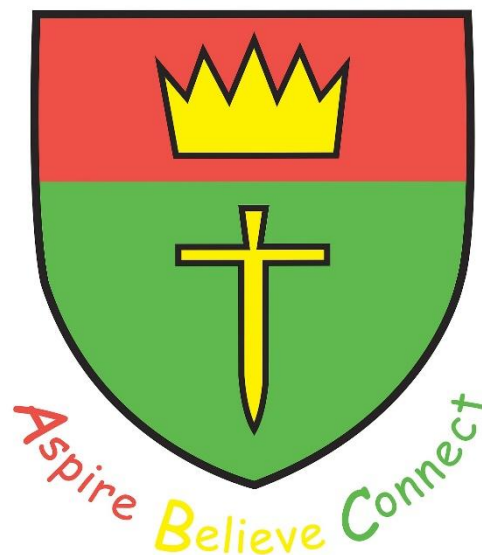


St Oswald's CE VA Primary School



Anti-bullying Policy

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Anti-bullying Policy:

Principles and Implementation

Agreed by governors: January 2026

Implementation date: January 2026

Review date: January 2028

Ethos and Values Statement



Background

Our Ethos and Values Statement is an easy to understand model of religious education in St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another, which is why this is placed above all in our statement.

Mission Statement

Sitting below love lies our school's mission statement: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly

represents what we want our children to do in every aspect of their education and lives.

Core Christian Values

The mission statement is underpinned by six core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us.

Anti-bullying and our Ethos



Our anti-bullying policy is underpinned by our ethos and values statement. With our overarching focus on love all stakeholders are encouraged to develop positive relationships with all of their peers. Similarly, connections, friendship, peace and trust are all regular aspects of worship and habitual vocabulary used around the school which reduce opportunities for bullying behaviour to manifest.

Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DCSF guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying - A Charter for Action*. This policy reflects this guidance and the principles enshrined in 'Every Child Matters'. DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to).

What is bullying?

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- verbal: teasing, making threats, name calling, spreading rumours, racist/homophobic/transphobic comments
- emotional
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Types of Bullying:

Social Bullying - This is sometimes referred to as 'covert bullying', and is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation. This includes behaviours such as encouraging others to socially exclude someone or mimicking someone unkindly and behaving in a way that would embarrass or humiliate them.

Cyber-Bullying - The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into the home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying - This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

HBT Bullying: Homophobic, biphobic, transphobic - This occurs when bullying is motivated by a prejudice based on gender or sexual orientation.

All of the above listed types of bullying can also include elements of physical and/or verbal bullying.

Safeguarding

The safeguarding of all stakeholders in school is a fundamental focus in all aspects of school life. Consequently, any concerns regarding to bullying that may have an impact on safeguarding would be acted upon in line with the school's safeguarding policy.

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. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response 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.

Resources

Resources for this area will be coordinated by the leadership team.

Displays

Evidence of work linked to anti-bullying and developing positive relationships will be displayed in topic and class floor books. There may also be displays around school.

Monitoring

The management of eliminating bullying from our school can be tracked through CPOMs which is our online tracking system.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter in line with the schools' complaints procedure. The governing body responds within fifteen working 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

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. This will also be discussed during whole school worship sessions.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher 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 the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. Teachers keep their own records of all incidents that happen in their class on our electronic whole school tracking system (CPOMs). If teachers witness several incidents which could be classed as an act of bullying, they will refer this to the headteacher.

If it is evident a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher will inform the child's parents or carers.

There is a range of bullying lozengers on CPOMs where all incidents of bullying that occur both in and out of class are recorded. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses what they perceive to be bullying should report to a member of the senior leadership team who will in turn record this in the log.

When any incident has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has made the wrong

choice, explaining to them why their action was wrong and how they should change their behaviour in future in line with the school behaviour policy. If a child is repeatedly involved in bullying, the child's parents or carers will be asked into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the police and this may result in exclusion .

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. This is embedded throughout the curriculum and is a key aspect of our Relationships and Sex Education curriculum. Staff use drama, role-play, stories etc., within the learning and teaching, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents and carers

Parents and carers 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. If they are not satisfied with the response, they should contact the Key Stage Lead (Jade Pape (KS1) or Andrew Richardson (KS2) following this the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website.

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

The role of pupils

Pupils are encouraged to tell anybody they trust if they feel they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Pupils are taught the differences between bullying and a one-off isolated incident.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness biannually. They do this by examining the school's anti-bullying log, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, Homophobic bullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years, or earlier if necessary.