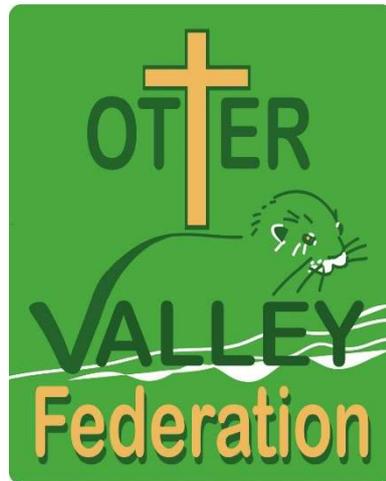


Believing and Achieving Together to be the Best We Can Be



*We aim to reflect God's love, " I have come that they
may have life, and have it to the full."
John 10:10*

*This policy has been developed and will be implemented in
accordance with the Christian vision and values of both schools.*

ANTI-BULLYING POLICY

Policy dated 27th April 2014
Reviewed & Updated Spring 2021

Reviewed and approved by the Lead Governors for Safeguarding,
on behalf of the Governing Board on: **29th March 2021**

Next triannual review: Spring 2024

**Otter Valley Federation
Anti-Bullying Policy.**

AIM

The aim of this Anti-Bullying Policy is to ensure that the pupils in the Otter Valley Federation learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The staff appreciate we are not immune from the various forms of bullying and are therefore active in their efforts to prevent patterns of aggressive behaviour. We believe that only when all issues of bullying are addressed will we be able to fulfil our Christian vision for every pupil to be the best they can be and live life to the full.

Every 2 years, parents and pupils complete a questionnaire which includes an opportunity for them to comment on how incidents of bullying are dealt with at the school.

We aim to

- Respect every child's needs for, and rights to, a play environment where safety, security, praise, recognition, and opportunity for taking responsibility are available.
- Respect for every individual's feelings and views.
- Recognise that everyone is important and that our differences make each of us special.
- Show appreciation of other, by acknowledging individual qualities, contributions and progress.
- Ensure safety by having anti-bullying rules and practices, developed with the participation of children and young people, carefully explained and displayed for all to see.

Definition of Bullying

At the start of year, teachers lead sessions about building and maintaining friendships and supporting the children in understanding what bullying behaviour looks like. There is no legal definition of bullying, and we refer to DfE guidance:

Bullying is defined as:

1. **Repeated** behaviour
2. **Intention** to hurt someone physically or emotionally
3. **Power imbalance:** aiming at certain group (i.e race / gender/ age/ ability / appearance)

Learning how to manage friendships is an important part of growing up and as many adults will relate to, can be a challenge as an adult. Children develop these skills at different rates and with different levels of understanding and there are times when we have to make the distinction between this and intentional bullying.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments, and/or suggestions
- Unwanted physical contact
- Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.
- Appropriate staff and volunteers should have access to training on anti-bullying
- Where a child is found to be exhibiting sexually harmful behaviour to another child, it is important to involve the relevant Local Safeguarding Children Board as soon as possible.

- Where a child's bullying behaviour is of a particularly violent or aggressive nature and the establishment is unable to address the behaviour through behaviour management strategies or disciplinary measures within a reasonable time, it is worth considering instigating child protection procedures.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored, and any issues dealt with immediately. For SEND children, this includes a duty to make reasonable adjustment to policies and practices. (The Equality Act 2010)

BEHAVIOUR GUIDELINES:

In the classroom we:

- Have **Class Rules** for behaviour, which have been discussed and put together by the whole group. Language is kept simple and clear and reflect the ethos of the school – e.g. We don't want hitting punching or kicking. We don't want any name-calling and put downs. We want to have a friendly class and help others.
- Have the **School Discipline Code** on display, clearly set out in the steps which are followed by all teaching staff.
- Give **teacher attention and praise for positive pro-social behaviours** from all children. This is done verbally and through the House Point System (Feniton), Certificates of Achievement and the weekly reward of Golden Time.
- Teach **non-violent, non-racist, and non-sexist ideas**, values and behaviours as a core part of the everyday curriculum.
- The school follows a PSHE programme, which includes key units on Bullying across the age range. Teachers also take more informal opportunities throughout the week to discuss friendship issues as they occur, so they can be dealt with promptly.
- Teaching staff promote and reinforce the anti-bullying approach during assemblies, collective worship and within lessons, through role plays, stories, and discussions of current affairs.
- The beginning of the year begins with a 2 week focus on anti bullying, when each class watch a video and/or participate in a session related to how to deal with incidents.

In the playground we:

- Use a parallel behaviour code for playtime duty staff and the MTA'S at lunch time.

ANTI-BULLYING GUIDELINES

BULLYING INCIDENTS:

The following steps are taken when dealing with bullying incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

- A clear account of the incident will be recorded and given to the Head of School.
- The Head of School will interview all concerned and will record the incident – Each class teacher holds a behaviour incident book which follows the cohort of pupils up through the school.
- After evidence has been obtained the Head of School will decide if it is appropriate for the bullied child and the bully to meet.
- Class teachers will be kept informed and if it persists other members of staff may need to be advised.
- Where the Head of School has investigated the allegation and remains concerned, the parent or guardian will be informed.
- Sanctions in accordance with the School Behaviour Guidelines will be used as appropriate and in consultation with all parties concerned.

PUPILS

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff / SENCO
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened with experienced member of staff e.g. SENCO
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warning to cease offending
- Daily monitoring – children report to Head of School to review progress.
- Exclusion from certain areas of the school grounds or premises
- Minor fixed term exclusion
- Major fixed term exclusion
- Permanent exclusion

MONITORING, EVALUTION AND REVIEW

The school will review this policy every three years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.