Anti-Bullying Policy

(Whole School Including EYFS)

First Issued:	September 2003	Next Review:	Spring Term 2027
Last Reviewed:	Spring Term 2025	Version:	6.0
Responsible:	Deputy Head Pastoral / Pastoral Care Team		

a. Safeguarding Statement

i. At Orley Farm School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Orley Farm School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

ii. This policy will be reviewed every two years.

b. Aims

i. Our school aims to ensure that:
- our commitment to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere;
- bullying of any kind is unacceptable at our school;
- if bullying does occur, all pupils feel able to tell, know whom to tell and know that incidents will be dealt with promptly and effectively;
- everyone knows that our school is a *TELLING* school, so anyone who knows that bullying is happening is expected to tell a staff member;
- all governors, teaching and non-teaching staff, pupils, and parents have an understanding of what bullying is;
- all governors, teaching/non-teaching staff, and volunteers know what our school policy is on bullying and follow it when bullying is reported; and
- all pupils and parents know our school policy on bullying and what they should do if it arises, being assured that they will be supported when bullying is reported.

c. What is Bullying?

i. This policy is based on the DfE Bullying at school and Preventing and tackling bullying

ii. According to DfE 'Preventing and Tackling Bullying' July 2017:
'Bullying is behaviour by an individual or group repeated over time that intentionally hurts another individual or group 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 the 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.'

iii. Generally, bullying falls into one or a combination of the following categories:
- Physical Bullying – an unprovoked assault/attack on a person or group, ranging from a 'prod' to grievous bodily harm

- Psychological – the reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to emotionally harm or humiliate them
- Social- rejection or being ostracised by a peer group
- Verbal – The use of derogatory or offensive language, e.g. swearing, racist or sexist language, sexual innuendo, spreading rumours, etc
- Cyberbullying – the use of technologies such as mobile phones or the internet to deliberately upset someone. This includes child-on-child abuse (see below). Being subjected to harmful online interaction with other users
- Any hostile or offensive action against any person with a protected characteristic
- Child-on-Child abuse - any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).
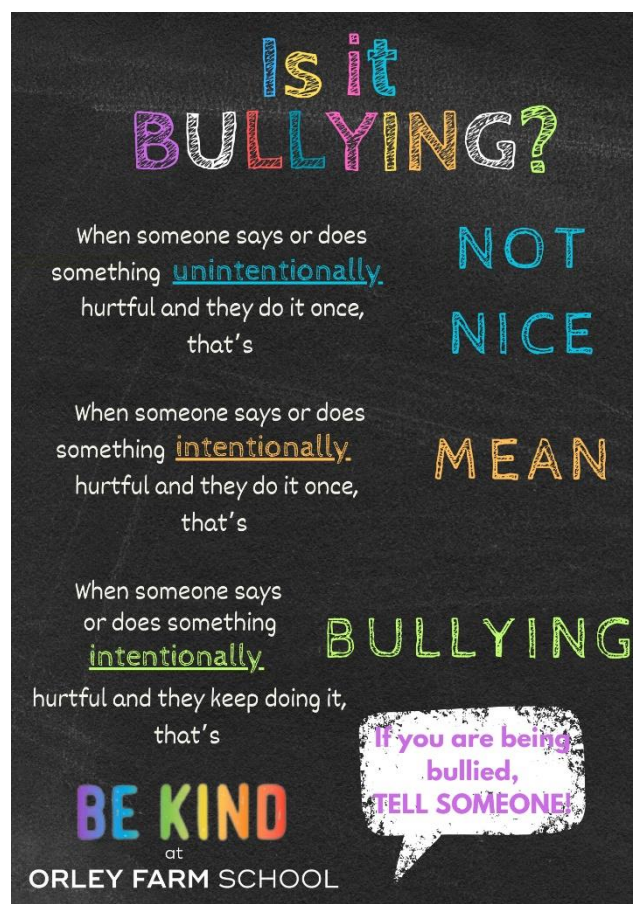
d. Why is it Important for School to Respond to Bullying?

