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Reach For The Stars

## **Anti-bullying Policy**

### Our Motto

★ **Reach for the Stars**

#### **Vision Statement**

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21<sup>st</sup> century.

**Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.**

**Articles 2/12:** We respect the right to be listened to and listen to others.

**Articles 19/24:** We respect the right to feel safe at school and help others feel safe.

**Article 28:** We respect the right to learn and let others enjoy their learning.

**Articles 15/31:** We respect the right to join in and be part of a team.

**Article 29:** We respect the right to develop our potential and to do it with a growth mindset.

**Article 27:** We respect the right to look after our own and others property

### Our Values

- ★ **Striving**
- ★ **Teamwork**
- ★ **All Included**
- ★ **Responsibility**
- ★ **Success**

#### ★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

#### ★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

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★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

**Equal Opportunities and the Single Equality Scheme**

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

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**The aim of the anti-bullying policy is:**

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To encourage respect for the individual at all times, celebrating the differences between us
- To prevent bullying behaviour

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

What is bullying?

**Bullying is behaviour which**

- deliberately makes another person feel uncomfortable, distressed or threatened
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include racist, sexist or homophobic behavior
- negative attitude or a behavior towards a disability.

**The three main types of bullying are:**

**Physical:** for example, hitting, pushing, kicking, inappropriate touching.

**Verbal**

- name-calling and verbal abuse: face-to-face, in writing, by phone, on-line, or by text message
- making racist, sexist or gender-based comments, jokes or graffiti
- making threats
- taunting or mocking
- spreading rumours
- making jokes to make someone look 'small'

**Indirect** (excluding someone from social groups)

- isolating or excluding a person

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- ganging up on someone
- refusing to cooperate with someone
- hiding equipment or other possessions
- demanding money

Some bullying behaviours must be treated as zero tolerance and dealt with through Child Protection Procedures. These include any touching and coercion of a sexual nature. These types of behaviours must be reported to the Headteacher or Deputy immediately.

### **FOR PARENTS/CARERS and STAFF**

#### **Recognising the signs**

Someone who is being bullied may

- be frightened of walking to or from school
- insist on being driven to school
- change the route to school
- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite, or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself

Pupils must be encouraged to report bullying in schools.

All members of staff at the school must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **GUIDANCE and ADVICE**

For pupils

These ideas as to what you can do have been suggested by pupils

If you are being bullied

- tell someone you trust
- remember you are not the one with the problem!
- if you can, ignore the bully

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- if you can, do not show you are upset
- if possible, avoid being alone in the places bullying happens
- be assertive, if you can
- walk away quickly and confidently, even if you do not feel that way inside
- your safety is more important than your possessions. If you are in danger, don't hold on to them
- if you are different in some way, be proud of who you are.
- Staff will educate children about appropriate behaviour between boys and girls and help them to understand what is acceptable.
- Children will be taught to be assertive in a non-threatening manner and understand that they have a right to say no.
- Children will also be encouraged to use TAG to sort out problems before they escalate. (Tell, Ask, Get help)

#### **Friends**

- listen and talk it through
- try to be sensitive
- try not to leave them on their own
- persuade the person being bullied to talk to an adult

#### **Bystanders**

- even if you don't take part in bullying but see it and walk away, you are ignoring your responsibilities
- get help
- give sympathy to the person being bullied

#### **For Staff**

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by

- no member of the school community should ignore bullying, either of a child or an adult. Even if they do not perceive what has happened as bullying if the victim feels bullied they must treat it as such and take the appropriate action.
- talking to the pupil and giving reassurance
- taking action appropriate at the time
- Ensuring that it is raised at phase meetings and the SLT link informed of both what has happened and what has been done to resolve the situation.
- Completing the appropriate bullying incident form and ensuring it is logged in the behaviour file. The form must then be passed onto headteacher and phase link.
- reporting the incident to a member of SLT or Headteacher

#### **The member of SLT or Headteacher will:**

- arrange for support and reassurance for the pupil
- interview the person responsible for the bullying

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- contact parents/carers when necessary
- take any appropriate disciplinary action
- if necessary, refer the matter to the Head
- work with pupils, parents/carers and other teachers to support those involved and prevent the bullying

