

Ormesby Village Infant and Junior Schools Federation

Anti-Bullying Policy 2025

1 Introduction

- 1.1 It is a Government requirement that all schools have an anti-bullying policy. In 2003 Ofsted published *Bullying: effective action in secondary schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. In December 2011 the DfE published *Preventing and Tackling Bullying*. This policy reflects this guidance.
- 1.2 DfE guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). This school defines bullying in the words of the Anti-Bullying Alliance as: 'the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace'.

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual children and adults. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as schools, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.4 We aim to make all those connected with the schools aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our schools.

3 The role of governors

- 3.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our schools. The governing body will not condone any bullying at all in our schools, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. There is a named governor responsible for monitoring all issues related to safeguarding, including bullying in schools. In 2025-26 this safeguarding governor is Lauren Gardiner.

- 3.2** The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- 3.3** A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Body will notify the Headteacher, and ask them to conduct an investigation into the case, and to report back to a representative of the governing body.

4 The Role of the Headteacher

- 4.1** It is the responsibility of the Headteacher to implement the schools' anti-bullying strategy, and to ensure that all staff (both teaching, non-teaching and volunteers) are aware of school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request. All bullying allegations are logged on a centrally managed system by senior leaders.
- 4.2** The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in these schools. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong. Themes in our Jigsaw assemblies regularly deal with feelings and right and wrong behaviour and the children are encouraged to have a voice and to come up with solutions to problems, including bullying. The schools take part in National Anti-Bullying Week (Odd Sock Day) each year and have signed up to the Anti-Bullying Charter. Our Junior School Peer Mentors (Anti-Bullying Ambassadors) have Diana Award Training and our Infant School Playground Pals help ensure pupils feel valued and happy at breaktimes.
- 4.3** The Headteacher sets the schools' climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Every class has Circle Time/P.S.H.E. (Personal, Social and Health Education) once a week where children are encouraged to share their feelings and sort out problems as a class. Whole school and class council meetings give children the opportunities to come up with their own agendas and solutions to a range of issues, including bullying. Careful P.S.H.E. planning using Jigsaw encourages children to take control of their emotions and feelings and deal with them appropriately. The new RSHE curriculum is embedded to instruct pupils on appropriate relationships and sharing concerns and problems they may be facing.

4.3.1 Any sexual bullying, such as peer on peer abuse and sexual harassment are dealt with robustly and swiftly. Incidents are treated in the same manner as any safeguarding cause for concern and the procedures followed in the same way. Staff have received training and are fully alert to the possibility that it could happen in our Federation. To improve how sexual bullying is understood, sessions are taught to the pupils in class in RSHE lessons and/or through assemblies in an age-appropriate way. We teach about the term consent and how to interact with others we have relationships with. We establish overtly that name-calling, particularly that using sexual or misogynistic terminology, is not acceptable. This mirrors how we educate the pupils to other safeguarding concerns, such as Child Criminal Exploitation and appropriate online/social media use. Should an incident be reported, staff would listen, be confidential and sensitive, report and record to external agencies/parents, offer appropriate support as it is possible that both victim and perpetrator are children, sanction appropriately and continue to educate. We involve parents with our RSHE and Anti-Bullying policies and have shared information with them regarding sexual bullying.

5 The role of the teacher and support staff

5.1 All the staff in our schools take all forms of bullying seriously, and seek to prevent it from taking place.

5.2 Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers are made aware of incidents of bullying, they will investigate them and inform the Headteacher. Teachers and support staff do all they can to support a child who is being bullied. If a child is being bullied then, after consultation with the Headteacher, the teacher informs the children's parents.

5.4 If any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied, explaining why his/her action was wrong, and the child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

5.5 Members of staff may attend training, such as Diana Award Anti-Bullying or Safeguarding training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management if necessary.

5.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle Time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. P.S.H.E. lessons give children the opportunity to discuss a range of feelings and moral issues and teaches them ways of dealing with difficult situations without resorting to bullying or threatening behaviour.

5.7 Adults in school have the right to work without intimidation or bullying behaviour from other adults. The schools have adopted a 'Dignity at Work' policy which sets out the school's stance on the expected adult codes of conduct in school. It makes clear what staff can do if they are bullied in the work place including, if necessary, making a formal grievance.

6 The role of parents

6.1 Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school's prospectus and published on the school's website.

6.2 Parents have a responsibility to support the schools' anti-bullying policy, actively encouraging their child to be a positive member of the school.

7 The role of pupils

7.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. They are also encouraged to report incidents of bullying that they may witness, not directly involving themselves.

7.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, during Circle Time and at School Council meetings.

7.3 Peer Mentors and Playground Pals assist staff to ensure all pupils are happy, safe and have the environment required to build correct relationships with one another.

8 Monitoring and review

8.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors on request about the effectiveness of the policy.

8.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining any recorded incidents of bullying, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

8.3 This policy will be reviewed each year, or earlier if necessary.

Action	Date
Policy agreed by staff	September 2025
Policy signed by Chair of Governors	Lauren Gardiner
Review date	September 2026