

St Oswald's CE Primary School and Nursery

Anti Bullying Policy



Our Vision

Looking at Jesus as our example, he demonstrates how to live out our Christian values; **inspiring** hope and ambition; **embracing** challenge and difference; **succeeding** by achieving excellence in one's self.

Inspire, Embrace, Succeed

'I have come that they may have life - and life in all its fullness.'

John 10:10

Review Date: March 2025

Next Review: March 2027

1. INTRODUCTION

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance Keeping Children Safe in Education 2024 ([Keeping children safe in education - GOV.UK](#)). The setting has also read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

St Oswald's is a Church of England Primary school. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

At the heart of our ethos is John 10:10: "...I came so that they may have life and life to its fullest" In order for all to achieve their potential we are committed to creating an environment where exemplary behaviour is at the heart of productive learning because, 'I want justice – oceans of it. I want fairness – rivers of it.' (Amos 5.24.) Subsequently, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

St Oswald's is committed to tackling prejudice-based bullying including homophobic, biphobic and transphobic bullying.

2. AIMS AND PURPOSE OF THE POLICY

Bullying of any kind (including cyberbullying, prejudice-based and discriminatory bullying) is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

This policy should be read in conjunction with:

- Behaviour Management Policy
- Online Safety Policy
- Sex and Relationships Policy
- Single Central Equality Policy
- Staff Code of Conduct
- Child Protection and Safeguarding Policy
- Whistleblowing Policy
- Flourishing for All: Anti-bullying Guidance for Church of England Schools (2024) [nse-flourishing-for-all-part-a-and-b-for-publication-september-2024-1.pdf](#)
- The Equality Act 2010

3. LINKS TO LEGISLATION

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986.

4. RESPONSIBILITIES

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Local Authority Board (LAB) Members to take a lead role in monitoring and reviewing this policy.
- All staff, including LAB members, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

5. DEFINITION OF BULLYING

- Bullying can be defined as ‘behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally’. DfE ‘Preventing and Tackling Bullying’.
- The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- St Oswald’s CE Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- Bullying is recognised by St Oswald’s’ CE Primary School as being a form of child on child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

6. FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance or health conditions
- Bullying relating to culture or class
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Bullying related to Special Educational Needs (SEN) or disability
- Physical bullying
- Emotional bullying
- Bullying using derogatory language
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Keeping Children Safe in Education 2024 (page 14):

Children can abuse other children (often referred to as **child on child abuse**). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

No form of bullying will be tolerated and all incidents will be taken seriously.

7. WHY WE TAKE BULLYING SERIOUSLY

- Bullying makes pupils unhappy; they may suffer injury; they may lose self-confidence and self-esteem.
- Pupils who are bullied are unlikely to concentrate fully on their school work.
- Some pupils avoid being bullied by not going to school.
- Pupils who are being bullied may feel forced to do foolish, demeaning, illegal, immoral or dangerous things to satisfy the demands of the bully/bullies.
- Bullying can have far reaching consequences, children have been known to kill themselves as a result of bullying.
- Pupils who observe unchallenged bullying behaviour may well copy it themselves.
- Schools which DO take action against bullying build a reputation as an effective, caring school.
- Pupils feel safer if they know that, if they become a victim of bullying, they will be listened to and will be protected.

8. REPORTING BULLYING

Pupils who are being bullied: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, or any other teacher
- Tell a playground leader or friend who in turn can help them tell a teacher or other staff member
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously (e.g. write a note and leave it on the teacher's table or in the classroom worry box)
- Call ChildLine to speak with someone in confidence on 0800 1111

Roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, office staff) have a duty to report bullying, to be vigilant of the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying they should reassure the pupils involved and inform their class teacher.

SENIOR STAFF: The SLT and the Head teacher 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 well-being of all young people.

PARENTS and CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report bullying. Parents and carers can report an incident of bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office.

