Oakmeadow C E Primary & Nursery School

ANTI-BULLYING & TOLERANCE POLICY

Reviewed – Autumn 2018	Next Review due: Sept 20

Introduction

At Oakmeadow, our core values are the love, honesty and integrity, respect and tolerance and faith. As a consequence of our values, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to improve their life chances and to help them maximize their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying. Children should be able to work in an environment which is free from discrimination, harassment and victimization. We want Oakmeadow to be a place where diversity is celebrated and individuals feel valued and respected for who they are. We aim to provide an environment in which our children are secure and confident, irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief

and socio-economic circumstances. Children should feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equality Act 2010 and has been written in accordance with Shropshire's Guidance for Schools on Bullying and Prejudice Related Incidents. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

This policy aims to:
- Promote good behaviour, self-discipline and respect amongst our school and community.
- Prevent bullying
- Ensure that pupils complete assigned work in a way which is conducive to their own and others' learning.
- Ensure that pupils conduct themselves in a positive manner around the school and community.

How did we arrive at this policy?

This policy was formulated in consultation with the whole school community

1. **Staff**. Staff have been involved with updates to the policy through regular agenda items at staff meetings. This includes teachers, teaching assistants and all staff.

2. **Governors** - The policy was presented and agreed at a full Governing Body meeting. The head teacher will also report to governors on a termly basis. Governors have attended relevant staff meetings.

3. **Parents and Carers** – Regular meetings with parents have taken place (cyber-bullying etc). Parents and Carers are asked to sign the recently updated home-school agreement and behaviour code. The PTA have developed a parent-friendly version of the policy.

4. **Pupils.** Pupils are regularly surveyed for their views towards bullying. Pupils were involved with the design and implementation of the home-school agreement and behaviour code.

5. **Other partners.** The Breakfast/After School Club have been provided with a copy of the policy.

This policy is available
- From the school office

Rewarding achievements

The majority of our children follow the school rules. Rewarding them for their good behaviour is important in maintaining their motivation and sense of self worth.

Supporting behaviour management

We work as a team, in close liaison with outside agencies and parents in dealing with children with behaviour problems. Staff members support each other, through offering advice on strategies and through attending training.

Working with parents

If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues or informing them of successes. Parents sign the home- school agreement.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion, disability or any special educational needs. The effectiveness of our policy is monitored and any issues dealt with immediately.
- Ensure that each child has work appropriate to his/her level of ability
- Deal with problems calmly
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips
- To ascribe to the Oakmeadow CE Primary and Nursery School Behaviour Code

Children's Responsibilities are:

- Adhere to the Behaviour Code
- Follow the Golden Rules
- Cooperate readily with all school staff
- To let others, get on with their work and play

- To work to the best of your ability
- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To show care and consideration for the environment
- To tell a member of staff if you see or hear about someone being treated unkindly
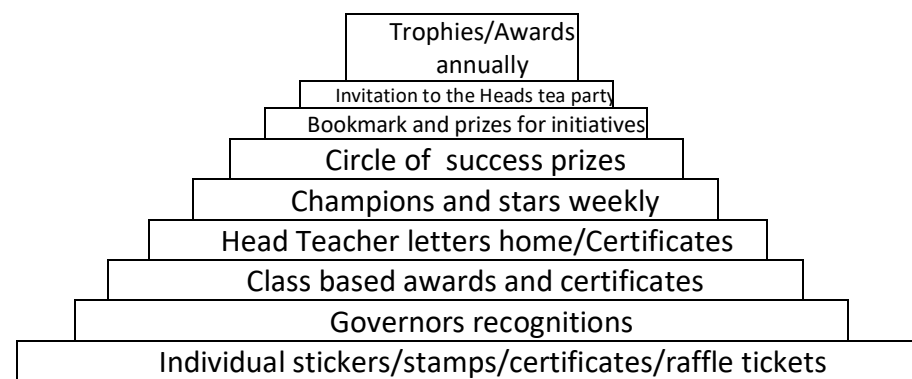
Parental involvement:

