



Oxhey Wood Primary School

Date: January 2018	Review Date: Spring 2020
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Anti-bullying Policy

Oxhey Wood Primary School recognises, and is committed to, upholding the right of every child to learn without anxiety in a safe and secure environment

Statutory Framework

Under Section 61 of the School Standards and Framework Act headteachers are required by law to draw up an anti-bullying policy on measures to prevent all forms of bullying.

What is bullying?

Bullying is action taken by one or more children with the deliberate intention of repeatedly hurting another child, either physically or emotionally.

- At Oxhey Wood we use the Three P's to explain bullying to the children:

Purposeful: A child / children set out to be hurtful through their actions or words

Persistent: With the exception of online forms of bullying, number of incidents comprise bullying

Power: There is a 'power imbalance' between the bully and the bullied, either in number or strength or age or another factor

Bullying can take many forms but four main types are:

- **physical** - hitting, kicking, taking or damaging belongings
- **verbal** - name-calling, insulting, making racist or other offensive remarks
- **indirect** - spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours
- **misuse of new technologies i.e. 'cyber-bullying'** – sending texts on mobile phones, sending hurtful messages by email, posting hurtful messages on social network sites

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- This policy aims to ensure a consistent school response appropriate to the situation where we take prompt action to any bullying incidents that may occur
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Involving the children

We believe it is important that the children should:

- Be involved in the development and review of behaviour and anti-bullying policies and practice
- Learn about what constitutes bullying and what to do about it
- Have opportunities to develop the skills to resist bullying and to deal with bullying
- Be aware that knowing about bullying by or to others and doing nothing is unacceptable
- Be made aware that it is "ok to tell" if they are being bullied or if they know someone else is being bullied, and that they will receive practical help if they do
- Be made aware of whom to contact if they have concerns about bullying

What do we do in order to achieve our aims?

- The children's attention is regularly drawn to our Golden Rules
- We encourage the children to look after each other; children are trained as play leaders and peer mediators to support the younger children
- We encourage the children to play games and amuse themselves in non-violent ways
- The children are encouraged to share their problems with the adults in the school including the use of a worry box
- The children are taught problem solving strategies and they are encouraged and supported to use these i.e. through PSHCE, restorative justice, assemblies etc.
- We identify vulnerable children and ensure that all the staff are particularly aware of them
- We monitor and support children who are known to have bullying tendencies
- We ensure that all children involved in disputes have a fair hearing, including the use of restorative justice
- Teaching and learning on the subject of bullying is consistently addressed as part of the PSHCE curriculum and within a focused 'Anti- bullying week.'
- When bullying does occur we bring the matter to the attention of the whole school in an appropriate manner
- We encourage our parents/carers to be involved and hold workshops on behaviour where bullying is discussed
- There is a common procedure for dealing with incidents (reporting)

Roles and Responsibilities

The role of the Governing Board

- The governing body supports the Head teacher and Senior Leadership team in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not tolerate bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- The governing board monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher and all staff to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- The governing board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher and the Senior Leadership Team

- At Oxhey Wood Primary School, the Head teacher is the designated person for matters concerning bullying.
- It is the responsibility of the Head teacher and SLT to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head teacher and SLT report to the governing body about the effectiveness of the anti-bullying policy on request.
- The Head teacher and all staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher and all staff draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher and or other staff may decide to use assembly as a forum in which to discuss with other children why bullying behaviour is wrong.
- The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

- All staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. The class teachers keep their records of all incidents that happen in their class and all staff are aware of in the school using the Incident Record stored in the 'Behaviour, Anti-bullying & Racist Incidents' File in the Head Teacher's Office, SLT will also log this on Arbor.
- If staff identify that bullying is taking place, they follow the school procedures and do all they can to support both the child who is being bullied and the child that is bullying. If a child is being bullied then, after consultation with the Head teacher, the Class teacher informs the child's parents.
- Teachers support all children in their class and work to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Notification, recording and monitoring incidents

Children are aware that they can report any incidents to the most readily available adult who might be:-

- the teacher on duty

- an MSA (Midday Supervisory Assistant)
- their class teacher
- a learning support assistant
- a member of the Senior Leadership Team

Information about an incident will be shared with the Class teacher and the Head Teacher/Assistant Head who will establish the seriousness of the incident. If, in their judgement, bullying is taking place, the following procedures will be followed:

1. Identify who was involved in the particular incident including by-standers and friends
2. Interview the victim
3. Interview the perpetrator
4. Interview other relevant parties
5. Discuss the incident with the parents of all the parties
6. Give support to the victim
7. Discipline the bully and provide support as appropriate
8. An incident form will also be completed and kept in the 'Behaviour, Anti-bullying & Racist Incidents' File in the head teachers office where we record all incidents of bullying.

NB Notes recorded in the Class teacher's behaviour record or in the whole school behaviour record (depending on who is investigating the incident) will be considered when identifying if there is a pattern of bullying.

In cases where an incident takes place off school premises the school will still monitor it as a bullying issue and will liaise with external agencies as appropriate (e.g. police service)

In cases where initial discussions with parents have proven ineffective, the SLT may contact external support agencies such as social services. These services may provide additional support to enable a child to remain in school.

Exclusion

In extreme circumstances the head teacher (or in her absence, the Deputy Head teacher) have the right to exclude children from the school for bullying offences. Such exclusions may be fixed term (temporary) or permanent.

Special Educational Needs and Disabilities

We recognise that some pupils may have additional needs or disabilities which make it more difficult for them to interact appropriately or empathise with other pupils and we aim to support these pupils as much as necessary to enable them to enjoy positive relationships. These needs will be taken into consideration when dealing with any instances of bullying. In addition to this, we recognise that some children may have additional needs or disabilities that make them more vulnerable to bullying and these children will be given the opportunity to talk to an adult in school each week so they have an additional opportunity to discuss any issues in school that they have concerns about in a way that they can understand.

The role of the parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Evaluation of bullying incidents

- All incidents of bullying are recorded in sufficient depth so that analysis showing trends/patterns may be used to inform future policy and practice.
- Bullying data will be reported termly to the governors. Any reporting will comply with the Data Protection Act.

Monitoring and review

- This policy is monitored on a day-to-day basis by the SLT, who report to governors about the effectiveness of the policy on request.
- This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, and by discussion with the Head teacher. Governors analyse information with regard to gender, age, SEND and ethnic background of all children involved in bullying incidents.

This policy should be read in conjunction with our Anti-Discriminatory policy and our Equality policy.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Our community cohesion policy is part of our commitment to the Equality Act. We offer as a school to read through and translate all correspondence with our community so that all members of our community can access information equally.

References

This policy should be read in conjunction with the relevant passages in:

The School Standards and Framework Act (1998), regarding adults working in school;
The Human Rights Act (October 2000);

And the following policies: Special Educational Needs Policy, Volunteer Policy, Homework Policy, ICT and E-safety policy, Child Protection Policy, Equality Policy