

Oldswinford C.E. Primary School



Anti-Bullying Policy

Reviewed by E Game: September 2025
Approved by the Governing Body: October
2025

‘Believe, achieve and shine brighter together’

Anti-Bullying Rationale

Oldswinford C.E. Primary School is committed to the principle that bullying is unacceptable behaviour and that any reports of bullying will be taken seriously.

The school aims to foster an atmosphere where children trust and tell staff of any problems, knowing that bullying incidents will be handled properly and sensitively and that by telling a member of staff that bullying can be stopped.

The school understands that children who bully view it as a mistaken way of solving a perceived or real problem and it may be a behaviour reflective of compensation for feelings of inadequacy. (Refer to Appendix A: The Mistaken Goals chart) The school recognises that bystanders also play a role in bullying situations and can be adversely affected either by what they have witnessed or been party to.

Therefore, the child doing the bullying, as well as the victim and any bystanders, will be supported. All are viewed as part of the problem and as such, need to be part of the solution.

The School Behaviour Policy provides a list of expected behaviours. The Anti Bullying Policy forms part of the Behaviour Policy, sharing its aims.

Definition

A working definition of what constitutes bullying is:

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 online.

In child-speak, to support children in understanding what constitutes bullying, the following definition is referred to in school:

When someone says or does something unintentionally hurtful and they only do it once, that's not nice

When someone says or does something intentionally hurtful and they do it once, that's mean.

When someone says or does something intentionally hurtful and they keep doing it, that is bullying. It will include the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power.

Bullying can take several forms which include, but are not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Minimising and Preventing Bullying

- The school is committed to ensuring that children feel safe;
- Our school rules, Christian Vision and values promote love and respect. They are shared and understood by all;
- Adults are expected to explicitly role model values in the way they treat and respond to each other and the children;
- Positive, trustworthy relationships are promoted in the school;
- Strategies are in place to increase children's self-esteem by feeling valued and having a voice;
- Class meetings are used to teach children how to behave towards each other and solve problems through discussion, role-play, stories and games;
- The planned curriculum and wider provision regularly tackles bullying, citizenship and life-skills;
- Staff use unplanned opportunities to teach children about the effects of their behaviour and choices and how to replace disrespectful behaviour with appropriate social skills;
- Staff training raises awareness of and skills in dealing with behaviour and bullying;
- Children are closely supervised by adults and responsible peers (e.g. play buddies)

Managing Incidents

At Oldswinford, we acknowledge that bullying can take place anywhere and could happen at our school.

When managing incidents we aim to:

- Remind children they have a right to feel safe in school.
- Help children to understand the difference between thoughtlessness, meanness and bullying;
- Provide a safe and secure environment where pupils can report and share incidents confidently;
- Teach children how to solve problems that give them a respectful way to get recognition, power, justice and skills; instil a sense of personal responsibility and guide those who misbehave in correcting their behaviour and making repairs for their actions;
- Assure all pupils and parents that bullying is taken seriously;
- Enable staff to respond effectively and calmly to bullying incidents;
- Reassure all pupils and parents that the school will support and protect all parties whilst issues are resolved.

Procedures for Dealing with Incidents

1. Adults in school must make time to listen to reports from children (or from parents, when the child lacks confidence to do it themselves) to ensure that they feel valued, supported and that their concerns are being taken seriously.
2. Either class meetings, small group meetings or 1:1 meetings will take place to identify what has happened, with the aim of coming to a resolution.
3. It is likely at this point that school will enter a period of monitoring (to be confirmed by the Headteacher or Deputy Headteacher) so that relationships and interactions can be observed, and we have time to speak to those involved. At this point individualised actions may be put into place. These will depend on the circumstances and age of the children involved and could include:
 - Moving seats in the classroom
 - Daily/weekly check ins with the class teacher to aid monitoring
 - Separating children involved when working in groups
4. Following this period of monitoring and where bullying is suspected the DSL will be informed and it will be logged as bullying on our school systems. An additional period of monitoring may also be put in place if needed.
5. At this point more formalised actions may be put into place and a second monitoring period will ensue, whereby coaching, class meetings, mediation, PSHE lessons or other strategies for support are put in place for all involved. These actions will depend on the circumstances and age of the children involved and could include:
 - Actions above to be continued
 - Additional support during unstructured time
 - Check ins with a member of the senior leadership team
 - Additional pastoral support
 - Nurture activities
 - Restorative work
6. The individual who has been bullied will be asked to report immediately any further incidents to a member of staff. Any incidents will be investigated and will be recorded on the school's internal recording system and parents of all parties will be informed; they will be offered the opportunity to meet with either a member of SLT or the staff member who intervened.
7. A review will be arranged where all those involved in the incident will meet again to feedback. The review date will be shared with parents who will have the opportunity to feedback and then be informed of the outcome of the review. If there has been no repetition of the incident or related unacceptable behaviour, then the matter will be closed and recorded as such.
8. Where a repeat incident occurs before the review date, then the Head Teacher will be involved directly and a sanction will be imposed, in line with our behaviour policy.

