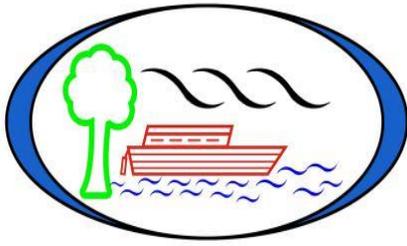


Anti-Bullying Policy



This policy is to be operated in conjunction with the Safeguarding and Child Protection Policy, Behaviour Policy and Relationships Education Policy for Oldfield Brow Primary School.

The vision for our school is:

- To become a high achieving community that will meet the needs of all pupils and their parents; and
- To help pupils, teachers, parents and Governors recognise and achieve their full potential.

This is realised through our school aims:

- To nurture respectful, responsible children who reach their full potential.
- To create an environment where every child is able to achieve, develop their self-confidence and nurture their self-esteem, whatever their starting point.
- To provide stimulating learning opportunities and environments that engages children and promotes passion for learning.
- For children to develop pride in their work and in all that they do.
- To celebrate all success.
- For children to behave in a way that promotes everyone's enjoyment in school.
- To create an environment where children feel safe and secure from bullying, racism and discrimination, and a place where they are assured of strong support from staff should they ever feel threatened.
- To create a place of study that encourages a healthy lifestyle, good behaviour and high expectations, and achievements.
- To embrace, value and celebrate all cultures represented in school.

At Oldfield Brow we aim to provide a happy secure environment in which children thrive and develop intellectually, emotionally, socially and physically, thus making a positive contribution to their community.

"Bullying in any form is always unacceptable."

What is Bullying?

Staff and Governors at Oldfield Brow Primary School accept the definition:

"Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seeks to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally."

Bullying is defined as:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

(DfE “Preventing and Tackling Bullying” 2014)

Or

The Anti-Bullying Alliance defines bullying as *“the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power”.*

There are different ways in which bullying takes place. The bullying in school is usually done directly to the victim.

All bullying is “emotional” and plays on weakness: the imbalance of power.

Bullying can be **REPEATED** deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully / bullies. Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional**: being unfriendly, excluding, tormenting.
- **Physical**: pushing, kicking, hitting, or any use of violence.
- **Racist**: racial name calling, graffiti, unacceptable gestures.
- **Verbal**: name calling, spreading rumours, teasing.
- **Sexual**: unwanted sexual contact, sexually abusive or comments.
- **Cyber/Online**: threats by text message, email misuse, social media
Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

Examples of cyberbullying or online bullying include:

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, Facebook, Twitter, Tik-Tok or Snap Chat;
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or Snapchat.
 - **Damage to Property or Theft**: children may have their property damaged, taken off them or stolen.
 - **Homophobic** – behaving or speaking in a way that may makes someone feel hurt ,angry or upset because of their actual or perceived sexuality. Targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian , gay ,bisexual , transgender.
 - **Peer on peer**- peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age;

Effects of Bullying

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

Anti Bullying as part of the Safeguarding , PSHE and Relationship & Behaviour curriculum

Ensuring that any forms of bullying are dealt with quickly and effectively and that children are educated through our PSHE curriculum is part of our wider safeguarding duty. This is the duty of all adults within school. Our PSHE Policy and curriculum outline how we approach the education of pupils in terms of bullying.

At Oldfield Brow Primary School, careful consideration is given about preventing bullying and helping pupils to interact positively.

What bullying is not.

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this.

What do we do as a school when bullying takes place?

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support those being bullied and to stop the bullying. It is the school's responsibility to assess the seriousness of the bullying and to determine the appropriate action that should be taken.

We will work to help and support those responsible for the bullying to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

What do we do as a school to prevent bullying?

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school we work hard to prevent bullying taking place. Some of the ways we do this are:

- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in PATHS sessions where children have the chance to discuss how they feel.

- Constantly reviewing all behaviour incidents this includes bullying type behaviours, which is analysed by daily/weekly CPOMS reports, termly behaviour and safeguarding reports and the Headteacher's report which is shared with the governing body.
- Ensuring that there are clear links between personal, social and health education, citizenship, religious education and other curriculum areas. So, all pupils are able to extend and apply their learning in all subjects.
- Lessons, as part of our curriculum, discussing bullying – referring to Social and Emotional Aspects of Learning (SEAL).
- School, classroom and playground rules make clear the behaviour we expect, and our use of rewards and sanctions.
- Recognised the importance of the physical organisation of our school and the organisation of break times and lunchtimes. This includes staggered lunchtimes, additional staff on the playground, SLT and pastoral staff available to all children during these times.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Providing staff with anti-bullying training.
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Positive Behaviour targeted weeks.
- Lunchtime and after-school clubs.
- Pastoral weekly meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.
- Leaflet shared with parents regarding steps to take and school policy regarding bullying.
- Parent's handbook regarding bullying.