i. Bullying hurts. Everybody has the right to be treated with respect, and no one deserves to be a victim of bullying. As a school, we are responsible for responding promptly and effectively to bullying issues.

ii. See Appendix 1 for Supporting Organisations and Guidance.

e. Prevention of Bullying

i. Our school has a proactive approach to bullying whereby school staff proactively gather intelligence about issues between pupils which might provoke conflict, and develop strategies to prevent bullying

from occurring in the first place. This is achieved in many ways and throughout different aspects of our curriculum.

ii. We recognise the importance of addressing the social dynamics and friendship challenges faced by students and run two key programs—*Girls on Board* and *Boys on Side*—designed to empower students to navigate and resolve friendship issues independently, with empathy and mutual respect. These programs provide students with the tools, insight and vocabulary to understand their own emotions and the perspectives of others, helping them to manage conflicts and build strong, trusting relationships. Through guided reflection sessions and a non-judgmental approach, *Girls on Board* and *Boys on Side* encourage self-responsibility, collaboration, and resilience. By equipping students to handle their own social challenges, these initiatives aim to reduce the likelihood of bullying and create a positive school atmosphere, supporting the emotional wellbeing and academic success of all our students.

iii. Our school aims to create an ethos of good behaviour where pupils treat each other and the school staff respectfully, and which extends beyond the classroom to all other areas of the school, inside and out, including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment. Staff and older pupils reinforce these values and set a good example for the rest.

iv. Our school also ensures the prevention of bullying by the following:
- Ensuring parents are clear that bullying is not tolerated in our school and informing them of the procedures to follow if they believe their child is being bullied;
- Ensuring all pupils understand the school's approach and are clear about the part they can play in preventing bullying, including as upstanders;
- Ensuring our approach is regularly evaluated and updated, taking into account developments in technology and updating 'acceptable use' policies for computer use;
- Ensuring disciplinary sanctions are implemented so the consequences of bullying reflect the seriousness of the incident and which show that bullying is unacceptable;
- Ensuring there are open discussions in RSE, PSHE and other suitable situations regarding differences between people that could motivate bullying and that the use of prejudice-based language is unacceptable, e.g. language that refers to religion, ethnicity, disability, gender, sexuality and appearance-related differences, as well as different family situations, such as looked-after pupils or those with caring responsibilities;
- Following Anti-Bullying week's 'Cool to be Kind' programme which aims to model the behaviour we would like to see;
- The school follows the PERMAH model and Science of Wellbeing curriculum;
- Ensuring staff receive effective training to understand the principles and purpose of the school's policy, their legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
- Ensuring work with the wider community is undertaken, through contact with such external agencies as the police and children's services, to arrive at a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed;
- Ensuring that the system to report bullying, including cyber-bullying, is made easy for pupils, whether in or out of school, and that there is assurance that they will be listened to and incidents will be acted on; and
- Ensuring that an inclusive and safe environment is created where pupils can openly discuss the possible causes of their bullying without fear of further bullying or discrimination.

v. Diversity and Inclusion
We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about:

- Seeking opportunities to learn about and celebrate difference;
- Increasing diversity within our staff, volunteers, children and young people; and
- Welcoming new members to our school.

f. Signs and Symptoms of Bullying

i. A pupil who is being bullied may display particular signs or patterns of behaviour. Therefore, school staff should be aware of these possible signs and should investigate if a pupil begins to display any of the following:
- Fear of making the journey to or from school
- Changes to the usual routine
- Unwillingness to attend school
- Truancy
- Being withdrawn, anxious, or lacking in confidence
- Beginning to stammer
- Attempting or threatening suicide
- Absconding from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected)
- Beginning to do poorly in school work
- Attending school in torn clothes or with damaged books/ equipment
- Having possessions which are damaged or 'go missing'
- Having unexplained cuts or bruises
- Becoming aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Stopping eating
- Being frightened when questioned to say what's wrong
- Giving improbable excuses for any of the above

ii. These signs and behaviours could indicate other problems, but bullying should be considered as a possible reason and be investigated.

