



**OFFORD**  
PRIMARY  
SCHOOL

# ANTI-BULLYING POLICY

<b>Written by:</b>	Senior Leadership Team
<b>Approved by:</b>	Governing Body
<b>Review Cycle:</b>	Annually
<b>Last review:</b>	February 2024
<b>Next review:</b>	January 2025



## INTRODUCTION

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from bullying, racism and harassment.

The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

At Offord Primary School the policies on bullying and racism do not stand alone but must be seen within the context of teaching PSHE and Citizenship and the whole school Aims, Ethos and Values. Members of staff, governors and other adults who work in school need to familiarise themselves with associated policies. School policies which support our Anti-Bullying Policy include those regarding Behaviour, Pupil Equality and Diversity, Safeguarding and Child Protection, Intimate Care, Acceptable Use of ICT.

### Aims:

- To use our best efforts to ensure that children work and play in an atmosphere which is safe and secure, not only from hazards in the physical environment but also from oppression and abuse from others.
- To employ a number of strategies to help prevent bullying and to investigate and deal with incidents that occur using the Restorative Approaches model.
- To provide support for the target of bullying, those who witness bullying and those who bully, in order to avoid repetition of further incidents.

### What is bullying?

There are various definitions of bullying, but most have the following in common;

- It is **planned** hurtful behaviour
- It is **persistent**, and continues over some time
- There is an imbalance of **power**

### What is Racial Harassment?

Bullying is usually the personal mistreatment of someone because of something about them as an individual. Racist bullying is often impersonal and directed at people because of *what* they are, whether it be because they appear to belong to an ethnic group or nationality, their skin colour, language etc. It affects not only the individual, but also the community of which the person is a part.

### Types of bullying

The hurtful action described above can be:

- Physical (hitting, pushing, prodding, interference with personal property)
- Verbal (threats, name calling, extortion)
- Indirect (deliberate moving away from someone, rumours, silent exclusion from groups)
- Cyber (emails, texts, messaging, social media eg Tik Tok, Snapchat, WhatsApp, X (formally Twitter), Facebook)



## **Approaches to help prevent Bullying:**

### **Curriculum**

To support the whole school approach to bullying prevention:

- Pupils are taught a full unit every other year on bullying written by the Cambridgeshire County Council PSHE Service.
- There is a shorter anti-bullying week on the alternate year (usually in the autumn term) which is supported by assemblies to stimulate class discussions.
- In addition to this, E-Safety lessons are taught in ICT. Teachers are encouraged to focus on the Learning Outcomes which would best suit their class needs.

### **Whole School ongoing approaches to prevent bullying**

There are a number of effective measures which staff can take to prevent or reduce the occurrence of bullying:

- Let the children know that bullying exists and that bullying, racism and harassment is not tolerated in Offord Primary School.
- Occasionally raise the topic during the year in whole school assemblies, class meetings, circle time or school council meetings.
- Adults should be vigilant around school, especially in corridors, cloakrooms and playground.
- Intervene whenever there is a suspicion of bullying or harassment.
- Staff should look for vulnerable children but be aware that stereotypical targets of bullying are not the only children who can suffer.
- Provide "Tell me" boxes in classrooms and key areas so that children can make contact with adults in school
- Encourage and empower children to voice dislike of bullying and report incidents
- Encourage children who witness incidents of bullying to intervene, if appropriate, or tell an adult. Bystanders can be as powerful as bullies.

### **Recognising Signs and Symptoms**

Offord Primary School recognises that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a Child or Young Person (CYP) is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in schoolwork
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other Children and Young People
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.



Where the school identifies that pupils are exhibiting extreme signs of distress and changes in behaviour, it will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

### **Responding to Bullying**

Where appropriate and in most cases of bullying Offord Primary School will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and helps ensure the child causing harm is held to account for and stop their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Offord Primary School believes that all bullying is unacceptable but that many pupils who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

All alleged bully-related incidents will be investigated and recorded as a Bullying Related Incident. Records are kept in the Serious Incidents Record Log. Planned actions and outcomes will be recorded throughout the episode.

A restorative Approach will be used but if the bullying does not stop using Restorative Approach, further disciplinary action will be taken in line with the stages in the Behaviour Policy and ultimately it could lead to exclusion of the perpetrator.