### **For Parents/Carers**

Any of the behaviour above may indicate other problems. But, if you become aware of and are concerned by any of this behaviour, and think your child is being bullied

- encourage him/her to talk about the problem
- reassure him/her of your support
- try to listen calmly and not overreact
- attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the Headteacher or any member of the Senior Leadership team to discuss the problem
- work with the Headteacher or any member of the Senior Leadership team to support your child within or outside school
- if the bullying takes place outside school, report the matter to the police

### **Implementation School**

Whole school behaviour codes are clearly highlighted termly through the whole school establishment curriculum and assemblies. These codes are displayed in classrooms, corridors and the hall as constant reminders for pupils.

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

The school will also hold an annual Anti Bullying Week linked to one of the Single Equality Scheme strands. This will involve:

- surveying the children to establish amount and types of bullying taking place
- Planning cross curricular activities that has awareness of bullying at its core.
- Holding workshops with parents to explain the school's anti bullying policy and how they can spot if their child is being bullied.

The following steps may be taken when dealing with incidents:

- A clear account of the incident will be recorded using the LA Incident Logging Form and given to the head teacher.
- The head teacher or a member of SLT will interview all concerned and will record actions taken after speaking to all concerned.
- Parents will be kept informed.

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- Support and/or punitive measures will be used as appropriate and in consultation with all parties concerned.
- A copy of the LA Incident Logging Form is kept in a file in the Headteacher's office and a copy forwarded to the LA.

### **Pupils**

Pupils who have been bullied, hurt or upset will be supported by:

- offering an immediate opportunity to discuss the experience with a member of the Senior Leadership Team/Learning Mentor or member of staff of their choice
- reassuring the pupil and encouraging them to describe the impact the bullying has had on them through drawing a picture, writing a description.
- This will then be shared either with the whole class or with the children involved in the bullying depending on the child's wishes. Allowing the child to describe the impact on them without making direct reference to the bullies can be a powerful tool which enables the pupils doing the bullying to understand and change their behaviour.
- offering continuous support and strategies to deal with unwanted behaviour/s
- protecting the child and ensuring their safety as and when necessary involving their parents
- restoring self-esteem and confidence
- Involving outside agencies when necessary.

### **How?**

- through, assemblies, circle time, class council

Pupils, who have bullied, will be helped by:

- discussing what happened
- discovering why the pupil became involved
- Establishing the wrong doing, the effect on others through sharing of the victims feelings about the bullying, and agreement on the need to change. The pupils who have bullied will be given an opportunity to find their own solution to the bullying. Research shows that immediately applying sanction leads to the bullying becoming more covert.
- The victim and the perpetrator/s will meet together to agree how to move forward.
- Member of SLT will check in with the victim on a weekly basis to make sure the agreement is continuing.
- If the victim reports that the bullying has not stopped then more direct action will be taken.
- guiding, supporting, advising and offering them strategies to change their behaviour.
- insisting that they take responsibility for their actions and help them to actively make amends
- informing parents or guardians to help change the attitude of the pupil
- Involving outside agencies when necessary.

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**The following disciplinary steps can be taken:**

- official warnings to cease offending (use of the school behaviour policy)
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in the Establishment curriculum, PSHE, Class council, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour through:

**Reviewing the situation with:**

- Children involved.
- Parents and others as appropriate.

**Review appropriate policies by:**

- Annual review of Behaviour and all Equality and safeguarding policies
- Regular review of school rules and class codes of conduct and policy issues through school and class councils.

Support for vulnerable pupils, and at transition points will be offered through:

**Peer Support Scheme**

- pairing them with another pupils in the classroom and playground
- Playground Friends looking out for them in the playground
- Circle of Friends in collaboration with the Learning Mentor
- Transition worker for Year 6 pupils
- Peer mentoring overseen by the Learning mentors.

**All members of staff will be informed of the school's anti-bullying policy through:**

- A bespoke induction programme on joining the school
- During yearly review of the policy
- Housekeeping section of First INSET of the School year

**Parents**

Parents will be informed of the school's anti-bullying policy through

- Yearly phase group meetings
- Leaflets
- Workshops

Parents will be encouraged to inform the school if they are concerned that their child is being bullied.

