

St Oswald's C of E Aided Primary & Nursery School



Together we learn to love and shine

*Your word is a lamp for my feet, a light on my path.
Psalm 119:105*

OUR MISSION: What we do

We promote an inclusive and happy environment that nurtures potential, develops wisdom, builds integrity and inspires a love of life and learning.

OUR ETHOS: What we stand for

Recognising its historic foundation, St Oswald's C of E Aided Primary and Nursery School works closely with the Diocese of Durham and St Oswald's Church to provide a stimulating and high quality education within a caring Christian environment.

We appreciate the uniqueness of every child, whatever their background and individual need, and encourage each child to discover their gifts, their sense of community and their relationship with God. Our values are embedded in everyday school life and daily worship brings the whole school together for times of reflection, exploration and celebration. We enable our children to feel valued, make excellent progress within the curriculum and build a strong foundation for their lives by developing their spirituality, self-belief and sense of citizenship.

Anti-Bullying Policy

Anti-Bullying Policy

At St Oswald's C of E Aided Primary and Nursery School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. This policy is written in line with the Equality Act 2010 and the DFE's advice document

Further information can be found on the DFE website, or by following [this link](#). Paper copies of this information can also be provided on request by contacting the school.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Promotes equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding

At St Oswald's C of E Aided Primary and Nursery School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Designated Safeguarding Person (the Headteacher or Deputy Headteacher), in line with the school's Child Protection and Safeguarding Policy. In relation to bullying, this policy makes reference to peer-on-peer abuse.

Principles

It is the responsibility of the Governing Body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The Christian ethos of our school fosters high expectations of behaviour and we will consistently challenge any behaviour that falls below this.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at St Oswald's C of E Aided Primary and Nursery School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Aims of this policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Definition of Bullying

We define bullying as physical or verbally aggressive behaviour that occurs:

Several
Times
On
Purpose.

The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable forms of behaviour. It provides the "STOP" acronym that leads to children knowing they should:

Start
Telling
Other
People

At St Oswald's C of E Aided Primary and Nursery School, we discuss what bullying is and is not, with all pupils, through assemblies and PSHE lessons.

We agree that bullying:

- is physical hurting, name calling, nasty looks or leaving people out.
- usually happens when the relationship is imbalanced
- is usually on-going.

Bullying Can Be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, biting, hitting, punching or any use of violence

Racial: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focussing on the issue of sexuality

Direct or indirect Verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying: All areas of internet ,such as email and internet chat Twitter, Facebook misuse,

Mobile threats by text messaging and calls Misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals or from disadvantaged backgrounds
- Children for whom English is an Additional Language
- Children who are gay, lesbian, bisexual or transgender

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent negative behaviour, and promote positive behaviour. Consistent reinforcement of our Rules is an important part of preventing bullying. Our behaviour expectations are regularly promoted in school and our Christian values aid this.

Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other in line with our school's Christian ethos.

Bullying Outside School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the

school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal offence or poses a serious threat to a member of the public, the police will always be informed.

Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Crucially, all children at St Oswald's are encouraged to Start Telling Other People (STOP) if they feel they are being bullied or if someone they know is being bullied.

All cases of alleged bullying should be reported to the Headteacher or Deputy Headteacher. In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher should ensure that the perpetrator(s) fully understand the consequences of their actions on the victim(s), and apologise without reservation. A Restorative Approach may be used with the aim of reconciling the pupils, whenever possible.

Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on the school's systems.

Parents of both parties should be informed. If the situation does not improve, the Headteacher should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary.

Any necessary action should be taken until the bullying has stopped. This can include exclusion, where necessary.

Signs of Bullying

All staff should be vigilant in looking out for signs of bullying or other child protection issues including:

1. Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
2. Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
3. Behavioural: asking to be taken to school, coming home for lunch, taking longer to get

home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Review

The governing body and staff review this policy every two years. Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives recommendations on how policy might be improved.

Revision History

Version	Revision Date	Revised By	Revision
1.0	17.2.18	DWS	New behaviour policy
1.1	18.2.18	NK/DWS	Minor corrections (repetition)
1.2	27.6.18	DWS	Change of wording for behaviour chart. Twinkling Stars changed to Shining Stars
1.3	26.2.21	AH	New Ethos and Values statement added.

Signed by

	Name	Signature	Date
Headteacher	Mrs A Hassall		26.2.21
Chair of Governors	Dr M Clarke		26.2.21

Distribution

Shared with
<ul style="list-style-type: none">• Parents/carers and others via website• Governors via committee meetings• Staff via portal

Date for next review
As required