We expect that parents will support the school and their child by:
- Supporting the school's Behaviour Code
- Helping the children understand the rules
- Working in partnership with the school to promote high standards of behaviour at all times
- Working in partnership with the school to promote high standards of behaviour at all times
- Making children aware of appropriate behaviour in all situations
- Encouraging independence and self-discipline
- Showing an interest in all that their child does at school
- Fostering good relationships with the school
- Supporting the school in the implementation of this policy
- Ascribing to the Oakmeadow Primary School Behaviour Code (copy included in Appendix 1)

Rewards for Appropriate Behaviour:

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following the Golden Rules:

The following details the rewards available to the children for following the Golden Rules:

Trophies/Awards annually

Invitation to the Heads tea party

Bookmark and prizes for initiatives

Circle of success prizes

Champions and stars weekly

Head Teacher letters home/Certificates

Class based awards and certificates

Governors recognitions

Individual stickers/stamps/certificates/raffle tickets

Dealing with Inappropriate Behaviour – see Appendix 1 for guidance and the behavior policy

If a child chooses to behave in an inappropriate manner, consequences will follow. These will include:

1. A clear verbal warning and a reminder of what is expected.
2. Missing free-time at break or lunchtimes, including "time-out" – see below
3. Completing an additional task e.g. letter of apology/lines
4. Explaining behaviour to Senior Management Team
5. Letter/phone call home
6. Meeting with parents and possible introduction of a daily behaviour report *
7. Exclusion from school if inappropriate behaviour continues or is totally unacceptable

Sanctions for Inappropriate Behaviour — Playtime and Lunchtime

The following details the sanctions regarding children who are unable to

follow the school rules at playtime and lunchtime, therefore putting the safety and enjoyment of others at risk:

- For minor incidents:
  Time out in an appropriate place/completion of task.

- If there are continued/major incidents resulting in time out or loss of treats/breaktime:
  Class teacher/SENCO/Head teacher meets with the parents to discuss an individual behaviour plan.

- If there is no improvement:
  *A fixed term exclusion will be issued by the Head teacher – this step may be necessitated before a behaviour plan is begun or as part of a plan.

- If the child continues to put others at risk through persistent malicious or violent behaviour on return to school:
  A permanent exclusion will be issued by the Head teacher.

Strategies to Support Inclusion

We have a range of support mechanisms to help the inclusion of pupils with emotional/behavioural/attachment issues and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

- Circle time
- Anger management strategies
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Team building

- SEN referral - IEP formulated and strategies to support
- Educational Psychologist referral
- Regular meetings with parents
- Access to school nurse support

Transition

Oakmeadow Primary School will undertake to liaise fully with Key Stage 3 when transferring children to the secondary setting. They will also liaise with Early Years settings when children transfer in to Oakmeadow CE Primary and Nursery School. This will involve attending reviews and inviting colleagues from other settings to these reviews.

ANTI BULLYING

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–Bullying Coordinator in our school is: May Severn.
The Anti-Bullying Coordinator is supported by SLT.

The responsibilities are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.
http://www.antibullyingalliance.org.uk/about-us.aspx

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:
- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying
Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability

- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language (refer to safeguarding and CP policy also)

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling

who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include: -
- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:
- Young people
- Young people and staff
- Between staff
- Individuals or groups

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:
- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Concerns should be reported to any adult in school who will notify the Head, and/or the Anti-Bullying Coordinator. This communication may be verbal or written.

- Children are encouraged to: Speak to an adult in school/their parents/use the School Council letterbox. A list of 'who we can talk to' was created by the children and can be found on the school council board.
- Think Children offer a confidential drop in session
- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:
- Staff members complete an incident log, held by the Headteacher on SIMS
- Interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the schools actions. This is available online or from the school office
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored on SIMS if it is a significant event.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out for schools.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils, we at Oakmeadow school have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. **Curriculum/Whole-School Strategies**
   - Involvement in the Healthy Schools Programme
   - Anti-Bullying Week annually
   - PSHE/Citizenship lessons and cross curriculum.
   - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
   - Student Voice
   - School Council
   - Peer mentoring schemes and Playground Buddying

- Modelling of positive relationships
- Notes/ postcards home from class teacher regarding good behaviour
- Working with the local PCSOs

2. **Reactive programmes for vulnerable groups or groups involved in bullying.**
   - Counselling and/or mediation schemes from trained staff and outside agencies
   - Small group work
   - Restorative Justice approach

