



**Orchard  
Primary**

# Anti-Bullying Policy

Signed by:	
Head Teacher	Mrs Sarah Bitcon
Chair of Governors	Approval delegated to Head Teacher
Date Adopted	24 March 2015
Date Reviewed	Autumn Term 2025
Date of Next Review	Autumn Term 2027

## 1. Introduction

- 1.1 Orchard Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. We are therefore committed to the principle that bullying is unacceptable behaviour and we will do all we can to prevent it by developing a school ethos in which bullying is regarded as such.
- 1.2 The school aims to foster an atmosphere where children trust and tell staff of any problems, knowing that bullying incidents will be handled properly and sensitively, and that by telling a member of staff bullying can be stopped.
- 1.3 Strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at school.
- 1.4 All staff, parents and pupils will work together to prevent and reduce instances of bullying at school. We make clear each person's responsibilities regarding the eradication of bullying in our school
- 1.5 This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

## 2. Definition

- 2.1 For the purposes of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 2.2 Bullying is generally characterised by:
  - **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
  - **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
  - **Targeting:** Bullying is generally targeted at a specific individual or group.
  - **Power Imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.
- 2.3 Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:
  - Pupils with SEND.
  - Pupils who are adopted/fostered.
  - Pupils suffering from a health problem.
  - Pupils with caring responsibilities.
- 2.4 Pupils with certain characteristics are also more likely to be targets of bullying including, but not limited to:
  - Pupils who are LGBTQ+, or perceived to be LGBTQ+.

- Pupils from BAME backgrounds.
- Pupils from socio-economically disadvantaged backgrounds.

### 3. Types of Bullying

Bullying can take several forms which include, but are not limited to, verbal, physical, emotional and cyber (online):

- 3.1 **Cyber:** 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 takes place online, such as through social media networking sites, messaging apps or gaming sites and therefore can happen beyond the school day into home and private space, with a potentially bigger audience.
- 3.2 **Emotional:** Being unfriendly, excluding, tormenting.
- 3.3 **Homophobic:** This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.
- 3.4 **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, eg SEND, religion, disability or mental health issues.
- 3.5 **Racist bullying:** This refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
- 3.6 **Sexist:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 3.7 **Sexual:** Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching.
- 3.8 **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents’ occupations, their health or nutrition level or the perceived “quality” of their clothing or belongings.
- 3.9 **Transphobic bullying:** Bullying based on another person’s gender identity or gender presentation, or for not conforming to dominant gender roles.
- 3.10 **Verbal - Direct or Indirect:** Name-calling, sarcasm, spreading rumours, teasing.

### 4. Bullying is not ...

It is important to understand that bullying is not the odd occasion of “falling out”. Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendship are an important part of growing up. When children “fall out” they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these.

## **5. The Role of Governors**

5.1 The Governing Body is responsible for:

- Ensuring the school is inclusive and adopts a tolerant and open-minded policy towards difference.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

## **6. The Role of the Head Teacher**

6.1 It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request.

6.2 The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. For example, if an incident occurs the Head Teacher may decide to use an assembly as the forum in which to discuss with the children why this behaviour was wrong.

6.3 The Head Teacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

6.4 The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **7. The Role of the Teacher and Support Staff**

Teachers and Support Staff are responsible for:

7.1 Being alert to the social dynamics in their class.

7.2 Being alert to possible bullying situations, particularly exclusion from friendship groups.

7.3 Refraining from gender stereotyping when dealing with bullying.

7.4 Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

7.5 Being available to pupils who wish to report bullying.

7.6 Recording and reporting any instances on CPOMS (safeguarding system) once they have been approached by a pupil for support.

7.7 Staff who do not have access to CPOMS should inform the Head Teacher of all incidents of bullying that occur both in and out of class. The Head Teacher will record any incidents on CPOMS.

## **8. The Role of Parents**

- 8.1 Parents who are concerned that their child may be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher as soon as possible.
- 8.2 Parents have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school.

## **9. The Role of Pupils**

Pupils are responsible for:

- 9.1 Informing a member of staff if they witness bullying or are a victim of bullying.
- 9.2 Not making counter threats if they are victims of bullying.
- 9.3 Walking away from dangerous situations and avoiding involving other pupils in incidents.

## **10. Prevention**

- 10.1 The school clearly communicates a whole-school commitment to addressing bullying in a variety of ways including class discussion, assemblies and our PSHE curriculum. Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 10.2 E-safety is an important part of the curriculum and information for parents is included on the school's website.
- 10.3 Pupils are encouraged to tell an adult in school if they are concerned that someone is being bullied.
- 10.4 Adults are expected to explicitly role model values in the way they treat and respond to each other and the children.
- 10.5 Strategies are in place to increase children's self-esteem by feeling valued, and having a voice.
- 10.6 Seating plans will be organised and altered in a way that prevents instances of bullying.
- 10.7 All members of the school are made aware of this policy and their responsibilities in relation to it.
- 10.8 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour or cause a pupil to become more vulnerable to being bullied.

## **11. Managing Incidents**

When a disclosure of bullying is made, it will always be treated seriously, with appropriate discretion, and carefully investigated. The procedure for dealing with bullying is set out below:

- 11.1 Where bullying is reported or suspected, the class teacher will initially talk to all children involved to examine the allegation.
- 11.2 The victim, alleged bully and witnesses should all be interviewed separately.
- 11.3 The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Everything should be done to re-establish the victim's self-esteem and self-confidence.
- 11.4 The alleged bully should be spoken to and the reasons why s/he has bullied identified. The bully should be helped to recognise his/her unsociable behaviour and given support if necessary to address that behaviour.
- 11.5 On some occasions it may be possible for the victim and bully together to discuss their feelings and the reason why the situation has developed. The school will aim to sort out differences and encourage the pupils to reconcile. School will help children understand the difference between thoughtlessness, meanness and bullying.
- 11.6 The child display bullying behaviour will be asked to genuinely apologise. Other consequences, such as a letter of apology, may be required.
- 11.7 In all instances, the parents of both parties should be contacted and informed of the situation and the action taken. If appropriate, they should be invited into school to discuss the matter.
- 11.8 Follow up meetings with the victim will be arranged to find out whether the solution has been effective or not, and the situation monitored for 2 weeks. At the end of this monitoring period, parents will again be contacted to check that all is well. If there is a recurrence, the Head Teacher will again talk to all children concerned and contact made with parents again.
- 11.9 A record is made of every incident of bullying on Arbor.
- 11.10 All pupils and parents involved will be reassured that the school will support and protect all parties while issues are resolved.

## **12. Monitoring and Review**

- 12.1 This Policy is monitored regularly by the Head Teacher who reports to Governors on request about the effectiveness of the Policy.
- 12.2 This policy will be reviewed in two years, or earlier if necessary.

## **13. Links to Other Policies**

- AAT Anti-Bullying Statement
- Behaviour
- Pupil Mental Health and Wellbeing
- Relationships and Sex Education
- Safeguarding
- SEND