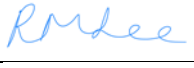
22/09/2026

Anti-bullying and Harassment Policy

Aims and Procedures

Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
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- Behaviour Policy
- Child Protection and Safeguarding Policy

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

The welfare and safeguarding of our children are paramount in all we do at Orchid Vale Primary School.

At Orchid Vale Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying must be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Orchid Vale Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed

as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Designated Safeguarding Lead – Helen Willcox or one of the Deputy Designated Safeguarding Leads – Ruth Lee, Helen Rao, Alex Dipple or Katrin Lager.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Orchid Vale Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, Thrive sessions and PSHE lessons. We agree that:

it's usually defined as behaviour that is :

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is unwanted behaviour that can be repeated, or a one-off incident causing harm, intimidation or offence. It can affect anyone, including school and trust staff and leaders. It often involves a power imbalance, though not always.

Bullying can be:

- physical
- psychological
- emotional

- threats
- harassment
- exclusion

(Preventing and Tackling Bullying and Harassment of School Staff, DfE 2026)

Types of Bullying

cyberbullying, prejudice-based and discriminatory bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised or excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. In school, this can be using words related to sexuality in a negative way.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Recognising is not the same as accepting and, as a school community, we are fully committed to eradicating bullying of any individual or group.

1.2. Other linked Policies

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our Online Safety Policy and the School's Vision, Aims and Values.

Policy Statement

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through class and group discussions, assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Online-safety is an regular part of the Curriculum and information for parents is included in newsletters and on the School's website. Online-safety workshops are held to raise parents' awareness of cyber- bullying.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Staff Awareness

All staff are made aware of procedures for responding to, and dealing with, bullying and child on child abuse through our staff induction programme, the child protection and safeguarding policy and through reading Keeping Children Safe in Education 2026.

Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. This is a key aspect of our school approach as we are aware that children can feel anxious about reporting bullying, especially if it is directed at them. It is essential that any incident that may constitute bullying is reported at the first instance so that further incidents can be avoided or so that any patterns can be identified.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

At Orchid Vale, we employ pupils as Anti-Bullying Ambassadors. Their role is to liaise between pupils and staff regarding potential bullying and through suggesting further preventative measures. Their role also involves maintaining the high profile for anti-bullying procedures.

Our High Five Behaviour Rules include being respectful to all, being kind and being honest. By following these rules, pupils will not bully any other pupil.



The school's response to bullying

All pupils and parents are encouraged to report any incident which may be considered to be bullying as soon as they are concerned. The earlier school staff are aware, the more effective the measures can be.

All allegations of bullying will be dealt with by a member of the senior leadership team as they are the members of staff who have access to any historical records.

This member of senior leadership will make regular contact with the children involved and their parents.

It is recognised that bullying can be a response to, or a cause of mental health problems in children. Staff are strongly encouraged to refer to mental health and behaviour in schools' guidance when deciding on the most appropriate course of action in response to incidents of bullying.

All staff are aware that children can abuse other children (often referred to as child-on-child abuse). Bullying is one form of child-on-child abuse. It can happen both inside and outside of school and online.

Staff are trained to recognise the indicators and signs of child-on-child abuse, know how to identify it and respond to reports.

Indicators might be sudden changes of behaviour, becoming more withdrawn, becoming less motivated to complete school work to the usual standard, changes in friendship groups, being reluctant to come into school in the morning, significant changes in eating habits.

As a school, we acknowledge that even if there are no reports in our school it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important that anti-bullying processes have a high profile within the school environment and that reports of bullying are encouraged and handled in a supportive manner.

Staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up", "banter" or "children being children" can lead to a culture of unacceptable behaviours, an unsafe environment

for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

All staff working with children at Orchid Vale are advised to maintain an attitude of **'it could happen here'**. All incidents that may be seen as sexual harassment are reported to a member of the senior leadership team, will be recorded on CPOMs and will be discussed sensitively with parents of both the victim and the perpetrator.

Inappropriate behaviour (even if it appears to be relatively innocuous) is always addressed as it can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Where examples of sexual harassment have been indicated, risk assessments may be put in place to prevent further incidents and ensure that support is in place for the victim as well as education for the perpetrator.

How will we investigate?

Following any allegation of bullying, a senior member of staff will talk to the victim and the alleged perpetrator.

It is important to develop a full picture of the situation and so, for this purpose, other children may be asked to discuss how they view the situation. Staff are aware of friendships and loyalties and will take this into account when investigating.

It may be appropriate for the victim or the perpetrator to have a parent or familiar adult with them while they are spoken to.

As a school, we make use of the Bullying assessment matrix https://bullyingfree.nz/bullying-assessment-matrix/

This is a free online tool which enables staff and parents to discuss the severity and frequency of the bullying and then to devise a follow up plan.

Written records of conversations will be kept and saved securely on CPOMs.

