



Overleigh St Mary's CE Primary School

Anti-Bullying and Anti-Harassment Policy

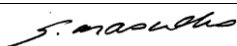
Signed by:



04 September 2025

Head teacher

Date:



Chair of governors

Date:

04 September 2025



Anti-Bullying and Anti-Harassment Policy

Value Statement

At Overleigh St Mary's CE Primary we want to create an environment where everyone is safe and knows that they are valued. A person has the right to have themselves and their property treated with respect and the responsibility to treat others in the same way.

At Overleigh St Mary's we aim to tackle bullying and or harassment by trying to prevent it from happening in the first place, and by tackling it consistently, fairly and effectively when it does. We wish to ensure all our learners are well prepared to contribute positively to society during their schooling and into the future.

Bullying - Definition

There are many definitions of bullying, but all have three things in common:

- It is a deliberate and hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to stop the process.

Here at Overleigh St Mary's we will use the acronym STOP to support children in learning this. Children point to four fingers, one in turn saying: **Several, Times, On, Purpose** – then hold their whole hand with palm facing out and say **STOP!**

We will use this definition to help us identify bullying behaviour as distinct from other types of behaviour such as random acts of aggression.

Bullying can take a number of forms:

- Physical: pushing, hitting, kicking, spitting etc
- Verbal: name-calling, gossiping, spreading rumours, persistent teasing.
- Emotional: tormenting, humiliating, ignoring, excluding.
- Sexual: unwanted physical contact, comments of an unwanted sexual nature, including sexting.
- Cyber: harassment, alarm, distress or humiliation that uses internet-related and telephone technology.
- Racist: gestures, taunts, graffiti, physical violence, mocking.
- Homophobic: name calling, being beaten up, making offensive remarks.
- Silent: isolation, rude gestures, exclusion of pupils from group activities.
- Disablist: gestures, taunts, graffiti, physical violence, mocking.
- Cultural or religious: a combination of the above actions targeting real or imagined cultural or religious beliefs or behaviours.

Children will often fall out with friends or say unkind things when they are angry. We explain to children that this is also taken seriously but that it is different from bullying.

We recognise that at any one time it is likely that bullying exists at Overleigh St Mary's, it happens in all schools. We believe that most children both use and experience bullying behaviour at one time or another, and that all children can change their behaviour, with appropriate support. However it is important to

bear in mind that many behaviours, which in the school context are called bullying, may be defined in law as threatening behaviour, criminal damage, theft, assault, sexual harassment, disability, homophobic or racial harassment. It is the right of pupils and parents to report such incidents to the police and other relevant agencies e.g. the LA.

Possible signs of bullying

Those being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness or clinging to adults. Their school work may deteriorate. They may lack concentration or even truant from school.

Aims

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

When bullying occurs and is identified we will work with the school community in accordance with the policy set out in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and support improved behaviour from the bully. By ensuring that we secure such an environment for all our learners we will support good attendance and high standards for all learners.

Prevention Strategies

- Code of Conduct for our school and following our school values
Everyone will act with courtesy and consideration to others at all times
- The Curriculum
Each year the whole school will have an anti-bullying focus days where children complete units of work from the Jigsaw programme and other resources to ensure they understand what bullying is, the implications of such behaviours and strategies to deal with bullying. Parents are communicated with to share in the children's work and to ensure they understand the school's approach to bullying. Throughout the year assemblies and class PSHE lessons are used to revisit and reinforce the key learning points.
- Yearly developing and reviewing our anti bullying charter ensuring a whole school commitment and harnessing pupil voice
- Ensuring effective supervision of all areas of the school and maintaining a stimulating, bright and open environment
- Developing responsible sexual behaviour and deterring offensive behaviour through our PSHE and sex and relationship education programmes
- Ensuring racial and homophobic harassment is proactively tackled through worship, during anti bullying week, through the curriculum and drawing on partnership support as appropriate

- Cyber-bullying targeted through internet safety lessons and covered in Anti-Bullying week. Parental support through delivery of *information evenings in partnership with the police*.
- Proactively preventing disablist bullying through our disability plan and curriculum
- Providing information and support for parents / carers
- Strengthening provision at playtimes

It is recognised that if bullying occurs outside the classroom it primarily occurs in the playground, most typically at lunchtimes. In order to combat this we

1. Ensure strong playground supervision by:
Clarifying the roles and responsibilities of play supervisors.
Ensuring good communication between supervisors and their line manager / classteachers.
Training all staff especially midday meals supervisors in effective playtime supervision.
Ensuring playground and outside space behaviour management are included in our behaviour policy with clear guidelines on the management of pupils and rewards and sanctions.
2. Continuing to improve the school grounds environment through seeking funding and working with the children to make good and creative choices / developments.

Procedures / Roles

(The strategy we will use when bullying including cyber bullying happens)

We have two aims when reacting to incidents of bullying:

1. To make the victim feel safe.
2. To encourage better behaviour from the bullies, colluders and observers.

In order to achieve this we will use a range of strategies appropriate to the nature, severity and history of the bullying.

At Overleigh St Mary's we use a seven step approach.

