



# Anti-Bullying Policy



## **Vision Statement**

We aim to create a safe, happy and nurturing environment for all our children!

## **Mission Statement**

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated.

Approved by Governors on: 9.6.23

Signed by Chair of Governors:

A handwritten signature in black ink, appearing to be 'A. Findlay', is written over a white background.

Head Teacher: Amy Findlay

Review date: Summer 2024

## Introduction

The Orchard School is committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, it will be dealt with promptly and effectively.

## Objectives of this Policy

- All governors, teaching and non-teaching staff and parents should understand what bullying is, understand the school policy, and follow it when bullying is reported.
- All parents (and pupils if developmentally able enough) should know what the school policy is on bullying, and what they should do if bullying arises.
- All pupils will be given opportunities to express their feelings if they feel they have been bullied.
- Where pupils are not able to express that they are the victim of bullying, staff and parents will act as advocates on their behalf. Parents and staff who know the pupils will identify those expressing unusual or uncharacteristic behaviour and report this.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## What Is Bullying?

**Bullying** is the use of aggression with the intention of hurting another person and results in pain and distress to the victim.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding personal items, using threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** All areas of internet, such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology, i.e. camera & video facilities

Some of the pupils at the school can display challenging behaviour which at times involves them hitting out at others including staff and children. It is not often that they intentionally target specific children. This is dealt with through the school's behaviour policy. Where pupils target specific children then school would consider this as bullying.

## Definition

There is no clear boundary between incidents that should be regarded as **abusive (peer on peer abuse)** and incidents that are more properly dealt with as **bullying**. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. Bullying, fighting and harassment between children are not generally seen as child protection issues.

However, it may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the children concerned;
- The perpetrator has repeatedly tried to harm one or more other children;
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused. (Please refer to **Safeguarding Policy** for the procedure regarding Peer to Peer abuse).

## **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Signs and Symptoms of bullying**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of coming to or from school
- doesn't want to go on the school bus/taxi
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Procedures**

1. Where appropriate the pupil will inform a member of their class team who will instigate an investigation into the allegation.
2. If the pupil is not able to report the incident, a member of staff or parent/carer can report incidents of bullying to the school.
3. All bullying incidents will be investigated promptly by a senior member of staff
4. In cases of defined bullying, the incidents will be recorded by staff on the school's electronic incident reporting system.
5. Incident logs will be reviewed to determine whether there are any patterns to any child's aggression.

6. In significant cases parents will be informed and will be asked to come in to a meeting to discuss the problem
7. The aim is to help the bully change their behaviour

## **Outcomes**

- 1) The bully may be asked to genuinely apologise for their actions in a developmentally appropriate manner.
- 2) Where the pupil being bullied is in the same class as the perpetrator the option of moving the perpetrator to another class group will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 5) In extreme cases, suspension or even exclusion will be considered

## **Addressing Bullying in the Curriculum**

Bullying is addressed through the relationship part of the Personal Social and Health Education (PSHE) curriculum.

Children are taught how to be a good friend and where possible recognise bullying behaviour.

Classes encourage a nurturing environment where children are safe to develop at their own pace.

Differences are celebrated through the many opportunities presented within the Safety curriculum which runs alongside and throughout the PSHE Curriculum.

Children are taught to express their feelings when sad or angry

Children are supported through PSHE to develop positive and caring friendships (Autumn 2) and to seek help when they experience unkind behaviour.

They explore feelings through PSHE topic (Spring 1) and how to manage big feelings using different skills that they would be able to draw on in times of need and promotes resilience.

Parents are encouraged to talk to their children where appropriate about what makes a good friend and this is supported at school throughout the year and becomes a focus for the whole school in Anti bullying week (in the Autumn term) and Internet safety week (Spring term).

## **Links to other policies**

This policy should be read in conjunction with the:

- Safeguarding Policy
- Behaviour Policy
- Online Safety Policy

### Authors

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