Olveston CEVC Primary School

Anti-Bullying

Signed (Vice Chair): Signed copy in school office	Name Andy Hollingdale	Date: January 2025
Signed (Headteacher):	Name: Lee Dunn	Date: January 2025
Ratified: by Full Governing Body	Next Review: January 2027	

Changes in policy

Ephesians 3:17-19 *That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.*

The vision of the school, along with the values and attributes we seek to instil, form the foundation and the rationale behind our decisions, policies, and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community in order for each individual to thrive and flourish. This policy has been developed to support our vision that all that we do is 'Rooted in Love'

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the Head teacher and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcome: The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

Rationale

Olveston CEVC Primary School is a vibrant, inclusive and aspirational school that strives to keep the wellbeing and safeguarding of children at the centre of all we do in a way that gives practical reality to the school's Christian foundation. All forms of bullying are incompatible with the ethos, vision and Christian foundation of the school.

At Olveston CEVC Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- indirect (exclusion from groups, rumour spreading etc)
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messaging)

Bullying may target specific groups based on gender, race, religion, special educational needs, disability or may be homophobic or transphobic or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Where bullying targets specific groups, the issue will be logged and recorded and appropriate staff informed. The underlying issues will be addressed through whole school and class based activities as appropriate.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

Aims

The aim of Olveston's anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available in our school.

As a church school, the fundamental principles behind our approaches to behaviour are those of reflection, forgiveness, reconciliation and love towards all members of the school community. We strive to work collaboratively with children, staff and parents, keeping the child at the centre of our approach.

This policy seeks to ensure that all members of the school community have a consistent understanding of the nature of bullying and the procedures in place in dealing with it.

Principles

1. All instances of children reporting that they are unhappy will be taken seriously and investigated whether or not the evidence supports the designation 'bullying'.

2. The process of dealing with bullying will be evidence-based, starting with the evidence that a child feels that they have been bullied.

3. The first aim of the process is to address the unhappiness of the victim through listening, understanding and reassurance, and then to put in place measures to restore their faith that Olveston will be a safe and enjoyable place for them to come to school.

4. The second aim is to make the perpetrator (be it an individual or a group) fully aware of what they have done, the evidence that supports this and the

impact that it has had (intentional or not), and crucially, the need to stop or change their behaviour.

5. Support for all – behaviour is a way of communication. If a child is treating others unkindly, what support do they need to help them understand their impact on others and/or how better to communicate their feelings?

CPOMs

CPOMs is the acronym for the Child Protection Online Monitoring System, which has been employed by Olveston as a way of ensuring that incidents are logged, shared with appropriate staff members and that actions have been allocated and followed up on. All staff have received CPOMs training so that incidents can be logged by everyone, creating a complete picture around each child.

Bullying incidents will be recorded and both the child being bullied and the pupil accused of bullying will be logged within the record so that if a series of events occur the records are readily available to the SLT and swift action can be taken. Online safety incidents will be logged in the same way with the addition 'tag' of e-safety.

What will the school do to support a victim of bullying?

- Listen, take seriously, ask for and record specific examples, and incidents with as much detail as possible.
- Explain clearly that this will be investigated and ask if there is anyone they feel could be talked to as witnesses.
- If the issue is a manifestly serious incident that happened in school that day, parents of the victim will be contacted.
- The evidence should ideally be collected within 24 hours of the initial report, though this is not always possible if key staff or witnesses are absent. An outline of what the school is going to do should be communicated to the victim. Depending on the circumstances, this might be communicated to the victim plus their parents/carer.
- Whichever staff member is dealing with the bullying will gauge whether the victim feels reassured and 'safe for the future' by the actions taken. If not, the decisions made and the actions taken will need to be re-assessed. The staff member dealing with it should seek a second, independent opinion.
- It is crucial that whoever is dealing with the issue checks with the victim (often this works well if their friends are also asked) over the coming days and weeks, whether or not they are happy and that the issue has been sorted out for them.

- All records will be added to CPOMs as soon as possible after the incident is reported using the 'bullying' tag. Class teachers, as well as the SLT, will be sent the record on CPOMs.
- Victims of bullying may benefit from additional support. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a staff member that knows the pupil well, asking the pastoral leader to provide support, providing formal counselling, mentoring or ELSA, engaging with parents or referring to Child and Adolescent Mental Health Services (CAMHS).

What the school will do to those accused of bullying?

- Explain clearly what the issue/allegation is, listen and record their response. Ask them who might be talked to as witnesses.
- If the issue is manifestly a serious incident that happened in school that day, parents/carers of the perpetrator will usually be contacted.
- The school will clarify the facts surrounding the incident/s and take appropriate action, ideally within 24 hours.
- Where an incident of bullying is viewed to have taken place, the school will seek to ensure the perpetrator understands absolutely clearly what they have done and its consequences so as to prevent re-occurrence.
- In line with the school's behaviour policy, consequences may be given to the perpetrator as part of the process, but in virtually all circumstances, an acknowledgement and apology by the perpetrator will take place (following the school's restorative approach to behaviour).
- The severity of the incident, in the light of the last bullet point, will determine the use, or not, and level of sanctions/consequences. These can range from withdrawal of privileges, loss of playtimes, exclusion from school during lunchtimes or even suspension from school. The headteacher will ensure that appropriate action is taken and decide whether parents are contacted on a case by case basis.
- Throughout this process it is important that everyone remembers that the bully is still a child themselves and that as a church school, the ultimate aim is reconciliation and forgiveness and that sanctions or consequences are used to modify the perpetrator's behaviour, not to 'satisfy' the victim.
- Support the children in their ability to develop positive relationships with others.
- Explore underlying needs.
- Senior staff will report incidents and trends to governors to monitor bullying across the school.

Whole-school action

In order to minimise the chance of bullying and to identify and deal effectively with all incidents at Olveston, the following have been put in place:

- All staff watch for early signs of distress in pupils, including understanding the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Relationships between all members of school allow children to feel heard.
- Weekly staff briefings report any established or on-going cases of or concerns about bullying, so that all staff can be vigilant and are aware of the need to report immediately [and to whom] any incidents.
- The Childline telephone number is clearly displayed in school in both band areas.
- Regular teaching e.g. through assemblies, PSHE lessons and Anti-Bullying Week of the acronym STOP (Several Times On Purpose), to ensure that all children and families can recognise where behaviour is systematic and should be defined as bullying as opposed to a one-off incident of unkind behaviour.
- Parents are encouraged to contact their child's class teacher in the first instance if they have any concerns over their child's welfare, and then to talk to the headteacher or deputy (even informally) if they feel that the issue and their concern, has not been addressed.
- The buddy system promotes positive relationships and connects year groups to provide a safety net.
- The school has an anti-bullying week every November to raise awareness of the effect of bullying.
- Governors will monitor the types and trends of any bullying reported within school to ensure that there is not a culture of prejudice against minority and protected groups.
- Provide parents with regular parent tips – 'Wake up Wednesday' parent guides.

Cyber bullying

At school we have a very strong filtering and monitoring system on the computers our children use. No phones or other electronic equipment are allowed in school. If phones or other equipment are brought to school, children will be expected to deposit these with the office for the duration of the school day.

However, many children have access to a smart phone, a tablet or a computer they can use to access the internet and social media sites outside of school.

What children do at home is the responsibility of parents, but there are sometimes knock on effects that do impact on what happens in school, not least because children can arrive in school unhappy or anxious. Staff will always help with these issues, so please do not hesitate to let them know if out of school incidents are occurring. Where bullying outside school is reported to school staff, it will be investigated and acted on.

Cyberbullying can include, but is not limited to:

- Threats and intimidation
- Harassment or stalking
- Vilification / defamation e.g. posting upsetting or defamatory remarks about an individual online, or name-calling using a mobile device
- Ostracising / peer rejection / exclusion
- Publicly posting, sending or forwarding personal or private information or images
- Manipulation (This is an often under-considered form of bullying, but unfortunately there have been many cases of manipulative cyberbullying. Examples include putting pressure on someone to reveal personal information or to arrange a physical meeting)

The DfE guidance, Preventing and Tackling Bullying, states that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Review

This policy will be reviewed every two years by the SLT and governing body, who will assess its implementation and effectiveness. They will analyse the number of incidents recorded and how these may have been prevented.

This policy links closely to the Online Safety, Behaviour, Equalities and Safeguarding & Child Protection policies, all of which can be accessed from the school website.