Follow up

The senior leader who has been assigned the case will discuss with other senior leaders before deciding on a course of action.

The most successful course of action is often restorative justice. In many cases, the perpetrator is not fully aware of the impact that they are having and often, listening to

their victim explain this can lead to significant changes in behaviour. This process is supervised and overseen by a trained member of staff.

It is recognised that not all victims will feel comfortable with this course of action and they will never be forced to face the perpetrator if they feel fearful of doing so.

Victims, perpetrators and parents of both will be informed when consequences have been issued. It may not always be appropriate to discuss the nature of the consequence as this may be personal to individual pupils. However, it is important for the victim to know that their report has been taken seriously and that the perpetrator has been subject to a consequence or a sanction.

Both victim and perpetrator are reminded that any repercussions following the allegation will be taken very seriously indeed and that any form of blame must not be directed at the victim. This will result in further consequences or sanctions.

The senior leader who has been allocated the case will follow up with both the victim and their parents at regular intervals following the allegation to check whether the situation has changed for the better or worse.

Behaviour outside school premises

The school may apply disciplinary sanctions for misbehaviour outside the school premises where it is reasonable to do so. This includes behaviour occurring online, whilst travelling to and from school, on educational visits, and in the wider community. Sanctions may be applied where the behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, member of staff or member of the public;
- could adversely affect the reputation of the school; or
- involves bullying, harassment, discrimination, safeguarding concerns or other serious misconduct.

The school will consider each incident on its individual facts and will act in accordance with its Behaviour Policy, Safeguarding Policy and any relevant statutory guidance

The Thrive Approach

We are a developing Thrive School. At Orchid Vale, we understand that the emotional and social well-being is important for our children to learn and thrive. As a whole school, we always hold the emotional and well-being needs of our children at the heart of everything we do.

What is the Thrive Approach?

The Thrive Approach is a dynamic, developmental, trauma–sensitive approach that supports the development of the social and emotional well-being of children and young people.

There are five building blocks that comprise the Thrive Approach:

· Neuroscience

· The theories behind the approach, including attachment theory and child development theory

· Thrive-Online to support assessment, action planning and monitoring

· Relational skills

· Targeted Thrive activities

The aim of the Thrive Approach is to equip children with tools for a secure stress-regulation system that should enable them to settle, to feel safe, to concentrate, to be curious and to be willing to work alongside their peers and work in collaborative ways.

How does the Thrive Approach work?

Thrive Approach uses a developmental model to help understand how we develop socially and emotionally from birth through adulthood. This model helps us to interpret children's behaviours, identifying the needs and choosing the right intervention to meet those needs. It gives us the tools to understand why children behave in the ways they do, and how parents, teachers and teaching assistants can support this development by providing the best experiences for the children at each stage. Thrive Approach helps us to better understand the child's needs being signalled by their behaviour.

We also look at the importance of relationships. It doesn´t matter what we are trying to teach, it is always about meaningful relationships where we value the child, show a genuine interest in who they are and put their well-being at the forefront of anything we are trying to do.

Appendices

1.3. Guidance and Procedures

This policy has been written in line with

- **Behaviour in Schools (DfE, February 2024)**; [gov.uk], [assets.pub...ice.gov.uk]
- **Keeping Children Safe in Education 2026**; [gov.uk]
- **Preventing Bullying (DfE, updated July 2026)**; [gov.uk]

mental health and behaviour in schools guidance

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

https://anti-bullyingalliance.org.uk/

(ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

https://diana-award.org.uk/ : Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

https://www.kidscape.org.uk/ : Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

https://www.bullyinginterventiongroup.org/big-award : The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

https://restorativejustice.org.uk/ : Includes best practice guidance for practitioners 2011. 17

Cyber-bullying and online safety

https://www.childnet.com/ International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifially includes new cyberbullying guidance and a practical PSHE toolkit for schools.

https://www.internetmatters.org/ : provides help to keep children safe in the digital world.

https://www.ceopeducation.co.uk/ : resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

https://www.barnardos.org.uk/

: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

https://each.education/resources

: (Educational Action Challenging Homophobia): provides a national freephone

Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

https://www.theproudtrust.org/

: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

https://www.mencap.org.uk/

: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

https://www.changingfaces.org.uk/ : Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. 18 Information, Advice and Support Service Network:

Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

https://www.minded.org.uk/ : Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

https://pshe-association.org.uk/ – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

https://www.annefrank.org.uk/ : Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

https://www.educateagainsthate.com/ : provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

https://www.theredcard.org/ : Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

https://www.kickitout.org/ : Uses the appeal of football to educate young people about racism and provide education packs for schools.

https://tellmamauk.org/ : Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

https://www.gov.uk/government/groups/anti-muslim-hatred-working-group : Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

https://www.endviolenceagainstwomen.org.uk/

(EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

https://www.gov.uk/government/collections/disrespect-nobody-campaign

: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

https://anti-bullyingalliance.org.uk/ : advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.