

Orleans Primary School



Anti Bullying Policy

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| Governor's Committee Responsible | Full Governing Body |
| Status | Non-Statutory |
| Review Cycle | 3 Yearly |
| Date written / last review | January 23 / October 24 |
| Date of next review | January 2026 |
| Published on Website | Yes |

Orleans Primary School Vision

Our motto: A love of learning, for life, for all

1 Our school

At Orleans Primary School, we aim to provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world. Orleans Primary School is a UNICEF Rights Respecting School and has been awarded a Bronze Accreditation.

Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Orleans strongly values the partnership between home, school and community.

In addition, our principal aims are to:

- Instil in our pupils the ability to be effective learners and take ownership of their learning;
- Ensure children have the confidence to take risks;
- Provide children with a positive self-image;
- Develop a sense of personal responsibility and encourage high standards of behaviour;
- Help children learn to celebrate their achievements, recognise individual success and develop resilience;
- Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.

2 Definition of Bullying

There is no legal definition of bullying. We view bullying as:

- Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological.
- Bullying is something that happens more than once to the same person. Something that happens once may be mean and hurtful but it is not necessarily bullying.
- Bullying can be short term or continuous over long periods of time.

Bullying can be:

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| Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| Physical | pushing, kicking, hitting, punching or any use of violence |
| Racial | racial taunts, graffiti, gestures |
| Homophobic | because of, or focusing on the issue of sexuality |
| Sexual | unwanted physical contact or sexually abusive comments, including peer on peer abuse. |
| Direct or Indirect Verbal | name-calling, sarcasm, spreading rumours, teasing |
| Cyber bullying | All areas of internet, such as email & internet chat room misuse |

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| | Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities |
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We do not tolerate bullying of any kind at Orleans Primary School.

Any incident of apparent bullying is investigated.

3 Teaching our Pupils about Bullying

At Orleans Primary School, the School Council have developed an Anti-Bullying Statement

Orleans Primary School - Anti-Bullying Statement

This statement was reviewed and amended by the Junior Leadership Team and the School Council on 11th February 2022

At Orleans Primary School we don't tolerate bullying. We remember to be kind to each other by using kind hands, kind feet, kind words and being kind in every way. We think before we speak or act. We know that bullying is done on purpose and happens to the same child over and over again.

We have discussed what bullying is and will tell an adult when these things happen:

When a child:

- Hurts another child deliberately;
- Takes something which does not belong to them;
- Hurting other children's feelings;
- Says unkind things to or about another child including gossiping;
- Sends hurtful or unkind messages using phones or whilst online.

We know that if we think someone is being bullied we must tell an adult – our parent or carer, or a trusted adult at school.

The school will work hard to:

- Help you;
- Listen to you;
- Talk to you;
- Stop the bullying;
- Help the bully to change their actions;
- Tell your parents.

We have an Anti-Bullying Motto:

**Don't be a bully, be a buddy.
See it, stop it, tell somebody.**

4 Statutory Documents and Guidance

This Anti-Bullying Policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

This policy has been reviewed in line with the changes to Keeping Children Safe in Education 2022 and the DFE guidance – Preventing and Tackling Bullying 2017.

This policy should be read in conjunction with the:

Safeguarding and Child Protection Policy

Behaviour Policy

Single Equality Policy

Online Safety Policy

Exclusion Policy

5 Aims and Objectives

The Governors, Headteacher, Leadership Team and all staff at Orleans Primary School acknowledge that bullying is wrong and damaging. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We are committed to working with staff, pupils and parents/carers to maintain a happy and thriving school community where bullying is not tolerated.

We aim to:

- Take a whole school approach to tackling bullying.
- Have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- Have a robust response to investigate any cases of bullying.
- Ensure a consistent school response to any bullying incidents that do occur.
- Make the school community aware of our opposition to bullying and make clear each person's responsibilities with regard to the eradication of bullying in our school.

6 Roles and Responsibilities

6.1 Governors

Role

- Promote the wellbeing and ensure the safeguarding of all pupils in school.
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance.
- Provide leadership to ensure the development, implementation and regular review of the Anti-Bullying Policy.
- Ensure that policy and good practice is reflected in the school's anti-bullying practice.

Policy development and implementation

- Make anti-bullying a regular item at Governor meetings.
- Publish and keep under annual review the Anti-Bullying Policy.
- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty and any other local issues appropriate to the school context.

- Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences.
- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice.
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment.
- Ensure the publication of the schools Complaints procedure.
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.

Behaviour

- Provide an appropriate and consistent role model for all staff, pupils and the wider school community.
- Celebrate and share examples of good practice from the school and among individual staff and pupils.

6.2 Headteacher and Senior Staff with Key Responsibilities

Role

- Build and maintain a school ethos, which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in the school.
- Provide support for the Governors through the development and implementation of an effective Anti-Bullying Policy.
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to Governors.

Policy development and implementation

- With the advice and guidance of Governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review Anti-Bullying Policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils.
- Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos.
- Ensure staff and personnel working within the school are aware of the additional factors for pupils with SEND, including Autism and Autistic Spectrum Conditions, that make them significantly at risk of all forms of bullying.
- Act to prevent all forms of bullying.
- Ensure that the school's Anti-Bullying Policy and related practice is complied with consistently and effectively.
- Make sure that effective monitoring procedures are developed, operated and maintained.
- Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying.
- Develop and implement a system for recording incidents of bullying and hurtful behaviour, which staff know and use consistently.
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including pastoral mentoring and peer support programmes.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site.
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of Behaviour and Anti-Bullying Policies.

- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying.
- Ensure evidence of the impact of Anti-Bullying Policy and practice is reflected in the Self-Evaluation Form.

Behaviour

- Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice.
- Act as appropriate role models for all managers, staff, parents and pupils.
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment.
- Involve external agencies (including Local Authority Advisers, Police, independent mediation or advocacy services, etc.) as appropriate to respond to incidents.

6.3 All Teaching and Support Staff

Role

- Contribute to building and maintaining a school ethos that is welcoming, supportive and inclusive of all pupils and staff.
- Promote the wellbeing and ensure the safeguarding of all pupils in school.
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the Anti-Bullying and Equalities Policies.

Policy development and implementation

- Observe and implement the school's Anti-bullying, Behaviour and Single Equalities Policies and Practices including the keeping of relevant records of incidents.
- Contribute to consultations, reviews and impact assessments.
- Develop and support curriculum opportunities to promote equalities and address bullying.

Behaviour

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation.
- Provide support to both the targets and perpetrators of bullying.
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities.
- Model positive attitudes and relationships.
- Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment.
- Raise issues with line managers, which could contribute to policy review and development.
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil.

6.4 Pupils

Behaviour

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school.

- Actively support the school's peer support system/s.

6.5 Parents/Carers

Behaviour

- Demonstrate positive support for the school's Anti-Bullying and Behaviour Policies.
- Model appropriate behaviour at all times within the school grounds.
- In every interaction with school staff to be polite, well-mannered and address each member of staff with respect.
- Report to the school any concerns regarding pupils involved in bullying, providing the names of the pupils involved.
- The school actively encourages parents to contact them about any concerns they have about their child's behaviour or with any fears they have about their child being upset by others. Where parents refer to specific incidents, the school will thoroughly investigate them and will report on their findings. It is important for parents to accept that sometimes an investigation may point to their child being the instigator and that the school will expect parents to respect and support the schools Behaviour Policy if this is the case.
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the Anti-Bullying Policy and Procedures.

7 Preventing and Responding to Bullying Incidents

Prevention of Bullying

- Orleans Primary School has a strong school ethos which encourages mutual respect and consideration for all individuals through our nine core values which are reinforced in assemblies, classroom practice and playtime provision and supervision;
- Whole school and other assemblies, which keep anti-bullying initiatives (including online safety) high profile.
- Ensuring all staff are aware of groups of pupils who may be more prone to bullying, such as SEND pupils who could be impacted by bullying without showing any outward signs.
- Planning a strong PSHE curriculum and embedding SMSC throughout the culture of the school.
- Ensuring our curriculum celebrates the equality and diversity within our community.
- Holding an anti-bullying day/week each academic year.
- Ensuring all staff, both teaching and non-teaching staff, are aware of those vulnerable groups or individuals in school through regular communications under the direction of the Senior Leadership Team.
- Adopting a restorative approach to behaviour (shared with all staff and parents) which encourages conflict resolution within a context of respect and the development of an awareness of self-responsibility, which prevents a repeat of inappropriate behaviour.
- Careful monitoring of behaviour and a swift response to any concerns to ensure any issues can be identified and resolved quickly.
- Promoting self-esteem and confidence so children feel confident to ask for help if they need to.
- Ensuring communication channels are completely clear for any child or parent with concerns to raise them.