Roles and Responsibilities

Pupils, parents and all staff at Oldfield Brow take a shared responsibility for promoting good behaviour.

What is my responsibility as a pupil at Oldfield Brow Primary School?

- I will be proud to be a member of our school.
- I will be polite, well behaved and courteous.
- I will follow the school rules
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.

What are my responsibilities as a parent?

- I understand all parents, visitors and staff of Oldfield Brow Primary School should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.

- I will support my child to the best of my ability to follow and respect the school's Relationship, Behaviour & Discipline policy.
- I will report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher or a member of SLT, who will then record the concern and agree actions.

What is my role as a member of staff at Oldfield Brow Primary School?

- I will identify strongly with the school and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will follow and implement the school's Relationship, Behaviour & Discipline policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to children if they need to speak about their worries or concerns.
- I will share any reports of bullying with the appropriate staff.
- I will record incidents in a manner which reinforces the school's Relationship, Behaviour & Discipline and Anti-bullying policies.
- I will respond to worries and concerns so children understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as a school, we are supportive of all children's needs.

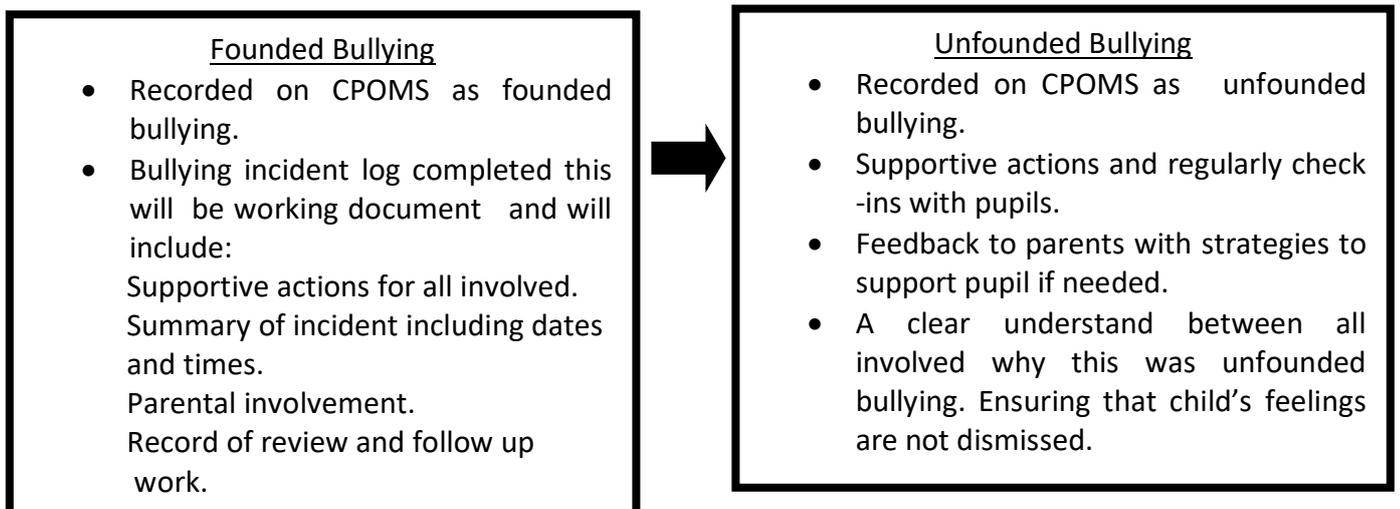
Investigating Bullying Concerns at Oldfield Brow Primary School.

Our initial action is to establish if the concern is bullying we do this by:

- Listening to the adults /child's concerns.
- Speak with other adults and children.
- Ensuring all children's /adults feelings are validated and respected.

Full investigation to take place, to establish if bullying is founded.

Staff member to liaise with pupil's parents/careers /phase leader /class teacher throughout the investigation



All children's well-being to be at the forefront of any investigation.
After an incident has occurred:

- Parents will be kept informed by regularly meetings or phone calls by the Headteacher or Assistant Headteacher.
- Preventive work will be carried out within the class setting.

Restorative conferences will be done within school with the key individual or groups of children

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this.

