CHERRY ORCHARD PRIMARY SCHOOL

ANTI-BULLYING POLICY

Date of Policy:	September 2026
Member of Staff Responsible:	Alison Taylor (Head teacher)
Review Date:	September 2028
Consultation:	This policy was developed with staff following local and national guidance.

To be read in conjunction with the Safeguarding and Child Protection Policy, Behaviour Policy, SEND Policy, Equality Policy, RHE Policy, and PSHE Policy.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

"We care, we learn, we succeed,"

and promote our Core Values of:

Equality, respect, honesty, friendship, courage and understanding.

Context

As a rights respecting school we believe that everyone at Cherry Orchard Primary School has the right to feel welcome, secure and happy at school. Bullying of any sort prevents this from happening and this policy contains guidelines to support this ethos.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying and value based ethos in the school.

Aims and objectives

1. For all governors, teaching and non-teaching staff, children and parents to have an understanding of what the different forms of bullying are and how to deal with them
2. To eliminate discrimination in line with the principles of the Equality Act 2010
3. To prevent bullying in all forms wherever possible through the planned and effective teaching relating to the issues surrounding it
4. To deal with incidents of bullying quickly and effectively so that they do not reoccur
5. To intervene where bullying is identified and put disciplinary measures in place to ensure it stops
6. To meet the needs of all pupils, especially those who are vulnerable and put in place measures which support victims and those who may be carrying out bullying
7. To ensure that parents/carers understand what to do if they feel their child is being bullied or bullying others
8. To ensure all pupils understand what to do and what help to expect if they feel they are being bullied and how to report it

9. To ensure that differences between people which can lead to bullying are regularly discussed in the curriculum (e.g. religion, ethnicity, disability, race, gender, family/ home background or sexuality)
10. To use specific organisation and in school mentoring to support those affected by bullying
11. To create a positive, open climate where all children are free to express themselves in an environment which reflects and celebrates the diversity and tolerance of modern Britain.

Definitions of Bullying

"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, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Preventing and Tackling Bullying July 2017

Key Messages at Cherry Orchard Primary.

Key Message 1:

At Cherry Orchard Primary our children are taught that children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse — even when targets of bullying show or express their hurt or tell the aggressors to stop.

Key Message 2:

The key elements of Bullying are:

- an intent to harm
- a power imbalance
- repeated acts or threats of aggressive behaviour.

Key message 3:

There are four main types of bullying

Physical aggression This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling and a range of other behaviours that involve physical aggression.
Verbal aggression We know that words and threats can, indeed, hurt and can even cause profound, lasting harm.
Social exclusion is a form of bullying in which children use their friendship—or the threat of taking their friendship away—to hurt someone. Shunning and rumour spreading are all forms of this pervasive type of bullying that can be especially hurtful.
Cyberbullying is a specific form of bullying that involves technology. It is the "wilful and repeated harm inflicted through the use of computers, mobile phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by lots of people, resulting in repeated exposure and repeated harm.

Key Message 4:

Bullying can be DIRECT OR INDIRECT (sometimes referred to as PHYSICAL OR PSYCHOLOGICAL) and is recognised as child on child abuse.
Examples include, but are not limited to, the following things:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, 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
Verbal	name-calling, taunting, mocking, making offensive comments, gossiping, sarcasm, spreading rumours, teasing
Cyber bullying	Unacceptable behaviour on line in all areas of internet ,such as email & internet chat, messaging, sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, whatsap, gaming, websites, social media sites, sending degrading photo/videos.
'Friend' bullying	where the bully acts as a friend in order to exploit the victim – sometimes without their knowledge (those with SEN can be particularly susceptible to this form of bullying)

Key Message 5:

Bullying can happen to anyone and people can be bullied for a number of different reasons for example:

- Physical appearance
- Family circumstances for example being a young carer
- Being a younger children
- Physical/health conditions
- Mental Health/emotional needs
- race, religion, faith and belief
- Ethnicity, nationality or culture
- SEND
- Sexual orientation (homophobic bullying)
- Gender based bullying

Key Message 6:
It is important to remember that bullying is **intentionally hurtful behaviour**, repeated over time.
Bullying is not:

Being Rude: If someone is being 'rude' they are inadvertently saying or doing something that hurts someone else. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners or selfishness, but not meant to hurt someone.