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

9. THE SCHOOL'S RESPONSE TO BULLYING OR ALLEGATIONS OF BULLYING

- a. Minor incidents - there can be many of these in a school week. Children can easily be tripped or knocked over by accident. We always expect an apology. There may be isolated incidents of name calling, spoiling games or not letting others play in their games. It is very important to note that these do not necessarily amount to bullying in a form that needs to be treated in the same way as a bullying incident, although ***it would always be investigated and addressed.***
- b. Bullying is systematic as well as deliberate and teachers will follow the behaviour policy to deal with the matter. Incidents should be recorded on CPOMS and the Headteacher notified. If the occurrence is repeated, if the same names keep being reported then further action will be taken.

10. RESPONDING TO BULLYING CONCERNS

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The Headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Children Services or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If

required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems
 - identifying and interviewing possible witnesses
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need. o Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - Advising those targeted not to retaliate or reply
 - Providing advice on blocking or removing people from contact lists
 - Helping those involved to consider and manage any private information they may have in the public domain.

11. PREJUDICE BASED INCIDENTS

A prejudice-based incident is an 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 a group of people and has a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school; actions taken and consequences given are logged and parents informed. The headteacher reports incidents to the governing body in the governor report.

SUPPORTING PUPILS

- Pupils who have been bullied will be supported by:
 - Reassuring the pupil and providing immediate pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
 - Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through Children and Young People's Mental Health Services.

- Pupils who have perpetrated bullying will be helped by:
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with school behaviour/discipline policy. This may include:
 - official warnings
 - internal seclusions
 - removal of privileges (including online access when encountering cyberbullying concerns)
 - in extreme or repeated cases, suspensions or permanent exclusions.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through Children and Young People's Mental Health Services.

SUPPORTING ADULTS

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
 - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary action as appropriate or required.

12. PREVENTING BULLYING

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

13. SCHOOL INITIATIVES TO PREVENT AND TACKLE BULLYING

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti bullying policy is shared during Anti-bullying week
- 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
- School assemblies help raise awareness of bullying and derogatory language; assemblies are based on the Christian narrative where the life of Jesus teaches about our Christian values
- Programmes delivered through external agencies e.g. the NSPCC

- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible; our school rules 'Be Ready' Be Safe, Be Respectful' underpin our values of equality and respect.
- Stereotypes are challenged by staff and pupils across the school
- Restorative justice strategies provide support to targets of bullying and those who show bullying behaviour e.g. a verbal or written apology to the victim +/- his family; finding out why the bully has acted in this way which might lead to a better understanding of them and lead to positive input to improve the bully's behaviour; educating the aggressor as they might not understand the impact of their behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (e.g. School Council, Play Leaders)
- Working with parents and carers in partnership to tackle bullying where appropriate i.e. meeting with parents or calling them following an incident in order to communicate events and outcomes.
- There may be cases where the bullying is so serious that a period of exclusion from the school would be the correct response

14. TRAINING

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching, receive regular training on all aspects of the anti- bullying policy.

15. MONITORING AND REVIEWING

The headteacher is responsible for reporting to the Local Academy Board (and DOWMAT where applicable) on how the policy is being enforced and upheld, via the Headteacher's report. The governors are in turn responsible for monitoring the effectiveness of the policy via the reports they receive and by in-school monitoring such as learning walks and focus groups with pupils.

APPENDIX 1

THE BULLY

Some children can become temporary bullies after a traumatic event such as a divorce, the birth of a new baby, the death of someone close to them or because of boredom and frustration. Other features of bullies may be that they:

- Like the feeling of power.
- Are physically or mentally superior to others around them.
- Are very spoiled and expect everyone to do as they say.
- Feel insecure, inadequate or humiliated and use bullying to escape.
- Have been abused in some way.
- Are scapegoats or are bullied at home themselves.
- They may have been the victims of bullying in the past and are “getting their own back”
- Are under pressure to succeed at all costs.
- Don't fit in with the other children but can use their physical/mental superiority to dominate.
- Feel no sense of accomplishment and have low self-esteem; they need to feel accepted.