Signs and Symptoms:

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary. They may include:

- Fear of going to or from school/ Unwillingness to go to school/ Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)/
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Unexplained cuts or bruises

Step 1: Concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour –low, medium or high level

Possible actions school may take depending on seriousness of the bullying.

We expect that low level bullying will be dealt with quickly and sensitively by the member of staff immediately involved. The member of staff will talk with all involved to understand what has happened and then with those responsible for the bullying to give the “evidence” of distress/ hurt and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology and in seeking to improve the relationship. Those being bullied will be told to talk with their parents/ carers and to report immediately if anything happens again.

For more serious bullying, there will be a further investigation by the class teacher or a senior member of staff. All those involved, including the bystanders, will be talked to and their behaviour records checked. Parents will be informed, involved as appropriate and provided with regular feedback. A formal record of the incident will

| Level of severity – Examples | Strategies/ Actions in response | Strategies for assessing effectiveness |
|---|--|--|
| <p>Low level</p> <ul style="list-style-type: none"> • Teasing name calling of low level names. • Slight push or shove. • Moving seats from targeted pupil. • Refusing to work. | <ol style="list-style-type: none"> 1. Member of staff talks to those involved. 2. School’s policy on bullying reinforced. 3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer. 4. Member of staff decides to inform other members of staff to keep “eyes” and “ears” open. | <ol style="list-style-type: none"> 1. Staff to have informal check-ins with the pupil to ensure they feel happy in school. 2. Pupils feel they can report any feeling of unpleasantness to an adult. 3. Staff notice that pupil has been happy and settled in school with no incidents. 4. Pupil is back to their “normal self”. |
| <p>Medium level</p> <ul style="list-style-type: none"> • As above. • Increasing even after step one has been followed. • Targeted because of a certain part of their personality. | <ol style="list-style-type: none"> 1. Staff member decides that behaviour needs further investigation. 2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders. 3. Behaviour incidents on CPOMS checked and parents informed. Whole class/ Phase focus regarding bullying. 4. Assessment completed and recorded. 5. Victim, bully and bystanders supported. Shared in briefing for all staff to keep “eyes” and “ears” on identified pupils. 6. Review effectiveness of actions taken within appropriate timescale. | <ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Parents are engaging with school and sharing their thoughts. 3. Strategies that have been put in place to support the pupil are followed through and recorded. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self. |
| <p>High level</p> <ul style="list-style-type: none"> • Physical assault. • If the pupil’s emotional wellbeing is affecting their day to day life. | <ol style="list-style-type: none"> 1. Member of staff decides the behaviour is potentially so serious that it has been referred to the Headteacher or Deputy Headteacher and if appropriate, a Designated Child Protection person. 2. Senior member of staff informs parents immediately and meetings arranged as soon as possible. 3. Senior member of staff investigates and decides whether case needs to be referred to external agencies. 4. Assessment completed with details recorded and appropriate action implemented. 5. Review of effectiveness of action taken within appropriate timescale. | <ol style="list-style-type: none"> 1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned. 2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel. 3. Parents are engaging with school and sharing their thoughts. 4. The bullying stops and the pupil is aware of strategies to cope with incidents. 5. Pupil is back to their “normal” self. |

be made. The school will determine the appropriate action to be taken.

Where the bullying is judged to be a high level of severity, it will be immediately reported to the Headteacher or a senior member of staff.

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made about referral to and involvement of specialist external support services.

Oldfield Brow Primary School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.

Our school policy is to provide the pupils involved with some form of counselling in order to enable the pupils to discuss with one another, strategies for resolving the problem and avoiding conflict.

The school uses the following sanctions for bullying incidents depending on the level of incident once a clear and fair investigation has taken place:

- Loss of privileges within school.
- Expectations that require children to treat others with respect and care.
- Revised or withdrawal from playtimes/ lunchtimes and support by key staff members.
- Excluded from after-school clubs.
- Internal exclusion within school but away from personal class.
- Formal Exclusion from school.
- Involvement from outside agencies.

All sanctions will be clearly defined and shared with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

Observing the Child - Continued Vigilance

By using this policy, we expect that the outcome achieved allows the child to return to behaviours which reflect their 'normal self'. It is important that this outcome is achieved with assurance and certainty and not simply from an isolated 'dip-stick' feedback event. Through this policy, it is clear that both pupil and teaching staff have important roles to play and feedback must be given openly and listened to also. It is incumbent on the staff member to do all within their power to create an atmosphere where genuine feedback is freely given.

