



# **Ox Close Primary School**

## **Anti-Bullying Policy**

<b>Approved</b>	<b>January 2023</b>
<b>Review Date</b>	<b>January 2024</b>

## **1. Introduction**

- 1.1** This policy outlines the school's views on bullying in line with the school's Behaviour Policy and the school's anti-bullying motto of "Don't Suffer in Silence".
- 1.2** Ox Close Primary School offers a caring, sharing environment where all children are valued. The development of maturity and self-esteem are paramount to providing the best learning environment.
- 1.3** The Executive Headteacher have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and bring these to the attention of staff, parents and pupils.
- 1.4** This document has been informed by:
  - Durham County Council Anti-Bullying Policy and Guidelines.
  - Ox Close School Brochure
  - The Disability Discrimination Act (2002)
  - The Equality Act (2010)

## **2 Aims**

- 2.1** Ox Close Primary School is a learning community where all children are encouraged to see themselves as learners and participate in their own learning, within and beyond the school.
- 2.2** Our Behaviour Policy outlines in clear and straight forward terms our whole school approach to encourage all pupils to demonstrate positive emotional behaviour, conduct behaviour and learning behaviour whilst at school and in the wider community.
- 2.3** Positive action is taken to prevent bullying within SEAL, PSHE and citizenship lessons and through cross curricular learning opportunities.
- 2.4** Pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.
- 2.5** If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

## **3 Definition**

- 3.1** Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Bullying may or may not be because of a protected characteristic.  
Prejudice related incidents are one off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.
- 3.2** The main types of bullying are:
  - physical (hitting, kicking, theft)
  - emotional (being unfriendly, tormenting, excluding)
  - Racist (racial taunts, graffiti, gestures)
  - Sexual (unwanted physical contact or abusive comments)
  - Homophobic (focussing on sexuality)
  - Verbal (name calling, sarcasm, spreading rumours)
  - Cyber (e-mails, text messaging or misuse of technology)

Bullying (including prejudice-related bullying) can take many forms including; name-calling, threatening, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, and 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, e-communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language and must be recorded.

**3.3** Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

**3.4** All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

## **4 Scope**

**4.1** This policy applies to all adults and children within school having an understanding of bullying.

**4.2** This policy document applies to all aspects of school life.

## **5 Entitlement**

**5.1** Everyone at Ox Close has the right:

- To work and play in a safe and secure environment, free from aggression and abuse.
- To express their attitudes and feelings constructively and have these respected by others.
- To have an uninterrupted education.
- To have personal property respected.

**5.2** Everyone at Ox Close has the responsibility:

- To behave acceptably in all situations.
- To accept the consequences of their actions.
- To understand their responsibilities in the learning process.
- To be polite and co-operative with everyone respecting their rights and feelings.
- To respect public property and other children's personal property.

## **6 Expectations**

**6.1** Pupils who have been bullied are supported by:

- The opportunity to discuss the experience with a member of staff of their choice
- Reassurance
- Support to restore self-esteem and confidence

**6.2** Pupils who are bullying will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing
- Informing parents or guardians to help change the attitude of the pupil
- Incidents will follow the responses to the 'Procedures for dealing with allegations of bullying' flow chart and may result in an IBP or risk assessment being completed.

**6.3** Staff are expected to adhere to the following procedures:

- If bullying is suspected or reported to an adult, the incident will be dealt with immediately or at an agreed time
- A clear account of the incident will be recorded with pupils or parents and a copy should be given to the head teacher
- Class teachers and parents will be informed
- Sanctions will be used as appropriate in consultation with all parties following the flow chart of procedures

**6.4** Parents are expected to:

- Help their children behave properly
- Work co-operatively with teacher and child in assisting the child's learning and in building positive attitudes towards learning and school
- Instill in their children a respect for others, and others property, and to help develop a positive feeling about themselves
- Talk in confidence to the child's teacher or the Headteacher

**6.5** Bullying will **not be tolerated**.

**7 Procedures for reporting and responding to bullying**

**7.1** See Appendix 1: Procedures for dealing with allegations of bullying for details and stages of responses.

**8 Review**

**8.1** The policy will be reviewed annually by the interest group before being passed onto the Governors.

**8.2** Incidents of bullying and the frequency will also be included in the review.

**8.3** The annual stake holders surveys will continue to be used to provide data to monitor the effectiveness of this policy.