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The SLT investigates and deals with all incidents of bullying. If a parent wishes to make a complaint, they need to speak to the class teacher in the first instance, and in the event that the matter is not resolved, they need to contact any member of the SLT.

#### **Monitoring, evaluation and review**

- Meet with pupils and give them regular opportunities (e.g through class and school councils meetings and during the yearly anti-bullying week programmes) to tell us if the policy is working from their point of view and if the school is responding to incidents.
- The Senior Leadership Team will review this policy annually and assess its implementation and effectiveness by analysing the Bullying Incident Reporting form for occurrence, gender group etc with staff, pupils and parents(through the annual parents questionnaires and during yearly whole school conference.

#### **Success Criteria:**

Staff are more responsive and vigilant to bullying.

Fewer pupils report being bullied.

Fewer pupils are found to be bullying.

More pupils report that they would not join in bullying.

More pupils would tell a member of staff if they were being bullied.

More pupils will tell a member of staff if they are aware of someone else being bullied.

#### **Monitoring of policy**

This policy will be monitored termly through completed LA Bullying Incident Recording forms and the annual analysis table from the LA.

#### **Evaluation of policy**

This policy will be evaluated through termly or annual reports by the postholder to the Headteacher and Governing Body. This evaluation will also inform school priorities.

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### **Useful websites**

Childline

<http://www.childline.org.uk/>

(0800 11 11)-telephone lines open 24hours. (Anti-bullying strategies)

Kidscape

<http://www.kidscape.org.uk/>

Kidscape(020 7730 3300) open Monday to Friday between 10am and 4pm.

Bullying

<http://www.bullying.co.uk/>

Advice for children, parents, teachers and governors.

Parentline Plus

<http://www.parentlineplus.org.uk/>

Victim Support

<http://www.victimsupport.org.uk/>

Advisory Centre for Education-

<http://www.ace-ed.org.uk/advice/mychild/tacklingbullying>

BBC Schools Site

<http://www.bbc.co.uk/schools/bullying>

Citizenship Website

<http://www.citizenship-pieces.org.uk/>

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### Bullying Incident Reporting Form

Date:		
Name of person bullied:		Gender: M/F
Name of person carrying out the bullying:		Gender: M/F
Incident reported to:		Statements taken by:
<b>Type of Bullying(Please tick)</b>		
Physical Assault(Hitting, kicking etc)	Verbal Abuse(Indirect) e.g. name calling, ridiculing someone because of their appearance, differences etc.	Other(please write in):
Threatening Behaviour(Pushing, damage to property etc)	<b>Inciting others to bully: e.g. telling someone else to go and do something nasty, telling them to stay away etc.</b>	
Verbal Abuse (Direct) Name calling, insults	Refusal to cooperate with within person bullied: e.g. not lining up properly next to someone, not including them.	
Statement of person bullied:		
Statement of person carrying out bullying		
Strategies employed to deal with bullying (Please tick which was deployed in this instance)		
<b>PERSON BULLIED</b> <ul style="list-style-type: none"> <li>offering an immediate opportunity to discuss the experience with a member of the Senior Leadership Team/Learning Mentor or member of staff of their choice</li> <li>reassuring the pupil</li> <li>offering continuous support through pairing with another pupil, Playground Friends, Circle of Friends or Learning Mentor.</li> <li>restoring self-esteem and confidence</li> </ul>		<b>PERSON WHO BULLIED</b> <ul style="list-style-type: none"> <li>discussing what happened</li> <li>discovering why the pupil became involved</li> <li>establishing the wrong doing and need to change</li> <li>informing parents or guardians to help change the attitude of the pupil</li> </ul>
<b>SANCTIONS FOR PERSON WHO BULLIED (Please tick)</b> <ul style="list-style-type: none"> <li>official warnings to cease offending</li> <li>detention</li> <li>exclusion from certain areas of school premises</li> <li>minor fixed-term exclusion</li> <li>major fixed-term exclusion</li> <li>permanent exclusion</li> </ul>		
Headteacher's signature:		Date:

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