To ensure that the desired outcome is securely achieved, the school will 'triangulate' information from collating observations and feedback received so that several opinions are gleaned and several observations are made. This should take place over a period of two weeks and involve at least two members of staff and in at least three different scenarios (eg playground/classroom/toilets/corridors/dining-hall/before-school etc) to see that all indicators of bullying have ceased. These observations and feedback should be written down as part of the process. After two months

(assuming no further incidents) the position of the pupil should be re-visited and be ascertained that the child continues to feel supported and safe.

Cyberbullying

1 Definition

Cyberbullying is an aggressive, intentional act carried out by a group or individual using ICT, particularly mobile phones and/or the internet, deliberately and repeatedly to in a way that upsets someone else. Cyberbullying can take place both between peers and across generations; Teachers and other adults can also be targets. There are seven categories:

- Text messaging
- Picture/videos from mobile phones
- Phone calls
- Email bullying
- Chat room messages
- Instant messages during on-line conversations
- Via websites, including blogs and personal websites

2. School actions

a) All pupils are taught about cyberbullying within the ICT curriculum. Pupils learn about the risks, consequences and safe use of all ICT technologies. Cyberbullying is also covered within the PSHE curriculum as part of the wider coverage of bullying.

b) Whole Key Stage and class assemblies and 'Thought for the Week' address this issue from time to time in order to reinforce the work within the ICT curriculum

c) All 'e-communication' used for school activities is monitored and the school's 'firewall' technology is continually updated.

d) Exclusion is the most likely punishment for any pupil/pupils found guilty of cyberbullying. Those who forward messages/images will be regarded as accessories and will be treated in a similar way to accessories involved in more traditional forms of bullying.

3. Guidance to parents

Parents can support school and their child by:

- Reinforcing the message from school concerning safe use of information technology
- Using control software and monitoring the use of chat rooms and blogs
- Ensuring their child knows what to do if bullying arises
- Contacting the school and the ISP or mobile phone network if there is a problem.

4. Guidance to pupils

If you receive hurtful or intimidating messages:

- Do not ignore them – tell someone you trust either at school or at home
- Do not delete messages – they may be useful evidence in tracing and stopping the bully.
- Never reply to the message – that will confirm that you have received the message and your reply may inflame the situation.
- If you receive a message about someone else remember to respect that person – don't act as an accessory to a cyberbully.

3. Guidance to parents

Parents can support school and their child by:

- Reinforcing the message from school concerning safe use of information technology
- Using control software and monitoring the use of chat rooms and blogs
- Ensuring their child knows what to do if bullying arises
- Contacting the school and the ISP or mobile phone network if there is a problem.

4. Guidance to pupils

If you receive hurtful or intimidating messages:

- Do not ignore them – tell someone you trust either at school or at home
- Do not delete messages – they may be useful evidence in tracing and stopping the bully.
- Never reply to the message – that will confirm that you have received the message and your reply may inflame the situation.
- If you receive a message about someone else remember to respect that person – don't act as an accessory to a cyberbully.

Monitoring and Evaluation of this Policy

All aspects of behaviour are documented and reviewed daily. Each half term, there is an analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents.

Key outcomes of behaviour including bullying are shared in the termly Headteacher's Report to Governors.

This policy and our practice are reviewed following any critical incident, as required. It is also reviewed annually by all stakeholders, including parents.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will take into account comments from parents and their own perceptions when visiting school.

What you can do if you feel you are being bullied

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk .

Parents and carers :

- Speak to staff members in school
- Arrange an appointment with staff member our school office number 0161 926 8646
- Family Lives on 0808 800 2222 or www.familylives.org.uk .
- National Bullying Helpline on 0845 225 5787 or <https://www.nationalbullyinghelpline.co.uk/contact.html>

Please DON'T SUFFER IN SILENCE: there is always SOMEONE TO TALK TO

Information on the Restorative Approach

Restorative Approach

Oldfield Brow Primary School, we use a Restorative Approach to behaviour and learning. A Restorative Approach brings those harmed by conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Restorative Approaches are based on the following:

- **Responsibility** – taking responsibility for your own actions
- **Repair** – develop skills within our school community so children and adults have the resources to identify solutions that repair wrong doings and make sure behaviours are not repeated
- **Re-integration** – working through a structured, supportive process that aims to solve the problem and allows children and adults to be fully involved in school life

Restorative Approaches:

- Allow schools to become solution focused, concentrate on teaching, and keep young people in school where they can support them to change inappropriate behaviour in a way that is fair and safe for everyone
- Allow people to develop strong conflict resolution skills, learn about their own behaviour and its effect on others
- Encourage people to recognise harm caused and resolve their own conflicts in an appropriate and supportive way

