A positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all.

We believe that bullying is not acceptable in any form or in any context.

Our Vision
We are excited by Jesus' invitation to 'live life in all its fullness' (John 10:10) and wish to create a loving community where, by serving God, excellence is pursued and individual achievement is celebrated, so that all children are inspired and empowered to flourish as successful adults.

"What the Spirit brings is; Love, Joy, Peace, Patience, Kindness, Goodness, Trustfulness, Gentleness and Self-control." Galatians 5:23

Our Values
Ambition, Compassion, Courage, Honesty, Perseverance, Responsibility, Resilience, Respect and Trust.

Our Aims for the Children at Ottershaw Christ Church C of E Schools
To prepare them for the next stages of their education and beyond, we want all children to be ambitious in their acquisition of knowledge, skills and understanding and be proud of their achievements.
In an ever-changing world, we want our children to develop the resilience to learn, the perseverance to problem solve and the courage to embrace change and try new things.
To prepare children for adult life, and support their personal well- being and emotional development, we teach our children to be responsible, respectful, trustworthy and honest in their relationships.
We want our children to become compassionate citizens of the world, rising to the challenge of living life in all its fullness.

Introduction
At Ottershaw Church of England Infant and Junior Schools we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.
We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and everyone in our community has a role in creating a school culture where bullying is not tolerated.

Aims of this Policy
- All school leaders, staff, pupils and parents have an understanding of what bullying is.
- All staff must know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- Pupils and parents must be assured that they will be supported when bullying is reported.

Principles that underpin the policy

For pupils who experience bullying that:
- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again

- They are helped to rebuild confidence and resilience
- They know how they can get support from others

For pupils who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues around their circumstances addressed
- School are aware of other circumstances and situations that may be influencing the child's behaviour

For our whole community:

- The whole school community is clear about the anti-bullying stance the school takes
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

For parents / Carers

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the Complaints Policy (on the school website)
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Policy Development

This policy was formulated in consultation with the whole school community with input from staff, children, parents and governors.

Pupils contribute to the development of the policy through the school council, surveys/questionnaires, circle time discussions, PSHE lessons and their engagement in Antibullying Week each year.

At the Junior School, the School Council have developed a Student friendly version of the main policy, in the form of an information leaflet, which is available in every classroom and is given to all new pupils on arrival.

Links with other policies (our school policies can be found here: Ottershaw Christ Church C of E Infant and Junior Schools - Curriculum & Policies (ottershawcofeschools.surrey.sch.uk)

Advice and guidance about bullying from external agencies can be found through these links:

- Health Surrey and Childline Guidance advice can be found here [Inclusion and anti-bullying advice - Childline | Healthy Surrey](#)
- Anti-bullying Alliance advice can be found here [Anti-Bullying Alliance](#)
- Preventing and Tackling Bullying (DfE 2017)

Scope of this policy
- bullying of students within school
- bullying of and/or students outside of the school, where the School is aware of it (including bullying at home through the internet)
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.
Their responsibilities are to ensure policy and procedures are in line with the latest version of Keeping Children Safe in Education.

Definition of Bullying
D of E definition of bullying from 'Preventing and Tackling Bullying' (2017)
"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."
The Anti-Bullying Alliance (ABA) defines **bullying** as "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." (ABA 2014)
An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.
Bullying can take place between young people; young people and staff; between staff; individuals or groups

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups

Specific types of bullying include
- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying provide a definition/example

Bullying can be classified as
- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verba**l**, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups

▪ Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

What does bullying look like?

Bullying can include:
- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- Prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are some children and young people or adults, more vulnerable to being bullied?

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include
- pupils with special educational needs such as learning or physical disabilities;
- young carers,
- Looked After children,
- Pupils from ethnic and racial minority groups
- Pupils who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

We do keep a list of particularly vulnerable children in our school as a confidential document and track the academic progress of these children as an individual group.

Why are some children, young people and adults, more vulnerable to becoming bullies?

Some children are more susceptible to perpetrating bullying than others. This includes:
- Family background
- Social deprivation
- Trauma/loss in the family
- Domestic violence/abuse/bullying in the home
- Pupils who struggle to control their own emotional regulation (eg taking out their own angry feelings on others)
- Pupils who have difficulties with social interaction and communication

We know it is really important to know our children and their families well so that these children (who are also vulnerable) are supported to develop positive relationships.

