Date of last review	September 2019
Date of next review	September 2020

At Oyster Park Primary Academy, all children are valued as individuals. It is our aim to ensure all children enjoy their learning within a safe environment and that they work confidently, free from any fear or intimidation to reach their full potential. We follow the 'Webster Stratton' behaviour approach within which the ultimate objective is to enhance children's ability to become socially and emotionally competent individuals who succeed in school. This policy is also based on DfE guidance *"Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"* July 2017:

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

AIMS

- To provide a safe and caring environment in which all children feel valued.
- To support children who are unhappy because of the actions of others.
- Encourage children to be 'responsible' for their actions.
- Encourage children to 'respect' each other.
- Build relationships.
- Promote consistency in behavioural expectations and how behaviour is managed.
- To respond appropriately to incidents.
- To discus, monitor and review our anti-bullying policy and practice on a regular basis.
- To support all staff to promote positive relationships to prevent bullying and to intervene by identifying and tackling bullying behaviour appropriately and promptly.
- To seek advice and to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.

DEFINITION

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", October 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. However isolated incidents involving these acts do not necessarily constitute bullying.

FORMS OF BULLYING COVERED IN THIS POLICY

This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to appearance or physical/mental health conditions.

- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –"cyberbullying"

POSITIVE PREVENTION STRATEGIES

Within school there are a range of positive strategies in place to reduce the likelihood of bullying incidents including:

- Promoting consistency in behavioural expectations and how behaviour is managed (See behaviour policy)
- Celebrating success and achievements to promote and build a positive school ethos.
- Creating an inclusive environment for adults and children.
- Working with staff, the wider school community and outside agencies to identify all forms of bullying and to address concerns.
- We have 30 pupils who have been trained by the Diana Award as Anti- Bullying Ambassadors, who lead anti-bullying campaigns.
- Providing regular opportunities to develop pupils' social and emotional skills, including their resilience.
- An enriched curriculum which focuses on different aspects of bullying and works to raise awareness, challenge stereotypes and celebrate our differences. This also includes the use of display and whole school assemblies.
- Themed topic days/weeks linked to Anti-bullying, racial equality and esafety.
- A reviewed curriculum which uses a range of subjects to raise equal opportunity issues.
- Building positive relationships to make it easier for children to report their concerns.
- Creating more discrete ways for children to highlight their concerns (worry box, emotional register, turtle time)
- Staff to support and develop pupils' social and emotional skills and to provide support to raise self - esteem.

STRATEGIES FOR DEALING WITH INCIDENTS OF BULLYING

Take ALL allegations seriously.

- Listen to accounts from all involved (the alleged victim and alleged bully/ies) and record.
- Make a professional judgement as to the severity of the incident based on information gathered.
- Try to mediate so children understand the impact of their behaviour and see if they can resolve things peacefully.
- Refer to the behaviour policy and implement any appropriate sanctions.
- Contact parents if felt necessary.

- Offer support to children who have experienced the bullying through individualised interventions carried out by learning mentors.
- Help bullies realise the impact of their behaviour and implement intervention work if required.
- Monitor children accordingly for any other incidents.
- Review curriculum/assemblies to address any reoccurring behaviours.
- Seek advice from relevant agencies if necessary.

BULLYING OUTSIDE SCHOOL PREMISES

The school is not responsible for any acts of bullying carried out by its children beyond the school premises when not under supervision of staff. However, if we are made aware of any incidents we will act accordingly using the strategies outlined within this policy. We may also contact parents or in some cases the police so that more informed action can be carried out.

This policy should be read alongside the schools:

Behaviour Policy
Safeguarding and Child Protection Policy
Online Safety Policy
Acceptable User Policy

RESOURCES

See Appendix 1

This policy will be reviewed and updated in line to meet any changes to statutory requirements and to meet any changing needs of the school.

APPENDIX 1
SUPPORTING ORGANISATIONS AND GUIDANCE

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" October 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational