



The Orchard Vision: *Inspiring Success*
Values: *Determination, Courage, Respect*

The Orchard Anti Bullying Policy 2023

We want our school to be a **centre of excellence** for learning- for children and adults and our wider community. We want to create a school where:

- Children are safe, happy and healthy
- Children make outstanding progress and are confident, independent, enthusiastic and determined learners
- Staff are inspirational practitioners, able and enthusiastic to learn from and develop others
- Everyone shows respect and consideration for other people

We want to grow through supporting and developing other schools and continuing to learn ourselves. We want our school to be a **rich, exciting and fun** environment which is underpinned by these important characteristics:

Learning:

- Creating and thinking critically: Problem solving – using and applying skills
- Confidence to take risks and to be independent
- Collaboration
- Responsibility, Resilience, Resourcefulness, Reflection, Reasoning (5Rs)
- Exploring, Playing
- Active learning
- Tolerance and respect for others, their ideas and opinions
- Enthusiasm for learning

Teaching:

- Tenacious- wanting the best for every child, every lesson, every day
- Engaging and Inspiring
- Analytical and reflective assessment: rigorous and influences every lesson
- Challenging- underpinned by high expectations
- High Quality Interaction- questioning and feedback which guides next steps, praises effort
- Excellent relationships underpinned by care and respect
- Rich Language and learning environment

Leadership:

- Consistent- underpinned by a clear, well communicated vision
- Rigorous – analytical, informed by high expectations and determination to achieve the best for every child
- Relevant – based on thorough knowledge of the school, its children, families and staff
- Current research, social and political climate
- Exemplary- excellent role models to ensure consistency and clarity
- Aspirational
- Motivating

Professional Conduct:

- Reflective on own practice- proactive in seeking professional development
- Empathetic to others' needs, concerns, priorities
- Seek Solutions or Guidance
- Polite to children, staff, governors, visitors
- Enthusiastic "can do" approach and positive in the face of adversity and change!
- Communication which is clear, effective: good listening, maintaining confidentiality
- Teamwork- sharing planning, ideas, resources; flexible, approachable, sense of humour

Context

This policy needs to be read in conjunction with the school's Behaviour policy, RSE policy, Equality Policy and Safeguarding policies as listed below. Good behaviour is encouraged throughout the school, praised and rewarded so that children are clear what is expected of them. Children are shown how to behave, e.g. through the teaching of playground games, role play in assemblies, circle time. School and class charters for behaviour provide a positive list explaining how we look after our school and each other. Behaviour is managed by all the staff in a way which respects children and values the importance of their self-esteem. All adults working in the school are expected to be good role-models.

When children behave in an unacceptable manner it is made clear to them why this is unacceptable and that it must not happen again. At the same time staff will make it clear that it is the **behaviour** we do not accept or like and not the child, and to be aware of both the feelings of others and the consequences of their actions.

Peer on Peer abuse, Sexual Harassment and Violence of any kind will not be tolerated and will be dealt with immediately with reference to safeguarding policies and procedures. Please refer to The Orchard Child Protection and Safeguarding Policy and The Orchard Peer on Peer Abuse, Sexual Violence and Sexual Harassment Policy.

Definition

Bullying is defined as intentional unprovoked and repeated behaviour which results in another person being upset or hurt.

The children are taught that bullying can be defined as "**STOP**", which stands for "**several times and on purpose**". Significant incidents involving intentional, unprovoked injury or upset may be classed as bullying on a first occasion and dealt with accordingly.

Our policy is underpinned by the Equality Act, 2010 which incorporates the Equality Duty. (Please refer to our equality policy) Within the Equality duty there are three aims:

1. To eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the act
2. To advance equality of opportunity between people
3. Foster good relations between people

Bullying can be:-

- Physical
- Verbal
- Emotional
- Written: e.g. cyber bullying (including the sending of images)

And directed often towards a person with a perceived difference including:

- race
- disability
- gender
- religion or belief
- sexual orientation
- pupils undergoing or who have undergone, gender reassignment
- appearance

Bullying might happen between pupils outside of the school premises as well as within school premises. Teachers and the Head Teacher have the power to investigate and discipline children for behaviour of children outside school- e.g. cyber bullying.

AIMS

- To promote a secure and happy environment for learning and playing.
- To ensure a culture and explicit modelling of **“Everyone is special, everyone is different, and everyone deserves respect”**
- To ensure a fair, consistent approach is adopted by all staff in managing children’s behaviour.
- To ensure children and parents understand the school’s expectations of behaviour and approaches towards bullying.
- To involve parents and carers in the approach to resolving bullying.
- To ensure that all reports of bullying are taken seriously, investigated and recorded.

PROCEDURES

Telling

At The Orchard we encourage the children to TELL adults in school if they are being upset or hurt by someone else in the school. This is reinforced through whole school assemblies, posters and class circle times and discussions.

Reporting and Investigating

When an incident is reported, the children involved are asked questions to find out why a problem has occurred, and the extent to which one or more children are responsible. Other children or adults who witnessed the incident are also asked questions to find out or clarify what happened.

When there has been deliberate intent to hurt or upset another child, the Head Teacher or the Assistant Head Teachers will record the incident in writing and keep this in the behaviour log on CPOMs. The pupils involved will be spoken to in order to explain:

- why the behaviour is unacceptable
- how the behaviour needs to be improved
- how the behaviour will be sanctioned.

Sanctions

Children are always asked to apologise to the child who has been upset by their actions. This is reinforced routinely in the classrooms for less serious incidents where the Head teacher may not be consulted.

The following sanctions/actions are taken dependent on the severity or frequency of the bullying behaviour. The child will:

- be sent to the Head teacher
- miss five minutes of playtime
- miss the remainder of playtime
- miss the next playtime and write a letter of apology to the child hurt by their actions
- exclusion from peer group

in addition

- have the incident recorded on CPOMS (negative behaviour/ Child on Child abuse category)
- withdrawal of privileges e.g. favoured activities

Involving Parents

Parents of all children concerned in bullying incidents, (*where there has been an unprovoked intention to hurt or cause upset on two or more occasions, or a one-off serious incident*), will be informed and asked to meet with the Class teacher and Head teacher to discuss an Individual Behaviour Improvement Plan. This action will be taken after a first incident if this is deemed malicious.

An Individual Behaviour Improvement Plan would include the following elements which would be agreed with parents and the child supported and monitored by staff (Class Teacher/Special Educational Needs Co-ordinator/Learning Support Assistant/Dinner Staff/Headteacher as appropriate)

- clear expectations concerning acceptable behaviour
- specific targets for improving behaviour
- reward for good behaviour
- clear sanctions for poor behaviour
- strategies for teaching good behaviour
- review date to evaluate progress made within a half-term period.

Parents, Teachers, Learning Support Assistants and Dinner staff are informed of the targets and strategies which need to be appropriate to the individual. Ongoing communication with key adults, (parents/carers, teacher, Learning Support Assistant, SENCO where appropriate), is vital to ensure consistency of approach and resolution.

Exclusion

In rare cases of extreme behaviour when other children or staff are endangered and there is a continued lack of co-operation by the child to conform with behaviour guidelines despite the implementation of a behaviour plan, the Governors would consider whether to implement a fixed term exclusion from school, (referring to Surrey LA and DFE guidelines). If, after such an exclusion, the child's behaviour continued to be a continual threat to the health and safety of others in school, Governors would take the decision to permanently exclude.

Exclusion is only ever seen as a last resort and never used as punishment. It is very rarely used in our school and has only been applied where children or staff have been endangered.