Developing and promoting Resilience and Emotional Well being
This is what we do:
- Develop strong, positive relationships with children and their families
- Promoting and modelling our School Vision and Values
- Restorative Justice Approaches to give children the opportunity to explain what has happened without judgement
- A strong PSHE curriculum (e.g. Jigsaw lessons and Themed Weeks)
- Daily 'Time In' to provide time to share worries and participate in reflective activities
- Daily use of Zones of Regulation in all classrooms

- Circle Time
- Promoting positive relationships in Collective Worship
- Use of External Agencies to support learning about personal relationships, positive mental health and personal safety
- CAMHS
- ELSA support and Play Therapy
- Social Skills groups
- Lunchtime Clubs
- Regular staff training and development (for all staff, including those who supervise at lunchtime)
- Smart Moves (Eikon – Building resilience programme for Year 6 pupils)

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Children are regularly reminded of our anti-bullying leaflet and dealing with bullying is covered both in PSHE lessons, circle time and specifically in anti-bullying week each year.

The ways to report bullying in our school are:
- Children: talking to any member of staff, putting a 'worry' in the class Worry Box or sharing in Circle Time, PSHE lessons
- Parents/carers: talking to a member of staff (face-to-face, email, phone call)
- All staff and visitors: talking to any member of staff
- Bystanders: talking to any member of staff

Once reported to a member of staff:

Procedures

All reported incidents will be taken seriously and investigated, involving all parties.

If an allegation of bullying is raised, the member of staff who receives the concern will log it on CPOMS (school electronic system for reporting any behaviour or safeguarding concerns) alerting the DSL (SLT) Team and the child's class teacher in the first instance. It is important that this concern is shared within 24 hours so that the child who raised the concern knows they have been listened to and action has been taken.

The class teacher will carry out a preliminary investigation. This will involve offering all the children involved an opportunity to engage in Restorative Justice approaches to help them all understand how everyone is feeling, why the behaviour happened and what they can do to put things right/stop things going wrong in the future. This step will happen whether or not the incident is a friendship issue or bullying. Again, this investigation needs to happen as soon as possible (preferably within 48 hours) so that all involved know it is being treated as something serious and urgent.

The outcome of this investigation will be reported as an action on CPOMS.

If this investigation identifies that bullying has taken place it will be then followed up by a member of the SLT (preferably within 48 hours).

A summary of the investigation will be logged on CPOMS and parents of both sides will be informed of the findings and the school's response (typically through a face to face meeting or telephone call).

The CPOMS record will clarify the type of bullying that has occurred and can also identify any pupil protected characteristics that may be pertinent.

The school will tailor its response to reflect the incident and the support needed to prevent the problem from re-occurring. Sanctions, in line with the school Behaviour Policy are usually applied, along with additional support and monitoring for the child who experienced the bullying.

Should the incident have occurred outside of school (either on the way to/from school or at home) it will still be investigated and parents will be informed of the investigation and their support sought to ensure the behaviour changes.

SLT will ensure that all staff who work with the children are informed to enable them to keep a watchful eye (especially on the playground and school gate) and they will also 'check in' regularly (usually weekly at first) to make sure the behaviour has not continued and the victim feels safe and happy in school.

Monitoring Pupil Safety and Bullying in School

Pupil Voice is key to understanding how safe pupils feel in school and ensure they feel listened to.

The SLT and PSHE subject leader meet termly with different groups of children to talk to them about behaviour and friendship in school, children are regularly surveyed to seek their views and the School Council contributes to policy development.

Class Teachers have daily 'Time In' to check in with children and worries can be shared and dealt with quickly. Outcomes from pupil voice surveys and conversations are shared with all staff in regular meetings to ensure we review procedures (eg playground supervision, lunchtime seating arrangements) and vulnerable children are identified and known.

The information we gather is used to identify trends and inform preventative work in school and development of the policy and curriculum provision by the Senior Leadership Team. This work, in turn, leads to the development of the annual PSHE and Anti-Bullying Action Plan.

This information will be presented to the Local Committee in an anonymous format as part of the termly and annual reports presented by the Headteacher.

Additionally, we have a Local Committee member who is a 'Safeguarding and Anti-Bullying Champion'. They meet termly with the PSHE Leader and DSL Team to monitor the school actions relating to incidents and have oversight of the School Development Plan each year, pertinent to pupil development and welfare.

Policy Review

This policy will be reviewed and updated biannually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.