



Approved by the Governing Body on: 28 February 2017  
Review Date: Spring 2019 - completed  
Next review Spring 2021

**ONGAR PLACE PRIMARY SCHOOL**  
**ANTI-BULLYING POLICY**

(This policy should be read in conjunction with the School Behaviour Policy)

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

At Ongar Place School we recognise that the relationship between discipline and bullying is an important one. Our behaviour policy is reviewed annually and is a pre-requisite for tackling the problem of bullying behaviour. An anti-bullying policy should build upon an effective behaviour policy.

**In line with the Equality Act 2010 it is essential that our school:**

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Incidences of bullying happen in all schools. Bullying affects pupils, families, governors, teaching and non-teaching staff. This policy provides a framework for all sections of the school community to be able to deal with incidences of unacceptable behaviour at school. We recognise that bullying can occur in a many ways including 'cyber bullying' – through direct messaging or messaging of others.

**Aims of our anti - bullying policy**

- To raise the awareness of pupils, staff and parents about bullying issues
- To assist pupils to resolve conflicts and differences without bullying
- To create a school environment where all pupils and staff feel safe and welcome
- To create a climate where it is acceptable to talk about bullying to people who can help.

**A definition of bullying**

We agree that:

- Bullying is usually physical hurting, name calling, nasty looks, leaving people out or spreading nasty stories..
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

**Types of Bullying**

**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 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.

## **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

## **Vulnerable Groups**

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

## **Reasons for challenging bullying behaviour**

- The safety and happiness of pupils. When pupils are bullied they become unhappy and miserable in their lives. They may not want to come to school. Over time they may lose their confidence and self – esteem.
- Educational achievement. If pupils are bullied it is likely to affect their concentration and learning.
- Providing a model of positive behaviour. If bullying behaviour goes unchallenged, other pupils may learn the same inappropriate behaviour.
- Ensuring that the school retains a reputation as an effective and caring school. No school can claim absolute confidence that “there is no bullying here”. However we aim to demonstrate to parents that through policy and action that we will respond positively to bullying situations.

## **Strategies for dealing with incidences of bullying**

- Ensure that all staff know how to respond to bullying behaviour
- Active supervision of the playground and in school
- Staff to take seriously all concerns of pupils and listen carefully at all times
- Staff to report bullying behaviour to Headteacher
- Counselling for individual pupils
- Counselling for the pupil that is bullying others and encouragement for them to change their behaviour
- Ensuring that parents are informed of incident and action taken
- Invite parents to a meeting with the Headteacher to discuss the problems
- Headteacher to monitor behaviour policy and good practice in school
- To include themes such as friendship, trust and resolving problems in assemblies and collective worship
- To include relevant topics about relationships and respect for each other in PHSE in order to reinforce anti-bullying values
- To ensure opportunities can be found for pupils to achieve praise and recognition for positive behaviour

Pupils involved in bullying others may feel they are justified in their actions, or may be reluctant to admit to them. It can be difficult for a member of staff to determine what has occurred and to establish a picture of the events. The pupil who has been accused of the bullying behaviour may also be a victim of poor experiences that have led to learned anti-social behaviour. At Ongar Place School we expect all our pupils to be treated with the same respect and understanding and hope that most incidents can be resolved.

### **Serious Incidents**

It is vital that accurate records are kept of the incidents and of the actions taken by the school in responding to them. Monitoring will help the school to identify patterns of behaviour and enable the school to follow up and record progress about individual incidents. Sometimes incidents which may seem isolated may be part of a larger pattern of events. Records will need to take account of:

- Who was involved
- Where the incident took place and when
- What happened
- What action was taken
- How was it followed up

### **If you are a pupil who is being made feel unhappy.**

- tell an adult what has happened straight away. You can tell your own teacher or any other adult in school to whom you like to talk.
- if you prefer, confide in a friend and ask them to go with you to an adult in school.