3. **Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.**

4. **Support for parents/carers**
   - Parent information distributed by email, newsletters and the school website etc
   - Information available on parents' evenings
   - Information sessions ie e-safety

5. **Support for all school staff**
   - Staff training and development for all staff including those involved in lunchtime and before and after school activities

The Prevent Duty
From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

Policy	Why
Behaviour & Discipline Policy	Rewards and sanctions, codes of conduct
Safeguarding & CP Policy	Child protection
Acceptable Use policy	Cyberbullying and e-safety
Equality policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org
Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org
Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk
The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk
Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk
Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org
Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

- Safe to Learn- DCSF Guidelines
- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff –
www.teachernet.gov.uk/publications
Cyberbullying - A whole school community issue -
www.teachernet.gov.uk/publications

OAKMEADOW PRIMARY SCHOOL

BEHAVIOUR CODE

THE 'THREE Rs'
RESPONSIBILITIES
RIGHTS
RULES

The '3Rs' are shown overleaf so that parents can discuss them with their child and refer to them if necessary.

The '3Rs' show that we will not tolerate:
- bullying, whether verbal, physical or emotional
- racism, whether by word, action or attitude
- fighting or deliberately hurting others
- swearing or bad language
- misbehaviour and refusal to co-operate

We have high expectations of children's behaviour and believe that every child can make the right choice about their own behaviour.

As a member of Oakmeadow Primary School you have a
RESPONSIBILITY
- to let others get on with their work and play
- to work to the best of your ability
- to respect and care for others
- to listen and respond thoughtfully when being spoken to
- to be honest and truthful at all times
- to show care and consideration for the environment
- to tell a member of staff if you see or hear about someone

It is important that our Behaviour Code is clear and well known by all children, staff and parents.

The *Responsibilities, Rights* and *Rules* apply at all times, with all people and in all places during the school day.

BUILDING THE PARTNERSHIP
We want our children:
- to be happy and confident in school
- to choose good behaviour all the time
- to be assertive rather than aggressive

We teach them to say 'No' if they do not like what is happening to them and to tell an adult about their concerns. We want to build on the strong partnership between home and school:
- by letting you know how much good work and good behaviour we see day by day
- by letting you know if your child chooses to misbehave repeatedly or chooses to do something that is a serious breach of the '3Rs'

As a member of Oakmeadow Primary School you have a
RIGHT
- to get on with your work and play
- to be proud of your achievements
- to be treated fairly and with consideration
- to express your views and know you will be listened to
- to feel happy, safe and confident
- to have clean and tidy surroundings
- to tell a member of staff if someone or something is causing

As a member of Oakmeadow Primary School, you are expected to follow our

RULES

- Respect Myself

- Respect Others

- Respect Abbey Gates

REWARDING GOOD WORK AND BEHAVIOUR

The '3Rs' at Oakmeadow promote:

CARE CONSIDERATION COURTESY COMPASSION CO-OPERATION

We want to reward children who choose to work hard and behave well. Rewards include:

- Certificates/merit stamps to reward both work and behaviour
- Stickers, stamps and written comments on work
- Sharing achievements and work with others
- Special mentions in assemblies

DEALING WITH MISBEHAVIOUR

If a child chooses to misbehave, consequences will follow. These will include:

- A clear verbal warning and a reminder of what is expected
- 'Time out'/tasks
- Explaining behaviour to the senior management team
- 'Phone call to parents
- Daily Behaviour Report in consultation with parents
- Exclusion

KEEPING PARENTS INFORMED

A strong partnership between home and school is of real benefit to children. We hope that children will share any good news with parents at the end of the day.

We aim to share good news and achievements as well as any concerns or details of any incidents. This may be through a letter, meeting or a telephone call. We may use these methods to discuss children's behaviour or work. Individual children may have targets which we would ask parents to look at every day as required.

KEEPING THE SCHOOL INFORMED

We want to know at an early stage of any concerns you or child may have. We want to put things right as soon as possible. We undertake to investigate the issue as soon as we can and report back to you.

SEEKING YOUR SUPPORT

We believe that parents will want to support the school's Behaviour Code.

We would value any comments you may have and welcome your involvement in your child's education. Please discuss our Behaviour Code with your child. Members of staff will be happy to discuss any aspect of this with you.

THANK YOU FOR YOUR SUPPORT