## **9 Appendices**

Appendix 1: Procedures for dealing with allegations of bullying

Appendix 2: Cause for Concern Sheet

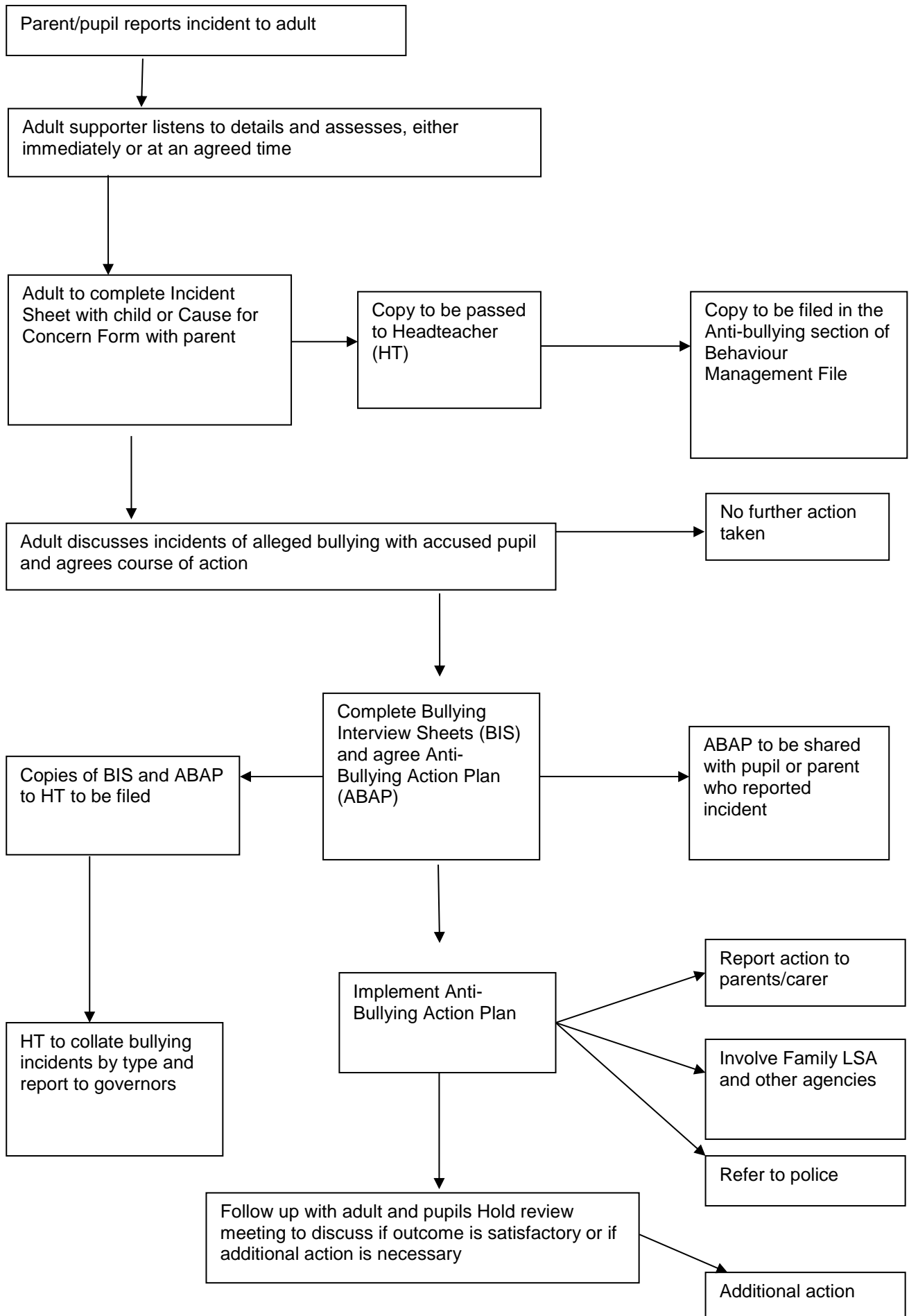
Appendix 3: Incident Sheet

Appendix 4: Bullying Interview Sheet

Appendix 5: Anti-Bullying Action Plan

Appendix 6: Reporting Incidents to Governors and DCC

**Appendix 1**  
**Procedures for dealing with allegations of bullying**





**Appendix 2**

**Cause for Concern Form**

<b>Child's Name:</b>	<b>Teacher's Name:</b>
<b>Date:</b>	<b>Time:</b>
<b>Nature of Concern:</b>	
<b>Suggested Action:</b>	
<b>Signed.....</b> <b>Teacher</b>	<b>Signed .....</b> <b>Parent</b>
<b>Review Date:</b>	

**Appendix 3**

**Incident Sheet**



**Date:**.....

<p><b>This is what has happened:</b></p>	<p><b>This is how I feel about what happened:</b></p> <div data-bbox="758 638 1337 784">A horizontal row of five simple line-drawing emotion icons. From left to right: a smiling face, a sad face with a downward curve, a neutral face with a straight line, a crying face with two tears, and an angry face with a downward curve and slanted eyebrows.</div> <p><b>It happened because:</b></p>
<p><b>In the future I will:</b></p>	

**Signed:**.....





**Appendix 4**

**Bullying Interview Sheet**

Date:

Name of person completing the sheet:

Name of pupil involved:

Names of any witnesses:

Details of incidents

Who else was involved? Were there other bystanders? How long has the situation been going on? How do you feel about the situation? What action do you feel is appropriate? Who else needs to know?

Signed:.....

Date:.....

## **Appendix 5**

### **Anti-Bullying Action Plan**

Date:

Name of person completing the plan:

Name of pupil(s) involved:

Action Agreed:

Matter referred to:

Review Date:

## Appendix 6

<i>Incident initially reported by:</i>							
		<i>Pupil</i>		<i>Staff</i>		<i>Parent</i>	<i>Visitor</i>