g. Procedures

i. In our school, pupils will be encouraged to report/discuss any behaviour they are not happy with. Initially, teachers will try to deal with any incident in a supportive low-key manner to avoid further distress. This may be:
- If an incident is reported it will be investigated seriously, thoroughly and as sensitively as possible; this will be done initially by the tutor/class teacher who may then involve the Year Group Lead and /or Head of Section, in liaison with the Deputy Head Pastoral;
- Proposed action will be discussed with the sufferer of bullying, this will include appropriate support;
- Both the perpetrator and the sufferer of bullying will have opportunities to explain the situation as they see it and receive any help and support that may be necessary;
- Support for the perpetrator will be put in place.
- Bullying rarely occurs without witnesses and their statements LINK along with those involved would also be recorded in writing;
- Staff will record all the information on the MIS and inform the relevant Head of Section / Deputy Head Pastoral;
- Parents of those involved will be informed;
- Reports of bullying off the school premises (including online bullying) are always investigated and may be dealt with in school; and
- Issues may be taken as a theme in a class PSHE discussion if the bullied child is at ease with this.

ii. What measures the school is taking to reduce the incidents of bullying:

- Educating the parents and children on using the word 'bullying' in the correct context;
- Encouraging parents to check their child's phone and emails regularly and save any evidence of behaviour which might be identified as bullying against them;
- Ensuring all staff are vigilant for pupils with recurrent aches, pains, visits to the nurse, reluctance to go to the playground, changes to eating habits, changes in behaviour and deterioration of work;
- In the event that behaviour is seen and deemed to be bullying by the Year Group Lead/Head of Section, it is recorded in the Whole School Sanction Log on the MIS to enable such patterns to be identified. Year Group Leads and Tutors receive automatic notifications of incidents;
- Regular Pastoral Care Team (PCT), Head of Section and Year Group Lead (YGL) meetings are held where concerns and incidents are raised;
- Consequences of serious cases will be decided by the Deputy Head(s) in consultation with the Head and other staff. Serious sanctions such as exclusion may be necessary in cases of severe and persistent bullying;
- In the event that a bullying incident occurs it will be treated as a child protection concern if there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' In such cases the school will report our concerns to the local authority social care department;
- Information on all recorded incidents of bullying can be found in the 'Whole School Sanction Log' on the MIS; and
- All staff teaching individuals have access to this information.
- Staff are not expected to check their school email accounts during the school holidays and will not be required to investigate any reports of bullying during this time.

Desired outcomes of such action:
- The bully/bullies will be asked to apologise in a meaningful way. Additional consequences may follow;
- If possible, the pupils will be reconciled;
- Each case will be monitored to ensure repeated bullying does not occur;
- Through the above-mentioned support and education, the bully/bullies will understand the impact of their actions, develop empathy, and learn positive social behaviours; and
- Through the resolution and support process, the victim/s will feel safe and respected and will feel confident in expressing their feelings confidently to prevent further bullying. They will also develop strategies for coping with any future challenges.

h. Arrangements for Monitoring

This policy will be reviewed every two years by the Deputy Head Pastoral.

i. The Role of Governors

i. The Governing Body's role is to support the Headmaster and the Senior Leadership/Management teams in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying in, or related to, the school setting.

ii. Where bullying incidents occur, the Governing Body will take these seriously and require the Head to deal with them appropriately. All bullying incidents are monitored by the Governing Body, which regularly reviews the effectiveness of this policy.

iii. The Governors require the Headmaster to keep accurate records of all bullying incidents and report to the Governors on the effectiveness of school anti-bullying strategies.

j. Other Policy Links

- Safeguarding and Child Protection Policy
- E-Safety Policy

- [Behaviour Policy](#)

Appendix 1-Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: [Preventing and tackling bullying](#)
- DfE: [No health without mental health](#)
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: [SEND Code of Practice 0 to 25](#)
- Special Needs Jungle: https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational