Oakham Primary School

Anti-Bullying Policy



Approved by Governors on:	**14/09/26**
Signature of Chair of Governors:	V. Hayes
Lead Personnel:	**N Skett**
Date to be reviewed:	**14/09/27**

The School Principle

This policy against bullying sets out our aims in relation to bullying and the strategies to be followed. These are reinforced by the systems and procedures within the organisation and management of the school and its curriculum to ensure they are achieved.

The Aims of the Policy

- To ensure the safety and happiness of all our pupils.
- To promote educational achievement.
- To promote positive, helpful behaviour at all times.
- To achieve our vision of being an effective, caring school.
- To provide children with strategies and skills, so enabling them to deal with problems of a bullying nature which may arise not only in school but also during later life and outside situations.

What is Bullying?

Everyone, staff, parents and pupils need to know and agree what bullying is if effective organisation strategies and practice are to be implemented to prevent bullying and enable instances of it to be dealt with effectively should they occur.

At Oakham School we believe that the following is a definition of bullying:

'Bullying is any behaviour that is deliberately intended to hurt (emotionally or physically), threaten or frighten another person or group of people. It is usually intentional and unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power.

Bullying behaviour can include:

- Physical aggression, such as hitting, kicking, taking or damaging possessions;
- Verbal aggression, such as name calling, threatening comments, insults, racist remarks, teasing, sexual comments, sending nasty notes or making nuisance calls and all forms of cyber-bullying (all forms of social media, email, text)
- Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.
- Racial, religious, gender, sexual or homophobic harassment involves the same kinds of behaviour directed against someone because of their cultural or ethnic identity, their gender or sexuality.
- Home circumstances: family issues, poverty, LAC etc

Bullying can be difficult to identify because it is often subtle, covert and not always witnessed by peers or adults.

What is "Child on Child" abuse?

"Children can abuse other children. This is generally referred to as peer on peer abuse. Child on Child abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking,

shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals." (*Further information can be found in Section 5, KCSIE 2023*).

Child on Child abuse is when a child purposely causes harm to another child. Oakham Primary has a **zero tolerance** approach to this behaviour and all allegations and incidents will be investigated thoroughly. It will not be tolerated, never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys".

Child on Child Abuse may take the form of:

• Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

• Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

• Sexting (also known as youth produced sexual imagery); and

• Initiation/hazing type violence and rituals

Through our 'Behaviour Curriculum' learning (assemblies, PSHE sessions , 1:1 support& SEMH interventions) our staff support the children's understanding of why this behaviour in not accepted at Oakham and how children can share or reports concerns, worries or incidents in school or at home.

The Curriculum

Through Monday Assemblies, Religious Education and Personal, Social and Health Education sessions (including Sandwell's Healthy Mind, Happy Me' curriculum), we raise pupils' awareness in all aspects of bullying. We feature the 'UK Anti-Bullying' Week in our school calendar and use additional resources from the NSPCC and ChildLine.

All areas of our curriculum offer opportunities to develop co-operative behaviour, reinforcing the need to consider others within school and out of it.

Strategies for dealing with bullying

Discipline in school is maintained by everyone observing our Behaviour Policy. It is based on mutual respect for each other and the environment, a respect that should eliminate any bullying situation from developing.

Pupils understand what is expected of them and that we will recognise and reward positive behaviour. Parents are asked to support us in this. If bullying occurs and an adult is made aware of this problem, the problem will be dealt with according to the staffing structure within our school. This will be as follows:

- Stop the act of bullying immediately.
- The victim will be comforted, using the help of another responsible child or adult if available.

- The perpetrator will be firmly reprimanded, the action condemned and an apology to the victim requested.
- Pupils will also complete a pupil reflection sheet and details logged on 'My Concern'.
- The adult in charge of the situation will monitor the movements of the perpetrator until any further action deemed necessary is taken.
- The Head Teacher/Deputy Head Teacher will be notified of the problem, the action again condemned.
- Parents of the victim will be informed by the Key Stage Assistant Head Teacher or Deputy Head Teacher.
- Parents of the perpetrator will be notified and if necessary an appointment made for them to come into school. They will be expected to support the school with any sanctions applied to their child, giving reassurance of positive behaviour.
- Parents will be warned that a reoccurrence of bullying behaviour may result in some form of in-school isolation or exclusion, either from school or dinnertime depending when the incident(s) had taken place.

Procedures for Investigating Incidents

Parents and families have an important part to play in helping to prevent and deal with bullying. If it is witnessed or reported we, as a school, offer these guidelines to be followed in order to amend the situation:

- Make sure the victim is safe;
- Choose a suitable time and place to discuss the incident;
- Gather all relevant information from all those involved;
- Remember to ask open questions;
- Feed back to parents, class teachers etc. about outcomes or action taken;
- Report to senior management team for documentation.

Record Keeping

A significant incidents log is kept by the school using 'My Concern's' Behaviour Management Log. All members of SLT and Inclusion Manager have access to this system and should record any behaviour/bullying incidents on this system.

Community Involvement & Awareness Raising

Bullying affects pupils, families, non-teaching staff and Governors as well as teachers. At Oakham all members of our school community will be aware of our guidelines for dealing with problems by:

- Understanding what the school will do to tackle bullying should instances arise as outlined in our policy.
- Being familiar with the school policy.
- Trying to prevent bullying situations from occurring.
- Provide children with a framework of behaviour including rules which support the whole school policy.

- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying/cyber bullying and how to deal with it; including through the curriculum including activities, stories, role-play, discussion, peer support, assembly, theme days etc.
- Feel supported in reporting incidents of bullying, including cyber bullying.
- Remember that we are a 'Speak Out/Telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

Monitoring

Monitoring should have regard to information about incidents of bullying and how they were resolved, both immediately and over the long term. Monitoring procedures can be used for two purposes:

1. To enable the school to follow up and record progress Individual incidents which on the surface may seem to be isolated, may be part of a much larger pattern of bullying behaviour. They will need to take account of:

- Who was involved (or alleged to be involved)?
- Where and when it happened?
- What happened?
- What action was taken?
- How it was followed up?

This kind of monitoring system should involve all teaching and non-teaching staff, linking in with the behaviour policy for procedures to be followed in the sanctions hierarchy. Records will be on SIMS and will be confidential to the school, children being protected by the Data Protection Act/GDPR requirements.

The Deputy Head Teacher will review and report, on a termly basis, to the SLT and School Governing Body all Bullying and significant Behavioural Incidents.

2. To identify whether or not the policy is really being effective

Records of incidents can show whether bullying is becoming less frequent or changing in nature. The results can be used in evaluating the policy and can provide insight into ways in which practice resulting from the policy – or the policy itself – needs changing. Information recorded for this kind of monitoring does not need to identify individual pupils but it might include details of gender and age of pupils involved and the nature of bullying behaviour.

With these aims in mind, the school uses the Ofsted Pupil survey, on a twice yearly basis to monitor attitudes to school and highlight and areas of concern.

Reviewing the Policy

The policy will be reviewed at the end of each school year, ensuring that it remains responsive to changing needs while continuing to protect children from bullying. It must also be remembered that the monitoring system will need to be reviewed – a decline in the number of incidents recorded may mean that the system is not being implemented. It will be reviewed by the senior management team in conjunction with the rest of the staff.

This document should be read in conjunction with the School Behaviour Policy.

Appendix A

Advice & Guidance for Parents

- Discuss the need to report these incidents as soon as possible – staff are on duty out of the classroom and all classrooms have 'Worry Boxes' which can be used to report these concerns discreetly.
- Watch for signs of distress in children. Try to establish the "facts" before approaching the child's teacher i.e. 'who, when, where'.
- Try to stay calm. Remember the school may not be aware an incident has taken place. Make an appointment to see the child's teacher in the first instance – they may need to refer you to their Key Stage AHT.
- Take an active interest in your child's social life. Discuss friendships, how playtime is spent and their journeys to and from school.
- Encouraging your child to hit back may well make matters worse and inflame the problem to be solved. Getting angry and threatening reprisals against the bully (even though it is understandable you may feel that way) can lead to complicated and serious repercussions.
- DO encourage your child to recruit new friends – a child who has friends is less likely to be bullied.

Warning Signs

Children being bullied could be under considerable stress. The following are some common warning signs of anxiety or stress. If several are present it would be advisable for parents to approach the school, or for the school to contact parents, to express concern:

Bed wetting, nail biting, nervous tics, night terrors, sleep walking, demands for extra money, school refusal, flinching, jumpiness, forgetfulness, distractibility, personality change – snappy, withdrawn, tired, indications of not sleeping wish to change routines, routes to school, school bus, lack of confidence, withdrawal from social activities, temper flare-ups, abusive language, impulsive hitting out late for school, hanging back, staying behind late at school, "mislaid" books, equipment, belongings, torn and damaged clothing and belongings, bruises and cuts fear of the dark, of sudden noises, of physical contact with others (bullied children may even cross the road rather than approach a group of people), avoidance of specific lessons or days e.g. games, swimming, psychosomatic illnesses, non-specific pains, headaches, tummy upsets.

Strategies to Encourage Disclosure

- Whole school "Hands Off" message – (no rough play, inappropriate touching, grabbing or pulling etc) – Posters/Assembly slides to remind children of this key message.
- Programmes of work which disseminate accurate information about today's society, other cultures or ways of life and encourage tolerance towards these.
- Video clips for class discussion.
- Literature for pupils to read and discuss.
- Use of theatre groups e.g. Loudmouth Theatre Visits

- Role play in drama. This would be useful in allowing children who bully a glimpse of what it is like to be a victim of bullying and vice-versa.
- Pupil, Staff & Parent/Carer Questionnaires.
- Problem-solving in groups/Circle Time/Circles of Friends/Nurture Group

Preventative Measures for Pupils to Practise

Body Language

This can be worked upon by an adult to help the child conduct him/herself in a difficult situation. The child needs to carry him/herself in such a manner that he/she does not appear to shrink away from anyone else.

Eye Contact

By maintaining eye contact with potential aggressors the child may avoid a stressful situation. Saying "No" or "I don't want to" The child may relay his or her wishes to those who may want him/her to carry out deeds against his/her will.

Giving & Receiving Constructive Criticism

If the child learns to do these things they may not be blown out of all proportion causing anxiety.

The "Broken Record" & Positive Self-talk

If a child has a sentence to reassure and give confidence to the speaker this can be used and repeated silently whenever necessary.

Practise Responses

The child may practise responses with an adult to decline offers from others to join in activities he knows he should have no part of.

Boosting Self-Esteem

Often a child who is being bullied or is a bully has very low self-esteem so this needs to be boosted whenever possible and for whatever reason.

Relaxation Techniques

If these are learned they can be used to stop a stressful situation from developing.

Fogging

This "takes the edge" off a situation. If a child is called a name by a bully, the child may reply with "Yeah, maybe". This is not saying that the bully is right or wrong and it also makes the situation less hard and hurtful for the victim.

Hands Off!



Let's all play together sensibly.



No rough play please.