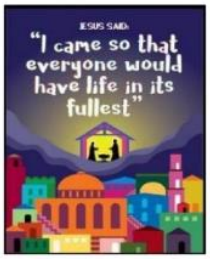
Holyport CE Primary School & Foundation Unit

Anti-Bullying Policy

Statement of Intent

At Holyport CE Primary School, as part of ODST, is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.
We aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.
Holyport CE Primary's Christian ethos underpins all aspects of its policy  Our key aim is to support children in all ways through our vision of "Love learning love life… in all its Fullness" John 10:10

1. Policy Statement

1.1. ODST takes great pride in its schools' friendly and approachable ethos and the Christian values which members of the academy trust show towards each other. This considerate behaviour is encouraged at all times in our schools. We also celebrate the fact that everyone in our community may be different and have different points of view, not that they are better or worse than anyone else.

1.2. Holyport CE Primary School aims to be a safe, friendly and secure place for each pupil to learn and thrive, but this cannot be so for any individual who is in any way bullied. The school and ODST's objective is to promote and encourage the maintenance of a friendly atmosphere where pupils are

empowered to talk openly about bullying, know what it is and the range of bullying behaviours, understand its impact on others and where and how to source support, guidance and resolution.

2. What is Bullying?

2.1. ODST understands bullying as 'purposeful *and repeated actions conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation'*.

Holyport CE Primary uses the NSPCC definition of bullying which states; "Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally." (NSPCC website, 2016).

One off incidents of name calling or being mean are not classed as bullying but are still investigated. We make it very clear to children and parents that there is a difference.

Bullying can take different forms:

- Verbal bullying: name calling, use of threatening or provocative language etc.
- Psychological bullying: excluding an individual from group play, refusing to talk to or even acknowledge an individual, lying, fake rumours and spreading gossip, encouraging others to turn against someone, leaving someone out constantly and encouraging others to do the same, socially excluding someone, damaging someone's social reputation or social acceptance, using humiliating nicknames and continuing when asked to stop
- Physical bullying: hitting, kicking, grabbing an individual, taking or hiding another's property etc.
- Homophobic bullying: bullying when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- On-line or cyber bullying: Cyber bullying is any form of bullying which takes place online or through smartphones and tablets and includes social networking sites, messaging apps, gaming sites, chat rooms; sharing pictures, videos or personal information without the consent of the owner and with the intent to cause harm or humiliation; hacking into someone's email, phone or online profiles to extract and share personal information, or to send hurtful content while posing as that person; creating dedicated websites that intend to harm, make fun of someone or spread malicious rumours and intimidation to send images of a private or sexual nature.
- Sexual bullying: behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another, behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, victimising someone for their appearance, the pressure to act promiscuously and to act in a way that makes others uncomfortable.

2.2. Bullying can be

- Racist: Bullying based on ethnicity, skin colour, language, religious or cultural practices.

- Homophobic: Discrimination based on sexuality and/or gender identity.
- Sexual: Unwelcome sexual advances or remarks that are intended to cause offence, humiliation or
- Intimidation: This could include pressure to send images of a sexual nature.
- Disabilist: The bullying of those who have special educational needs and disabilities.
- Based on 'difference': Bullying based on any real or perceived difference. This can include, but is not limited to factors surrounding the way someone looks or dresses, hobbies and interests, family set up, ▪ social behaviour.

2.3. What is NOT bullying?

- One-off incidents: Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects, and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.
- Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

3. Aims

3.1. Holyport CE Primary and ODST acknowledge that bullying does happen from time to time in our schools. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within our academies have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in ODST schools.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within our schools.

4. Objectives

4.1. At Holyport CE Primary School, through this policy shows that:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter. This may be through PHSE lessons or Anti-Bullying Week initiatives.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- We will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are resolved.
- Cyber Bullying is also taken very seriously at Holyport CE Primary (see our Safeguarding and Online Safety policies) and sanctions will be applied for bullying behaviour that may have taken place outside of School on social media sites.

5. **Whole School Strategies to minimise Bullying**

5.1. Trustees while devolving the creation of the bullying strategy to each individual school would expect each school to set out how**:**

- A regular programme of PSHE is delivered.
- Regular Teacher – Class discussion takes place e.g. during circle time, dealing with friendship / playtime issues.
- Peer support to be strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist "joining in" with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
- A school Anti-Bulling Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying.
- "Restorative Justice Approach" to deal with any incidents that do occur. Children engage in reflection with a staff member/mentor and establish the way forward to ensure there are no further incidences. (see appendix 1)

6. **How we will respond to specific allegations of Bullying**

6.1. Children will know whom to talk to. In the first instance this will usually be their class teacher, but it could also be:

- Another teacher known to them.
- A Teaching Assistant.
- A Learning Mentor.
- A Lunchtime Supervisory Assistant.