Staff Responsibilities

- To implement agreed procedures and to deal with bullying in a fair and consistent way.
- To avoid the use of any physical force or inappropriate language
(Please see our restrictive physical intervention policy and our Touch policy)
- To safeguard the safety of themselves and others
- To encourage children to tell if they feel upset or are hurt by someone
- To listen without prejudice to all those involved in incidents, remaining calm.
- To respect all children as equally important irrespective of race, gender, class, ability or cultural heritage valuing the importance of each child's individual self-esteem.
- To investigate incidents as fully as possible.
- To teach anti bullying practice as part of the PSHE curriculum
- To take appropriate action or when necessary refer the matter to another member of staff for further action.
Support staff ® Class teacher ® Team Leader® Assistant Head Teacher or Headteacher.
- To challenge racist, sexist and other discriminating comments and behaviour explaining why this is unacceptable behaviour.
- To inform parents of bullying incidents and the school's response to them.
- To communicate, consult and seek opinion/advice from colleagues if there is doubt, as appropriate.
- To work with parents to agree individual behaviour improvement plan.
- To promote the use of a range of teaching and learning styles which promote positive behaviour and challenge bullying (e.g. circle time, 1:1 teaching using small world role play and social stories, class charters for behaviour, praising good behaviour).
- To show by example the ways to look after each other and our school.
- To monitor the extent to which the above are being carried out.
- To recognise signs of bullying.

Parent Responsibilities

- To encourage their children to tell staff at school immediately if they are ever hurt and upset
- To communicate directly with the school if there are any concerns
- To teach them to reflect on their own behaviour as well as that of others: children are learning how to behave with others.
- To encourage honesty.

- To avoid repeated questioning but rather listen.
- Read the advice about managing and supporting behaviour and emotions in the School Behaviour Policy. (This is also on the school website).
- Work in partnership with school staff enabling school staff to communicate with other parents when necessary and share information appropriately.
- To adhere to GDPR – ie not sharing information about other children or families via social media or in conversation.

Signs of bullying (and other causes of emotional distress) could be but are not limited to:

| | |
|------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Personal: | bruises, missing belongings, scratches, cuts, damaged clothes |
| Health: | loss of appetite, stomach aches, headaches, soiling, bed- wetting |
| Emotional: | losing interest in school, withdrawn, secretive, unusual signs of temper, refusal to say why they are unhappy, high level of anxiety |
| Academic: | concentration difficulties, damage to work |

Managing children’s anger and aggression

All staff should remain calm avoiding shouting or any demonstration of anger. A repeated calm, quiet instruction is more likely to calm a child. A non-threatening stance of kneeling/bending at the knee and by the side of a child in order to be at the child’s own level is preferable. Close physical proximity and touch should be avoided until a child is calm when a reassuring touch to the arm, hand, shoulder may be appropriate. Restraint should only be considered if a child is endangering themselves or others, and not as a sanction. When this is necessary the adult needs to explain what s/he is doing and why. (Please refer to Surrey County Guidelines on physical contact and intervention with young people and The Orchard’s “Restrictive Intervention Policy” and “Touch” Policy).

School practice to avoid bullying

- Positive relationships throughout the school
- Culture of TELLING and LISTENING
- Focus on Personal, Social, Health and Emotional Education and Healthy School Project
- “worry box” in each classroom
- Well resourced, supervised playtimes with trained staff
- Modelling of games to play, Playground Tutors
- Teaching of social interaction and play
- Annual Anti-Bullying Campaign Week
- Mental Health Awareness days
- ‘If you are worried’ posters
- Safeguarding board
- Pupil Wellbeing Questionnaires

Monitoring of the policy

The following procedures take place to monitor the impact of our work:

- Classroom observations by Head Teacher
- Additional classroom observations by Team leaders/Subject leaders
- Observations of playtimes and lunchtimes by Head Teacher and Team Leaders
- Record of incidents
- Letters to parents concerning incidents
- Parent questionnaire- annual
- Children’s questionnaire - annual
- Governor termly learning walk
- Fortnightly school council meetings
- Weekly Playground Tutor meetings

Next Review: September 2024

Linked documents:

Equality Policy

Touch and Restrictive Physical Intervention Policy