THE VICTIM

Anyone can become a victim of the bully but there are certain risk factors which will make the experience of being bullied more likely. These include:

- Lacking close friends in school.
- Being naturally shy and withdrawn.
- Coming from a very protective family environment.
- Being of a different racial/ethnic group to the majority.
- Being different in some obvious respect to the majority e.g. accent, deformity, disability, speech impediment, extremely tall/short/fat, etc.
- Having special educational needs

None of these characteristics can excuse allowing such a child to be bullied.

APPENDIX 2

BEING BULLIED - POSSIBLE SIGNS TO WATCH FOR

A child may indicate by signs or behaviour that he or she is being bullied. Teachers usually know the children in their care pretty well but no-one knows them as well as their parents. If adults are concerned and become aware of any of the following, it may be worth considering that the child is being threatened or bullied. Children may:

- Be frightened of walking to or from school.
- Be unwilling to go to school at all.
- Ask parents to take/drive them to school.
- Change their route to school.
- Begin doing poorly in their school work.
- Come home regularly with clothes, books, belongings damaged.
- Become withdrawn, reclusive, start stammering.
- Become easily distressed, lose their appetite.
- Cry themselves to sleep.
- Suffer nightmares, call out in their sleep, start bedwetting.
- Have unexplained bruises, scratches or cuts.
- Have their possessions go "missing".
- Ask for money or start to steal (to pay the bully).
- Continually "lose" their pocket money.
- Be very reluctant to say what's wrong even though something obviously IS wrong.
- Give very unlikely excuses to explain any of the above.
- In extreme cases children may attempt to harm themselves, even attempt suicide.

The very thought of any of these things happening to a child shows up bullying for the despicable thing it is. That is why everyone concerned with the child needs to take action against bullying.

APPENDIX 3

Popular Misconceptions	The Reality
"Schools have always had bullying. It doesn't do any real harm."	Schools have indeed always had bullying - and it has always caused real and lasting harm.
"Bullying is part of life. Facing it young helps you deal with it later."	Bullying may be a part of life but learning how to deal with it now equips children far better if it happens again in later life.
"Only boys get bullied; girls have nothing to worry about."	Research shows that both boys and girls bully others. There are more reports of boys bullying their fellow pupils than girls but there is little difference in the frequency with which boys and girls experience being bullied. There are certainly some gender differences in the nature of the bullying. Boys experience more threats of, and/or, physical violence. Verbal bullying such as name-calling is common for both boys and girls. Girls are more frequently the victims of indirect bullying such as being socially isolated or subjected to malicious rumour campaigns.
There's no need to do anything about it. Kids grow out of bullying."	The very fact that bullying is common in all walks of life and across generations shows that people do not grow out of it. Bullying goes on in the home and the workplace <u>probably</u> because no action was taken earlier in the bully's life. Developing procedures and strategies to combat bullying NOW may well help to stamp out bullying in the future.
"I was bullied and it hasn't done me any harm."	Brave words! A few people can get over being bullied, especially if it was temporary or short-term. Many more people carry lasting scars, physical, mental and emotional, from being bullied - some of these scars never fade.
"If someone hits you then you hit them back harder."	This is often the first reaction of a parent/caring adult. It reflects their own anger at what they have just been told and perhaps indicates what they would like to do to someone who has hurt their child. In a few cases this actually can work - a bully expects and hopes for a "fear reaction", that's what gives him/her a feeling of power. A sharp, unexpected reaction can throw them off balance BUT in the vast majority of cases this isn't going to be the answer. Most bullies are physically superior (they make sure they only pick on someone unlikely to be able to do them any harm!) and many work as leader of a gang. Trying to fight off a gang of bullies or just one bully and his/her cronies could lead to a child being badly beaten. The bully might feel justified in meting out harsher treatment.
"Some kids deserve to be bullied just because of the way they are."	NO-ONE DESERVES TO BE BULLIED.
"If you are bullied it's best not to tell anyone because it may make it worse."	Another major fallacy. Bullies rely on their victims being too afraid to tell. By NOT telling someone about it, the victim is guaranteeing that the bullying will continue.

