate behaviour including bullying
- Assemblies, peer support, the school council, discussion periods and circle time using the PATHS scheme, offer opportunities to develop self-confidence, self-esteem and resilience and all curriculum areas encourage teamwork and group activities to build co-operation.

- Playground games and activities are organised by lunchtime staff.
- Children are encouraged to resolve conflict situations with support from a teacher, specially trained peers (Buddy Scheme), friends and family.
- All staff including teaching staff, support staff (including administration and lunchtime support staff) and pastoral staff receive behaviour and anti-bullying training to identify all forms of bullying and follow the school policy and procedures (including recording and reporting incidents.)
- We regularly update and evaluate our training and approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour. (see Online Safety Policy)
- Parents and children regularly receive questionnaires to gain their views on the extent and nature of bullying.
- School is involved in focused activities during Anti-bullying Week every November.

### **Responsibilities**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Mrs M Graham

The named member of staff with lead responsibility for this policy is: Mrs S Griffiths

### **Monitoring & review, policy into practice**

This policy will be monitored and reviewed annually alongside the Behaviour Policy

The Head teacher will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action plan.

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- 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 International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Educate and celebrate: [educateandcelebrate.org](http://educateandcelebrate.org)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Racism and Hate

- 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)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)