



OVERBURY C E FIRST SCHOOL ANTI-BULLYING POLICY

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Coordinator Emma Ross

Discover, nurture and share God's gifts

At Overbury First School, we believe God has given each of us special gifts to enable us to learn and flourish as unique children of God. We seek to act justly, love mercy and to walk humbly, fostering an environment where everyone is treated equitably and pupils develop into compassionate responsible individuals who take care of each other, our community and the world in which we live.

Our expectations of our school community's behaviour and attitudes are underpinned by:

- Our school vision
- Our school ethos - We look out for others
- Our Christian Values - Generosity, Joy, Service, Forgiveness, Justice, Respect, Thankfulness, Compassion, Courage, Friendship, Wisdom, Truthfulness
- Our Learning Behaviours

We also have due regard for these, whenever applicable and possible, within our learning. Our values are rooted in the teaching of Jesus Christ. Central to our policy is our school ethos 'We look out for others.'

"And so encourage one another and help one another.....at all times make it your aim to do good to one another and to all people.' 1 Thessalonians 5:11-15.

School statement on bullying

Bullying can destroy children and adults enjoyment of school, family and social life, as well as their capacity to learn through eroding their self-worth and self-esteem - developing anxieties. It can lead to isolation from friends and missing school. Bullying challenges the values and ethos of schools and can make our school environments feel unsafe.

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 and hospitable community.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Aim and Purposes 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 prevention measures.

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. 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. 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, E mail)
- Emotional/ indirect/ segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent bullying

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature.

We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

2. Reporting bullying

- If a pupil is being bullied they should tell the Headteacher, a class teacher or a member of support staff straightaway.
- Pupils can report bullying directly to staff above or put a note in the bullying box, which is kept in the library.

2.1 Reporting- roles and responsibilities

- **Staff**

All staff have a duty to challenge bullying (including Homophobic, Biphobic or Transphobic (HBT) bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

All class teachers are anti bullying leads - Miss Davies, Mr Hawkins, Mrs Evans and Miss Holroyd.

- **Senior staff**

The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

Senior Leaders responsible for anti-bullying are Mrs Ross (headteacher) and Miss Davies (Assistant headteacher)

- **Parents/carers**

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

If parents/ carers have any concerns about bullying, speak directly to your class teacher or Mrs Ross. Alternatively you can E mail Mrs Ross at head@overbury.worcs.sch.uk.

- **Pupils**

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

3. Responding to bullying

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

- Staff will record the bullying on an incident reporting form and also record the incident centrally on the incident log.
- Designated school staff will monitor incident reporting forms and information recorded on the incident log, analysing the results.

- Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
- Support will be offered to the target of the bullying from the pastoral team, class teacher, peer mediators and the buddy system (predominantly for new pupils).
- Staff will proactively respond to the bully who may require support from the pastoral team, class teacher, peer mediators and the buddy system.
- Staff will assess whether parents and carers need to be involved.
- 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.

4. 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.

5. 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 headteacher 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.

6. Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

7. School strategies to prevent and tackle bullying

As part of our whole school behaviour management strategy, we acknowledge and praise positive behaviour, especially children being assertive and trying to sort out their own problems in the first instance ie saying 'Stop it, I don't like it' thus giving a clear message that the behaviour is unacceptable to the child. Older children often act as informal mediators to help and support other children - with Peer Mediators chosen each year to specifically support other pupils as an older child that will act empathically towards the pupils to try to sort out issues before they accelerate.

Other measures to prevent and tackle bullying include:

- Our school vision, which 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.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This is on display in each classroom.
- The PSHE programme of study includes opportunities for pupils to understand about different 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.
- Taking part in Anti Bullying week on an annual basis.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Class collective worships are often based around British values, using picture news, which often explores issues that can be linked to behaviours.
- 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.
- Circle 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 systems, where appropriate, provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, such as the school council
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate. We involve parents at an early stage and expect parents to share concerns with us. School staff have the opportunity to see most parents daily, this enables all parties to discuss any particular incidences; ensuring that parents and staff work together and mutually support each other in the prevention of bullying.

8. Organisation

As we set out to care for children, we welcome children as they come in with their parents in the morning and supervise them after school until they are collected. In the playground, children must stay within the area in which they can be seen.

Children are encouraged to make a wide circle of friends, across the gender and age divide. Often children choose to play together in 'family' groups. Older children buddy reception class children in their early days at school. Other new children are buddied with someone in their class.

In the playground, integrating games and activities are suggested by Play Leaders. Play equipment is available to all children every day which ensures that other children do not take away the equipment of the younger children.

Mass movement within the school is monitored, using assembly monitors or teachers bringing in classes to avoid possible incidences.

A staff member oversees the toilets during hand washing at start of the lunch break.

9. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

10. Monitoring the policy

The headteacher is responsible for monitoring the policy on a day-to-day basis. The headteacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

11. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the 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 at least every three years.

12. Other relevant policies

This policy should be considered in conjunction with the following policies:

- *Behaviour policy*
- *Anti cyber-bullying policy*
- *Safeguarding and child protection policy*
- *Child on child abuse policy*
- *Online safety*
- *Relationships Education*