The following are examples of what may happen:

- **For the Target of bullying:**
  - Listen to them; take what they say seriously.
  - Comfort and reassure them that they will receive help, but without being overprotective.
  - Make efforts to boost their self esteem
  - Offer support in developing self esteem and assertiveness, possibly through social skills groups.
  - Encourage other pupils to support and befriend.
  - Report all incidents to Head. Discuss appropriate contact with Parents.
  - Record all incidents of bullying in the Serious Incidents Record Log which is kept in the head's office on the appropriate form and uploaded onto My Concern (see Appendix 1).
  - Inform other member of staff about the situation.
  - Inform the target of bullying about the measures taken with the bullying person – eg the punishment, so that they know it has been taken seriously.
  - Where appropriate encourage the target and the perpetrator of bullying to meet and discuss and issues which could be resolved using Restorative Approaches.
- **For the Person doing the bullying:**
  - Remain calm when discussing with the incident; make it clear that you disapprove of their behaviour and not them as a person.
  - Record the incident in Serious Incidents Record Log which is kept in the head's office on the appropriate form and uploaded onto My Concern (see Appendix 1).



- Keep records of outcomes of conversations in class Reflection File and Behaviour Log folder book as appropriate.
- Racist behaviour is to be logged on a Racist Incident Log and recorded in the Serious Incidents Record Log and uploaded onto My Concern. A PRFE return is also completed. (See Appendix 2)
- Apply appropriate sanction (eg. writing to the target) and inform target of bullying of the consequences.
- Reflection Log letter sent home to parents to sign and return.
- Talk about the behaviour and encourage them to see the other person's point of view. Try to find out the cause of bullying behaviour.

### **Working with Parents and Carers**

At Offord Primary School we believe that it is important to work in partnership with parents and carers to stamp out all forms of bullying. Parents are regularly informed about the teaching and learning that occurs in PSHE and ICT lessons. It is important to remember that as new technologies develop there are new ways for people to bully and that vigilance and pro-active education is important. Parents are informed if their child is involved in an incident of bullying either as target, perpetrator or as a bystander, and are encouraged to develop a constructive plan with staff to prevent further incidents.

### **Assessment and Monitoring**

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the SLT/ governing body and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, pupils and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Focus groups and interviews
- Whole school audit tools.

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where bullying may be occurring. Other informative data includes:

- Monitoring the curriculum aspect of anti-bullying which falls under the main PSHE policy.
- Regular questionnaires completed by pupils and parents to monitor trends in bullying and the perception of bullying both within our school and compare to data available for across the county.

Formal methods of monitoring incidents of bullying have been detailed above, but informal monitoring of children's perceptions of bullying are important too. (The balance between educating children about bullying and frightening children into thinking it happens all the time must be right.) Informal methods include:

- Tell me boxes
- Parent meetings
- Circle time discussions
- Class council
- Reflection diaries



### **Links with other policies**

This Anti-bullying policy links to the following policies and procedures:

- Behaviour policy
- Pupil Equality and Diversity policy
- Special Educational Needs policy
- Safeguarding and Child Protection policy
- Intimate Care policy
- Acceptable Use of ICT.



Appendix 1

### Bullying-Related Incident Report Form

<b>Date and Time:</b>	
<b>Perpetrator/s Name:</b>	<b>Victim/s Name:</b>
<b>Dates and brief outline of previous behaviours:</b>	
<i>Bullying is repeated and intentional behaviour which hurts another (physically or emotionally). <b>STOP</b> – Several Times On Purpose</i>	
<b>How was this incident reported:</b>	
<b>Details of incident:</b>	<b>Action Taken:</b>
<b>Have the parents/carers of victim been informed: yes/no</b> (if no, why not?)	
<b>Have the parents/carers of perpetrator been informed: yes/no</b> (if no, why not?)	
<b>Record completed by:</b>	
<b>Further action taken by SLT (if appropriate):</b>	
<b>SLT Member:</b>	



Appendix 2

**Racial Incident Log**

<b>Date and Time:</b>	
<b>Perpetrator/s Name:</b>	<b>Victim/s Name:</b>
<b>Dates and brief outline of previous behaviours:</b>	
<b>How was this incident reported:</b>	
<b>Details of Racial incident:</b>	<b>Action Taken:</b>
<b>Have the parents/carers of victim been informed: yes/no</b> (if no, why not?)	
<b>Have the parents/carers of perpetrator been informed: yes/no</b> (if no, why not?)	
<b>Record completed by:</b>	
<b>Further action taken (if appropriate):</b>	
<b>SLT Member:</b>	