Being Mean: If someone is being mean they purposefully say or do something to hurt someone once (or maybe twice). The main distinction between 'rude' and 'mean' behaviour is to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone.

The school works hard to ensure that all pupils know the difference between bullying, relational conflict and everyday friendship issues, but understands that regular or repeated friendship issues can be a sign of bullying.

Possible indicators of bullying in school

- *Children who are often ill and unwilling to take part in activities or have poor attendance/punctuality*
- *Problems with concentration*
- *Changes in behaviour or attitude*
- *Changes in confidence and self-esteem*
- *Changes in relationships with adults or children*
- *Signs of nervousness/anxiety*

Actions to Tackle Bullying

Prevention is better than cure, so at Cherry Orchard Primary School we are vigilant for signs of bullying and always take reports of incidents seriously. As part of the school's Relationships Education and PSHE curriculum, assemblies and mentoring programme we reinforce the ethos of the school, build understanding of positive relationships and provide children with opportunities to discuss a range of issues as well as helping children to develop strategies to combat bullying type behaviour.

As part of the wider offer, we also take part in Anti Bullying week. In addition, we have Pupil Leaders such as the School Council and Happiness Heroes who will be involved in gathering Pupil Voice around bullying, the process of interventions and strategies to tackle bullying.

Cherry Orchard Primary School aims to provide children with a rich and diverse curriculum that demonstrates the diversity in society and the basic values of tolerance and understanding. We will endeavour to ensure children understand the strands of equality and diversity relevant to their age and understanding;

1. age
2. disability
3. marriage and civil partnership
4. race
5. religion and belief
6. gender
7. sexual orientation

We will ensure that the school environment represents these strands through display and learning materials.

Processes and strategies

All children are regularly told that they must report any incidents of bullying to an adult within school, and if another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report it to a member of staff - these can include the class teacher, a member of the support staff, dinner supervisor the Head Teacher, or Senior Leaders.

Our Learning Mentors are also available should children need to talk or share information. Teachers can communicate with learning mentors and highlight any concerns they may have.

We ensure that there are a large number of staff on duty and that they are strategically positioned in all areas of the playground to avoid the possibility of blind spots or areas where bullying can occur unseen.

Reporting

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept on CPOMS in order to ensure effective monitoring of such occurrences and to facilitate co-ordinated action, this includes racist or homophobic abuse which is also recorded and investigated. The Anti-Bullying Policy is regularly updated. In addition, any incidents of bullying (reported or actual) are monitored closely as well as being reported to Governors.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. At first, a problem- solving approach may help. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the problem recurring. Parents will be informed and told what has been done. Their input and suggestions will also be welcomed as well as an agreement on how it will be monitored and what will happen if the problem re-occurs.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as through the Relationships Education curriculum. This can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Appropriate support is given to the person being bullied as well as the person who carries out the bullying.

Parental Involvement

The parents of both perpetrators and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The perpetrator will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. Interventions and consequences to address any bullying will run side-by-side and be appropriate to the child's age and level of understanding. In any case, the incident will be monitored.

Parents are reminded through newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary, we will call on outside resources as appropriate to support. This policy is seen as an integral part of our Behaviour Policy. Victims of all incidents will be revisited by Learning Mentors. They may keep a diary which will be monitored by the class teacher and Learning Mentor.

Roles and Responsibility

At Cherry Orchard, all members of the school community must have the best interest of the children as their primary concern in making any decisions that may affect their well-being. All adults should do what is best for the children, and when adults make decisions they should think about how their decisions will affect the children concerned.

All staff should:

- Report incidents of bullying to senior leaders and deal with them in line with this policy and the school's behaviour policy
- Familiarise themselves with this Anti-Bullying Policy and have an awareness of how their work contributes to its implementation.
- Read "Preventing and tackling bullying" from DfE and reference further sources of information at the back of that document
- Work to promote the principles and ethos of the Anti-Bullying Policy through their own work with and around children.
- Recognise Anti-Bullying as a shared responsibility.
- Support the implementation and monitoring of the Anti-Bullying Policy.
- Promote inclusion and diversity through the curriculum and school environment including the learning resources they utilise.