<i>Date and time of incident:</i>							
<i>Incident relates to the following protected characteristic(s):</i>							
	Age			Pregnancy/Maternity			
	Disability or SEN			Race			
	Gender			Religion or Belief			
	Gender Identity			Sexual Orientation			
	Marriage/Civil Partnership			All other reasons .....			
<i>Nature of Incident:</i>							
	Name calling/verbal abuse			Written/Graffiti			
	Physical aggression			Spreading rumours			
	Joke or Ridicule			Intimidation/threat			
	Damaging/taking possessions			Refusal to cooperate			
	Deliberate exclusion			Extortion			
	Cyber-bullying			Other.....			
<i>Details of people involved:</i>							
	Full Name	Gender (f/m)	Year group/ staff/parent/ adult	Ethnic Origin Code	SEN or Disability	Role*	Other Relevant Information (i.e. disclosed sexual orientation, faith group, refugee)
1							
2							
3							
4							
5							
V = Victim P = Perpetrator A = Associate W = Witness D = Defender							
<i>Brief description of incident:</i>							
<hr/> <hr/> <hr/> <hr/>							

Action Checklist: (tick as appropriate)			
<input type="checkbox"/>	Discussions had with all involved?	<input type="checkbox"/>	Repeat victim?
<input type="checkbox"/>	Parents/carers of victim notified?	<input type="checkbox"/>	Repeat perpetrator?
<input type="checkbox"/>	Parents/carers of perpetrator notified?	<input type="checkbox"/>	Referral to other agencies?
Form completed by: (name and role)		Date completed:	
<p>This form is an example produced by Equalities Education Team within Durham County Council. Schools can personalise this form to meet their own needs. After completing this form schools should formulate their own records system in order to look for patterns and trends in incidents. This form does not need to be returned to the local authority. However, the local authority can be contacted for advice and support around incidents on Equalities Education 03000 267 800.</p>			