### **What do we hope to achieve ?**

- Few incidents of anti-social behaviour
- Positive relationships between pupils and staff based on mutual trust and understanding
- Pupils feel safe and happy at school in the knowledge that they will be supported should they find themselves being bullied

Author: Head Teacher

Policy: Statutory/**Recommended**

## **Information for Parents and Families**

### **Aim:**

**To give practical information to parents to support school in promoting all aspects of behaviour.**

We believe that parents and families have an important role to play in helping us deal with unacceptable behaviour in school. We hope that the following advice will be helpful in discussing this subject with your children at home.

Above all please discourage your child from using aggressive behaviour at home or elsewhere. Help them to understand that difficult situations should be resolved without the use of violence or aggression.

Whenever possible discuss and show a real interest in all aspects of the school day. Help your child to talk through situations that they may have found 'difficult'. Don't dismiss their worries even if they may seem trivial to you. Monitor the situation at home and contact the school if you continue to be concerned. Remember to be aware at all times that problems can arise.

### **Watch, listen and talk to your child at all times.**

When discussing your concerns with a teacher try to stay calm and please bear in mind that the teacher may have no idea that your child is being hurt or bullied. They may have heard conflicting reports of an incident. Be as specific as possible about what your child says has happened. Make a note of what action the school intends to take and please ask how you can support your child and the school. Teachers constantly try to encourage good relationships between children at all times. Continue to monitor the situation, stay in touch with the school and feedback if things improve as well as if the problems continue.

### **What if your child is bullying others?**

Many children may be involved in bullying other pupils at some time or another. This behaviour may occur because the child

- \* doesn't know it's wrong
- \* is copying others whom they admire
- \* has not learnt other ways of mixing with their peers
- \* is encouraged by their friends to bully
- \* is going through a difficult time and acting out aggressive feelings

To help stop your child from bullying others

- \* talk with your child and explain that what they are doing is unacceptable and that it makes other children unhappy
- \* discourage them from using aggression to get what they want
- \* show your child how to join in with others, take turns, play collaboratively without bullying and encourage co-operative friendship groups
- \* talk with your child's classteacher and discuss the problem and the ways in which we can work together to help stop the bullying behaviour
- \* give your child lots of praise and encouragement when he/she is co-operative and kind to others
- \* monitor the programmes that your child is watching on television. Avoid violent and sensitive programmes. Children often try to role play characters they have seen on the television.

### **Schools approach to bullying or bad behaviour is through ;**

#### **The 'No Blame' Approach**

In the first instance the class teacher or member of staff talk to both parties using the no blame approach. This approach acknowledges that many children may be involved in bullying incidents during their school life. Some children may be quite unaware of the distress that their behaviour is causing a fellow pupil.

In the second instance a teacher will meet with the bullied pupil first and take an account, sometimes written in the class behaviour log book.. Having discussed this account with the child the teacher may feel it is appropriate to refer the incident to the Headteacher . A meeting will be set up with members of the bullied child's peer group, including the bullying pupil(s), colluders and bystanders as appropriate. In some cases both sets of parents may be asked to attend. At this meeting pupils are asked for their help in dealing with a situation which is causing a fellow pupil distress. Everyone at the meeting is asked for their ideas. These are carefully recorded by the member of staff and summarised at the end to check that everyone agrees what is going to happen to ensure that the situation improves for the bullied pupil. Everyone who has contributed helpful ideas is thanked. A date is set to review progress - this is not too far away, usually within a week and then at longer intervals as appropriate after that review.

At Ongar Place we will react firmly and promptly where instances of misbehaviour or bullying are identified. We will aim to use the 'no blame' approach wherever possible. There are a range of sanctions available to the staff. Some of these might include:

- \* discussion with parents and children concerned - this is likely to be in conjunction with the Headteacher.
- \* individuals or whole school when necessary will be excluded from the playground during morning break and/or lunchtime.
- \* exclusion from school for a period of time which the Governing Body have deemed to be appropriate.

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