Identification and Response Procedures

1. Bullying is suspected or reported from inside or outside school.
2. Headteacher / Senior leader is informed.
3. Further evidence is gathered - Who to, Who by, Timescale, Bullying behaviours, Effect on victim.
4. Headteacher / Senior leader decides if incident is/is not identified as bullying.
5. Headteacher / Senior leader acts on information, records and reports.

6. Parents are informed.
7. Records are kept and reports filed and reported to governors as part of Headteacher termly reports. Where appropriate and particularly with cyber bullying which normally occurs outside of school then police may be involved.

If the Bullying involves an individual or group who have been identified as bullying on previous occasions and the school has implemented the policy to stop it and/or the bullying behaviour involves gross physical / sexual or other extreme behaviour / violence then the following procedure will be followed:

1. The Headteacher is informed.
2. The victim is interviewed and comments recorded.
3. The bully or bullies is/are interviewed and comments recorded.
4. The parents of the bully are contacted and invited to a meeting.
5. A meeting between the Headteacher, bully and parents is held.
6. The incidents are outlined and the sanctions are detailed. These may include:
 - Permanent exclusion;
 - Temporary exclusion;
 - Exclusion from the school premises at lunchtime
 - Exclusion from the playground at lunchtime;
 - Arrangements for parent/carer to supervise pupil to and from school daily
7. The parents/carers of the victim are kept informed throughout the process.

In all cases bullying reports are followed up to check for no repetition weekly for 1 month and then each term for 2 terms. Response to bullying or harassment incidents also link to our Safeguarding and Child Protection procedures and responsibilities to report and re refer for help if required.

Harassment

Bullying can be a form of harassment but there may also be incidents that are stand - alone but must be taken just as seriously and dealt with consistently. The broad definition of harassment is:

Unwanted conduct on the grounds of race, gender, sexual orientation, etc. which has the purpose or effect of either violating the child's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

The following are some examples of types and methods of harassment:

Sexual Harassment and Violence

Sexual harassment can include incidents of female against female or male against male as well as male and female against each other and can include heterosexual as well as homosexual behaviours. It may be defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that creates an intimidating, hostile, degrading or offensive environment. It may include:

- Physical contact
- Invasion of personal space

- Suggestive remarks or sounds
- Unwanted comments on dress and appearance
- Showing or suggesting another party shows / touches their penis or vagina - where this is deemed as a sexual behaviour when referenced against the 'Brook's Sexual Behaviours Traffic Light Tool
- Sexting - Sending and receiving: naked pictures or 'nudes', 'underwear shots', sexual or 'dirty pics', rude text messages or videos.

Racial Harassment

Racial harassment is any behaviour, deliberate or otherwise pertaining to race, colour, nationality - including citizenship, or ethnic or national origins, which is directed at an individual or group and which is found to be offensive or objectionable to recipients and which creates an intimidating, hostile or offensive environment. Such behaviour may include:

- Derogatory name calling.
- Insults and racist jokes.
- Verbal threats.
- Physical attack.

Harassment on Grounds of Sexual Orientation

This act of harassment is any behaviour deliberate or otherwise, pertaining to sexual orientation. Homophobia is a term used to describe hatred and rejection of e.g. gays, lesbians, those questioning their gender, those considering themselves non-binary and homosexuality. It may be directed against individuals or groups of people who are, or are thought to be lesbian, gay, bisexual or transgendered and is behaviour which can be defined as unwanted conduct violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. Examples may include:

- Offensive jokes.
- Ridicule / derogatory comments.
- Verbal threats.
- Derogatory comments.
- Physical attack.

Harassment on Grounds of Religion

Religious Harassment is any behaviour deliberate or otherwise, pertaining to religion, religious belief or other similar philosophical belief and it is behaviour which can be defined as unwanted conduct violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. Examples can include:

- Offensive jokes.
- Ridicule.

Harassment on the Grounds of Disability

Harassment may be based on the fact that a person has a physical or mental impairment, learning difficulty or disfigurement. This can include:

- Offensive or patronising language.

- Offensive or patronising action or behaviour.
- Jokes or inappropriate comments.
- Questions which cause offence to the individual or group of individuals concerned.

This is not an exhaustive list and reference should also be made to our Single Equalities Policy. However no such actions will be tolerated at Overleigh St Mary's. Where an incident occurs it will always be taken seriously and documented.

Staff members should follow the **Procedure for dealing with incidents of harassment** attached. This will be revisited each September to ensure all staff know relevant procedure and process.

An integral part of the procedure is addressing harassment and therefore supporting anti-harassment through the curriculum.

Monitoring and Evaluation

This policy is reviewed yearly and should also be seen in the context of our Inclusion, Behaviour and Single Equalities objectives and policies. Governor monitoring will ensure equality of opportunity and no group is suffering higher incident rate than any other.

Monitoring activities include:

- Questions incorporated into the yearly pupil questionnaire.
- Head / deputy interviews with children.
- Governor monitoring – health, safety & wellbeing.
- Numbers of reported cases / types of cases and record keeping.

Associated Policies

This policy should be read with particular reference to the following policies:

- Safeguarding
- Equalities
- Behaviour
- Staff code of conduct / handbook
- PSHE
- Curriculum

Last updated April 2025.

Procedure for dealing with incidents of harassment

