

Leaffield C.E. Primary School



Anti-bullying Policy

Committee responsible:	Leaffield School Local Governing Board
Approved By:	Leaffield School Local Governing Board
Date approved:	September 2022
Date for Next Review:	September 2025

ODST Statement of Intent

The Trust is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

1. Policy Statement

- 1.1. ODST takes great pride in its schools' friendly and approachable ethos and the Christian values which members of the academy trust show towards each other. This considerate behaviour is encouraged at all times in our schools. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.
- 1.2. The Trustees aim for each of its academies to be safe, friendly and secure places for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. ODST's objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

2. What is Bullying?

- 2.1. ODST understands bullying as '*purposeful and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation*'.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.

- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

2.2. Bullying can be

- **Racist**: Bullying based on ethnicity, skin colour, language, religious or cultural practices.
- **Homophobic**: Discrimination based on sexuality and/or gender identity.
- **Sexual**: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or
- **Intimidation**: This could include pressure to send images of a sexual nature.
- **Disabilist**: The bullying of those who have special educational needs and disabilities.
- **Based on 'difference'**: Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up,
- social behaviour.

2.3. What is NOT bullying?

- **One-off incidents**: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- **Mutual conflict**: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

3. Aims

3.1. ODST acknowledges that bullying does happen from time to time in our schools. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within our academies have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in ODST schools.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within our schools.

4. Objectives

4.1. Each ODST school will hold a school anti bullying policy/strategy which shows that:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.

- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are resolved.

5. **Whole School Strategies to minimise Bullying**

5.1. Trustees while devolving the creation of the bullying strategy to each individual school would expect each school to set out how:

- A regular programme of PSHE is delivered.
- Regular Teacher – Class discussion takes place e.g. during circle time, dealing with friendship / playtime issues.
- Peer support to be strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist “joining in” with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
- A school Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying.

6. **How ODST schools will responds to specific allegations of Bullying**

6.1. Children will know whom to talk to. In the first instance this will usually be their class teacher, but it could also be:

- Another teacher known to them.
- A Teaching Assistant.
- A Learning Mentor.
- A Lunchtime Supervisory Assistant.

6.2. The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

6.3. The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

6.4. Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

6.5. If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to.

6.6. If further bullying takes place, the school’s behaviour, rewards and sanction policy should set out what the school’s next steps will be.

6.7. As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes.
- Strategies to support the bullied child, including who they can turn to and when
- Who they can turn to, and when.
- the arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day?

Individual circumstances will determine the precise arrangements to be made.

6.8. Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

7. Recording

7.1. Trustees expect all our schools to record bullying at all stages, together with the action taken in the pupil's personal file, transferred with the child from class to class. This may be transferred at transition to the next phase of the child's education.

8. Roles & Responsibilities

- All staff at ODST schools have a responsibility for implementing this and their school's policy and dealing appropriately with incidents that are brought to their attention.
- Schools are urged to appoint someone who will manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bullying is a taught element of the school's work and ensure appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

9. Entitlement and Inclusion

9.1. All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

10. Raising awareness / Staff training

10.1. Information about the school's bullying strategy/policy must be made available to parents on the school's website and on request.

10.2. Schools in the trust are urged to take part annually in 'Anti-bullying Week' to highlighting positive behaviours and attitudes.

10.3. New staff should be inducted into the school's safeguarding and anti-bullying procedures on arrival. This training should be refreshed for the whole staff every two years.

11. Review

11.1. The policy will be reviewed every three years or earlier if relevant. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on a similar triennial basis.

12. Links to Other Policies

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy

13. Delegation

- 13.1. The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.