Excellence, Aspiration and Care in Partnership

Anti-Bullying Strategy

Ratified – October 2026

Review Date – October 2027

Osidge School

A member of Ashmole Trust

Anti-Bullying Strategy

Introduction

At Osidge we are committed to providing a caring, safe and friendly environment in which all our pupils will be happy to come and work. Bullying of any kind is unacceptable and will not be tolerated in our school. No one, regardless of race, disability, gender, sexual orientation or belief (as set out in the Equality Act, 2010), deserves to be a victim of bullying; everybody has the right to be treated with respect. Children who are bullying others need to learn different ways of behaving.

We take all incidents of bullying very seriously.

Tackling bullying is a key element in promoting the health and well-being of children and young people and was identified in the National Healthy School Standards (NHSS 1999). This policy should be read together with our Behaviour Policy, Equalities Statement and Safeguarding and Child Protection Policy.

https://www.osidgeschool.org/about-us/policies/

1 Aims and objectives

Bullying is wrong and damages individual children; it causes pain, worry, fear and distress. We therefore do all we can to prevent it, developing a school ethos in which bullying is regarded as unacceptable.

1.1
Some members of our school community are more vulnerable to bullying because of their perceived difference from others. This may be based on:

- appearance.
- ethnicity or culture.
- religion.
- being looked-after or having been adopted.
- sexuality or perceived sexuality.
- gender identity.
- disability or learning needs.

1.2
We value diversity and aim to spread this value throughout the entire school community.

1.3
We aim to make everyone connected with the school aware of our opposition to bullying and how they can help prevent it happening.

1.4 Through this policy we aim to produce a consistent response to any bullying that may occur.

2 Definition

At Osidge we define bullying as the intentional repetitive or persistent hurting of one person by another where the relationship involves an imbalance of power. Bullying can be done face-to-face, through third parties, by sending messages or images via email and texts or through social media, online gaming and cyber-bullying. For more information, please see our Online Safety Policy). It can be physical or emotional and includes:

- name calling.
- taunting.
- mocking.
- gossiping.
- making offensive comments.
- spreading rumours.
- exclusion from groups.
- threats.
- taking and/or damaging belongings.
- causing physical distress.

3 Strategies

We discuss the effects of bullying and how to tackle these issues through regular Personal, Social and Health Education (PSHE) curriculum, Relationship and Sex Education lessons, assemblies and an annual school focus on anti-bullying. Ad hoc lessons and interventions may also be put in place to educate children. All children are asked about bullying in their annual survey, the results of which are collated, and the findings shared with children, staff, parents and governors and may form targets in the School Improvement plan.

3.1
If we become aware of any bullying taking place within the school, we deal with the issue immediately and impartially. Any reports of bullying will be investigated.
Follow up actions may include counselling and support for the victim and appropriate action for the perpetrator. We spend time talking to the child who has bullied: we try to get to the bottom of why the bullying occurred, we explain why it was wrong and we try to help the child change his / her behaviour in future. If appropriate, bullying will be addressed as an issue in the class through PSHE lessons.

3.2
When dealing with an incident we adopt a reflective and restorative approach which moves children on from simply trying to justify their behaviour. We try to identify the problem and discuss alternative solutions. If possible, the children will be reconciled.

3.3
In line with our school ethos that bullying is unacceptable and in the knowledge that other children are often aware of bullying behaviour, we actively encourage pupils to tell an adult when they know that bullying occurs; we do not want any child to suffer in silence.

The first time a child is found to be involved in bullying, the Senior Leadership Team (SLT) will be informed, and it will be dealt with by the class teacher.

For any sanctions, the school's Behaviour Policy will be followed.
https://www.osidgeschool.org/about-us/policies/

3.4
If a child is found to be repeatedly bullying other children, the SLT will become actively involved. The child's parents are then invited into the school to discuss the situation. In difficult cases, for example where these initial discussions have proven ineffective. The school may contact external support agencies.

4 The role of Governors

The Local Governing Committee supports the Head Teacher in all efforts to eliminate bullying from the school. This policy statement makes it very clear that the Local Governing Committee does not tolerate bullying taking place in the school and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

4.1
The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school anti-bullying strategies on request.

5 The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of this policy and know how to deal with incidents of bullying. The Head Teacher reports to the Local Governing Committee about the effectiveness of the anti-bullying policy on request.

5.1
The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. Children are reminded about this at various assemblies throughout the year, where positive messages of good behaviour are reinforced.

5.2
The Head Teacher sets the school climate of mutual support and praise for effort and 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.

5.3
The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

6 The role of teachers

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place wherever possible. They report all incidents to a member of the SLT who updates the behaviour log.

6.1
Teachers work to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the effort and success of all children, we aim to prevent incidents of bullying.

6.2
If teachers witness an act of bullying, they respond as described above. If it comes to their attention that a child is being bullied over a period of time, the matter is reported to the SLT and the parents are informed.

6.3
The Leadership Team monitors the behaviour log at weekly meeting.

6.4
Teachers are routinely updated on current best practice with regard to bullying and behaviour management.

7 The role of parents

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.

7.1
Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8 Complaints

Anyone who suspects that their child is being bullied and wishes to complain about the way the situation is being handled should see our Complaints Procedure, available on our website or from the school office on request.

9 Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Childnet: www.childnet.com
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk

- NSPCC: www.nspcc.org.uk

10 Monitoring and review

10.1
This policy is monitored on a day-to-day basis by the Head Teacher.

10.2
The effectiveness of this policy is assessed by Governors.

10.3
Questions about bullying are included in both pupil and parent annual surveys and are analysed by the Curriculum and Pupil Welfare Committee.

10.4
This policy is reviewed annually by the Governors.