Research has shown that the majority of bullying incidents will stop at the first intervention. Those re-occurring, will highlight the pupils who are bullying or are being bullied on a regular basis, and where longer-term strategies will need to be employed, for example:

- Regular meetings with the parents and children;
- Counselling and on-going mentoring for perpetrator and victim;

- Sanctions as stated within the behaviour policy or as seems fit for the offender;
- Possible suspension or exclusion (Inline with our Suspensions and Exclusions Policy)

A clear message of these procedures is that bullying will not be tolerated in school.

Members of staff who feel unable to deal effectively with these incidents should refer the matter to a senior member of staff.

School recognises that it can best support its pupils by working in partnership with parents.

This policy will be reviewed every three years.

Appendix A: Mistaken Goals Chart

THE CHILD'S GOAL IS:	IF THE PARENT/TEACHER FEELS:	AND TENDS TO REACT BY:	AND IF THE CHILD'S RESPONSE IS:	THE BELIEF BEHIND THE CHILD'S BEHAVIOUR IS:	CODED MESSAGES	PARENT/TEACHER PROACTIVE AND ENCOURAGING RESPONSES INCLUDE:
Undue Attention (to keep others busy or to get special service)	Annoyed Irritated Worried Guilty	Reminding, coaxing. Doing things for the child they could do for themselves	Stops temporarily, but later resumes same or another disturbing behaviour	I count (belong) only when I'm being noticed or getting special service. I'm important only when I'm keeping you busy with me.	Notice Me Involve Me Usefully	Redirect by involving child in a useful task to gain attention. Say what you will do. (Example: I love you and will spend time with you later.") Avoid special service. Have faith in child to deal with feelings (don't fix or rescue). Plan special time. Help child create routine charts. Engage child in problem solving. Use family/class meetings. Set up non-verbal signals. Ignore behaviour with hand on shoulder.

Misguided Power (to be boss)	Challenged Threatened Defeated	Fighting. Giving in. Thinking, "You can't get away with it or I'll make you." Wanting to be right	Intensifies behaviour. Complies with defiance. Feels they have won when parent/teacher is upset even if they have to comply. Passive power (says yes but doesn't follow through).	I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.	Let Me Help Give Me Choices	Redirect to positive power by asking for help. Offer limited choices. Don't fight and don't give in. Withdraw from conflict. Be firm and kind. Don't talk-act. Decide what you will do. Let routines be the boss. Leave and calm down. Develop mutual respect. Set a few reasonable limits. Practice kind and firm follow-through. Use family/class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Hurting back. Shaming. Thinking, "How could you do such a thing?"	Retaliates. Intensifies. Escalates the same behaviour or chooses another weapon.	I don't think I belong, so I'll hurt others as I feel hurt. I can't be liked or loved.	I'm Hurting Validate My Feelings	Acknowledge hurt feelings. Avoid feeling hurt. Avoid punishment and retaliation. Build trust, use reflective listening. Share your feelings. Make amends. Show you care. Encourage strengths. Don't take sides. Use family/class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up. Doing things for the child that they could do for themselves Over helping	Retreats further. Becomes passive. Shows no improvement. Is not responsive.	I can't belong because I'm not perfect, so I'll convince others not to expect anything of me. I am helpless and unable. It's no use trying because I won't do it right.	Don't Give Up On Me Show Me A Small Step	Break task down into small steps. Stop all criticism. Encourage any positive attempt. Have faith in child's abilities. Focus on assets. Don't pity. Don't give up. Set up opportunities for success. Teach skills-show how, but don't do for. Enjoy the child. Build on his/her interests. Use family/class meetings.