6.2. The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

6.3. The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

6.4. Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

6.5. If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to.

6.6. If further bullying takes place, the school's behaviour, rewards and sanction policy should set out what the school's next steps will be.

6.7. As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes.
- Strategies to support the bullied child, including who they can turn to and when ▪ Who they can turn to, and when.
- the arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day?

Individual circumstances will determine the precise arrangements to be made.

6.8. Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

6.9. The DfE outlines the specific statutory power, held by headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

6.10. It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour, including the use of social media and phones) poses many problems for headteachers, and will be explored with children and their families where actions are continued or impact directly upon relationships and learning in school. The school's PSHE programme (Kapow) and Online Safety programme (Evolve), covers support and training for children at an age-appropriate level to educate them about the impact of social media on theirs and others mental health and wellbeing.

6.11. The school will not tolerate racism. The school's approach to PSHE, Mental Health and behaviour matters minimises the possibility of children behaving in a racist way but should this happen, the school's policy for managing and reporting racist incidents as well as a range of behaviour management strategies used by the school will be brought into action. The school adhere to the prevent strategy and take opportunities to maximise children's understanding of other cultures and viewpoints to minimise the chance of radicalisation. Any possible incidents or concerns around radicalisation are referred to the Channel process. Please see the 'Safeguarding' policy for further information.

7. Recording

7.1. Holyport CE Primary School records bullying at all stages, together with the action taken in the pupil's personal file or CPOMS entries, transferred with the child from class to class. This may be transferred at transition to the next phase of the child's education.

8. Roles & Responsibilities

- All staff have a responsibility for implementing this and their school's policy and dealing appropriately with incidents that are brought to their attention.
- We have a named Lead Behaviour Professional (LBP), which is the Headteacher, Amanda Featherstone. The role of the LBP is to manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bulling is a taught element of the school's work and ensure appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

9. Entitlement and Inclusion

9.1. All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

10. Raising awareness / Staff training

10.1. Information about the school's bullying strategy/policy must be made available to parents on the school's website and on request.

10.2. Holyport CE Primary School takes part annually in 'Anti-bullying Week' to highlighting positive behaviours and attitudes.

10.3. New staff are inducted into the school's safeguarding and anti-bullying procedures on arrival. The key points are exemplified in the Staff Handbook and this is renewed annually for all staff. Specific anti- bullying training should be refreshed for the whole staff every two years.

11. Review

11.1. The policy will be reviewed every three years or earlier if relevant by the Local Governing Body of Holyport CE Primary School. The school takes the advice and guidance on this policy through ODST.

12. Links to Other Policies

- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy

ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY ON: 28/2/24	SIGNATURE OF GOVERNING BODY REPRESENTATIVE: *P Mew*
Name of Headteacher: Amanda Featherstone	Signature of Headteacher: *A Featherstone*
Presented to: FGB	Policy to be reviewed: January 2027 (every 3 years)

Appendix 1: The Restorative Justice Approach to Bullying

This approach aims to tap into the children's capacity for empathy; using the way they feel rather than relying on external rewards or sanctions. Parents who feel that such an approach is too 'soft' on the bully, may need help to see that making children want to change is much more likely to be effective in the long run than instant punishments which are quickly forgotten. This approach pays attention to what 'actually happened' however is also focused with moving things on than going over the past. This method involves the following steps:

• Interview with the victim/s

When the teacher finds out that bullying has happened s/he starts by talking to the victim about his/her feelings. S/he does not question him about the incidents but she does need to know who was involved. Interview the 'victim/s' individually, getting them to describe how they feel. Use poems/pictures etc. How would they want the others to feel about them? Identify who the others are and get the victim's permission to proceed.

• Convene a meeting with the children involved - usually without the victim/s

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well. Convene a group of all those involved, other than the victim. Include bystanders and 'passive condoners' as well as those most directly involved. Try to get a 'healthy' group, including some who have sympathy for the victim.

• Explain the problem

Tell them about the way the victim is feeling and perhaps use a poem, piece of writing or a drawing to emphasise his/her distress. At no time does she discuss the details of the incidents or allocate blame to the group.

• Share responsibility

The teacher does not attribute blame but states that he/she knows that the group are responsible and can do something about it. Explain that no-one is going to be punished or blamed. Explain how the victim is feeling and how the group is going to try and address these feelings together.

• Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of good behaviour. Ask members of the group to make a commitment to doing something to improve the relationship with the victim. Use the group to reinforce the promises made.

• Leave it up to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. They then arrange to meet with them again to see how things are going.

• Meet them again

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process. Follow up more formally later by reconvening the group. Give the victim a way of letting you know how things are going.