

Hanbury's Farm and Oakhill Community Primary Schools Federation



Anti-Bullying Policy 2024

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

Title	Anti- Bullying Policy
Author	Hanbury's Farm and Oakhill Community Primary Schools Federation
Date approved	Autumn 2022
Approved by	Adrian Allen – Chair of Governors
Signature	
Next review date	Autumn Term 2025

Date	Author	Note of Revisions
26.2.2024	NG	Addition of PROUD rules and inclusion of CPOMS.

This policy links with several school policies, and should be read in conjunction with the following:

- Behaviour policy
- Child protection policy
- Child on Child abuse policy
- Online Safety policy
- PSHE policy

Contents:

	Page
Part 1 – What is bullying?	3
Part 2 – What we will do as a Federation to prevent bullying.	4
Part 3 – What we will do if there is a report of bullying.	5
Part 4 – How we will communicate this policy and pledge.	6
Anti – bullying school display posters	7 - 10

Anti-Bullying Policy

The purpose of this policy statement is to set out:

- A shared understanding of what bullying is.
- How as a school we will prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- How we will respond to any report of bullying and make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to clearly communicate information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Hanbury's Farm and Oakhill Community Primary School Federation including all employed staff, volunteers, agency staff and students.

In our schools, we believe that children and young people should never experience abuse of any kind and that we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We also recognise that bullying causes real distress and affects a person's health and development and that in some instances, bullying can cause significant harm. All children regardless of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation have the right to equal protection from all types of harm or abuse.

Part 1: What is bullying?

In order to prevent bullying happening in our schools, it is important that all pupils have a clear understanding of what bullying is and the different forms of bullying that can occur. **These definitions are taken from the Federation's Child on Child Abuse policy.**

Definition of Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is **repeated** or has the potential to be repeated over time. Children and young people who are bullied and/or who bully others may have serious and lasting problems.

To be considered as bullying, the behaviours may include the following:

- an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- repetition as these behaviours happen more than once or have the potential to happen more than once.
- actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Different Forms of Bullying

Physical bullying is using one's body and physical bodily acts to exert power over peers. Punching, kicking and other physical attacks are all types of physical bullying.

Verbal bullying is when an individual uses verbal language (e.g., insults, teasing, etc) to gain power over his or her peers. If there are several people involved this becomes social bullying.

Online/cyber bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms, etc.) to harass, threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:

- abusive or threatening texts, emails, or messages;
- posting abusive comments on social media sites;
- sharing humiliating videos or photos of someone else;
- stealing someone's online identity;
- spreading rumours online;
- trolling, sending menacing or upsetting messages through social networks, chat rooms or games;
- developing hate sites about another person;
- prank calls or messages;
- group bullying or exclusion online;
- anonymous messaging;
- encouraging a young person to self-harm;
- Pressuring children to send sexual messages or engaging in sexual conversations.

Prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Racist bullying is when someone's actions, words or treatment focus on a child's colour, culture, ethnicity, nationality or race. This could involve violence, racist names, verbal jokes, graffiti, damaging possessions or being left out or excluded in some way. It is important to remember that racism doesn't only happen if the child is black. It can also be because of nationality, language or religion.

We recognise that bullying can occur between adults or between adults and children; this particular policy relates to bullying between children.

Part 2: What we will do as a Federation to prevent bullying.

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our schools is expected to behave, in face-to-face contact and online, and within and outside of our activities
- Discussions as part of our whole school PSHE curriculum.
- holding regular discussions with staff, volunteers, children, young people and families who attend our schools about bullying and how to prevent it

- providing support and training for all staff and volunteers on how to deal with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- group members' responsibilities to look after one another and uphold the whole school PROUD rules We are... P –proud in our learning, R respectful to those around us and always use our manners, O – own the right to be educated and make the most of every opportunity, U – understanding of those around us and celebrate our differences, D – determined to do our best.)
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- understanding and respecting all cultures and faiths
- welcoming new members to our organisation
- Implementing safeguarding and child protection policy and procedures
- managing allegations made against a child or young person
- managing allegations of abuse made against staff and volunteers
- Maintaining a code of conduct for staff and volunteers
- equality, diversity and inclusion policies

Part 3: What we will do if there is a report of bullying

Responding to bullying

If there is a report of bullying, an allocated member of staff will collect as much information from all people involved to gain a clear understanding of any allegations, history of events and time period. All concerns linked to bullying will be reported using our online safeguarding portal **CPOMS**.

Throughout this investigation, we will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied (alleged victim)
- the needs of the person displaying these behaviours (alleged perpetrator)
- needs of any bystanders
- our organisation as a whole.

Following an initial investigation and interviews with all parties involved, a plan will be created to stop any behaviours happening, and support will be put in place where required.

At regular intervals, an allocated member of staff will review the plan developed to address any further incidents of bullying and support required, in order to ensure that the problem has been resolved in the long term.

Any behaviours that may need to be handled with sanctions will be in line with our policies relating to our Schools Behaviour Policy and Online Safety Policy.

Part 4: How we will communicate this policy and our pledge.

The school council members will also serve as anti-bullying ambassadors, who will lead a discussion in their class each term about different forms of bullying and what to do if any child has been subject to this in class and explain our whole school pledge, using the whole school posters below.

Our Anti-bullying pledge posters will be displayed around the school in order to be clearly seen around our schools and discussed in whole-school and class assemblies and whole-school events such as anti-bullying week.



Hanbury's Farm Primary School is a kind and caring school, where we are all equal.

We believe that bullying is wrong and that everyone has the right to be happy and feel safe in school.

No-one deserves to be bullied in our school!

<p>What is Bullying?</p>	<p>Bullying is any unwanted behaviour between children. This may be from one person or a group of children. This unwanted behaviour is repeated over and over again.</p>
<p>What are the different types of bullying?</p>	<p style="text-align: center;">STOP BULLYING</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Social</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Verbal</p> </div> <div style="text-align: center;">  <p>Cyber-bullying</p> </div> </div>
<p>If you think you are being bullied, what can you do?</p>	<ul style="list-style-type: none"> ✓ Tell an anti-bullying ambassador in your class. ✓ Tell a trusted adult, friend or parent. ✓ Put a note in a worry box in your classroom.
<p>What do we do in school to prevent bullying?</p>	<ul style="list-style-type: none"> ☺ Share our school rules and expectations every year. ☺ Display our anti-bullying pledge posters around school. ☺ Celebrate anti-bullying week every year. ☺ Have anti-bullying ambassadors in every classroom. ☺ Have worry boxes in every classroom.



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<p>What are the different types of bullying?</p>	<p style="text-align: center;">STOP BULLYING</p> <p style="text-align: center;">Physical Social</p> <p style="text-align: center;">Verbal Cyber-bullying</p>
<p>If you think you are being bullied, what can you do?</p>	<ul style="list-style-type: none"> ✓ Tell an anti-bullying ambassador in your class. ✓ Tell a trusted adult, friend or parent. ✓ Put a note in a worry box in your classroom.
<p>What do we do in school to prevent bullying?</p>	<ul style="list-style-type: none"> ☺ Share our school rules and expectations every year. ☺ Display our anti-bullying Pledge posters around school. ☺ Celebrate anti-bullying week every year. ☺ Have anti-bullying ambassadors in every classroom. ☺ Have worry boxes in every classroom.



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