- Ensuring that playtime and lunchtime are organised so that children have a variety of activities in place, which encourages purposeful play and cooperation between children.
- Communicating the schools anti-bullying measures and approach to behaviour management to parents regularly via letters and workshops.
- Involving the whole school, including Governors, in reporting the effectiveness of anti-bullying measures and the Orleans Primary Schools approach to behaviour management to parents regularly through the school newsletter.
- Ensuring the Anti-Bullying Policy is shared with all staff, parents (via the school website) and children through the Anti-Bullying Statement so that they are clear on the anti-bullying measures in place, and the policy is reviewed annually to ensure it remains as effective as possible.
- Discussing the difference between bullying and falling out with pupils through PSHE lessons.

8 Response to Bullying

Bullying may be reported by a child, a carer, member of staff or a parent. In some cases, a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying are investigated and taken seriously by staff members. We have listed the steps we take to deal with allegations/incidents of bullying in the grid below.

Dealing with a report of bullying, including cyberbullying

The following outlines the procedure we have in place for investigating reports of bullying (please see appendix one for flowchart of actions):

| What we will do | How we will do it |
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| When a report of bullying is brought to our attention we will need full details of it to ensure we are clear on what it is alleged has happened. If the report comes from a parent, we will ask them to write down the details and pass them to us. | We will ask for the written details to be either passed to the class teacher or emailed to the info@Orleans.richmond.sch.uk where it will be passed to the class teacher who will then speak to the Phase Leader or Deputy Head. These details will then be added to CPOMS. |
| Within 24 hours of receiving a report on bullying, cyberbullying or child on child abuse. | Children will be spoken to by a Phase Leader/Deputy Head and pupils will be asked to give their version of what has happened. (This may involve asking the pupils to write down their version of events.) Following any interview, the Senior Leader will make notes on what was said as a reference. It is at the Headteacher's discretion whether parents will be involved in these meetings. All details will be added to CPOMS. |
| Communicate with parents within 24 hours of receiving a report of bullying, cyberbullying or peer on peer abuse. | The school aims to communicate promptly with parents giving the details of the investigation i.e. these are the steps, which we have taken, and this is what will happen next. All details will be added to CPOMS. |

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| Assistant Head or Deputy Head will inform the Headteacher of the outcome of the investigation and a decision will be made on a sanction. | Based on the outcome of the investigation into the bullying, the Headteacher will make a decision on what sanctions need to be put into place. The school's Behaviour Policy, Safeguarding and Child Protection Policy and Anti Bullying Policy will be a point of reference for this decision. All details will be added to CPOMS. |
| Communicating with the Governing Body | If the complaint is of a serious nature, the Headteacher will inform the Chair of Governors. |
| Involvement of other services | If the bullying equates to child on child abuse, then it may be necessary to make a report to the Single Point of Access. It may also be necessary to involve the Schools Police Liaison Officer or Health agencies to have an input. This decision is made by the Headteacher. |
| If a child is at immediate risk or there has been criminal behaviour. | The school will call 999. |
| Headteacher decision on support for the pupil/s who has/have been bullied. | <p>Based on the outcome of the investigation, the Headteacher will speak to the pupil/s who has/have been bullied and with their parents or carers to understand their wishes on how to move forward.</p> <p>The school will look to support pupils through the use of advice from the Emotional Health Service and our internal expertise such as our Welfare Assistant/Emotional Literacy Support Assistant.</p> |

When a possible incident of bullying is reported, it must be recorded on CPOMS and appropriate adults alerted and action assigned where necessary. This will be the responsibility of the staff member concerned.

9 Monitoring and review

The Anti-Bullying Policy is the Governors' responsibility and they review its effectiveness annually.

They do this by examining the school's incident file where incidents are recorded and by discussion with the Headteacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist or homophobic bullying or bullying directed at children with any protected characteristics. The information reviewed by Governors does not include children's names.

This policy is monitored on a day-to-day basis by the Headteacher who reports to Governors each term.

Useful Links and Supporting organisations

- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: <http://www.nspcc.org.uk>
- The BIG Award: <http://www.bullyinginterventiongroup.co.uk/index.php>
- Young Minds: <http://www.youngminds.org.uk>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk/>
- DfE: Preventing and Tackling Bullying
https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf
- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Educate against Hate: www.educateagainsthate.com/