



Anti-Bullying Policy

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Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff.

Rose Hill Primary School is committed to providing a safe and supportive environment for all pupils. Cyberbullying is not tolerated and will be addressed promptly and effectively. Our approach includes:

- Educating pupils and staff about the impact and consequences of cyberbullying
- Encouraging pupils to report incidents of cyberbullying
- Investigating all reports of cyberbullying thoroughly and confidentially
- Implementing appropriate disciplinary measures for those found to engage in cyberbullying
- Providing support to victims of cyberbullying

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim. This includes cyberbullying *Annex 1.

Bullying can be, but not limited to:

- **Emotional:** Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- **Physical:** Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** Unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- **Cyber:** All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school's policy is on bullying and follow it when bullying is reported.
- All students and parents should know what the school's policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated in our school.

Staff Responsibilities

- To implement procedures to confront bullying of any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action and to refer to SLT as appropriate
- To share with parents of the victim and bully, incidents of serious and /or persistent bullying
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within school and relevant agencies when appropriate
- To promote the use of interventions which are least intrusive and most effective.

Signs and Symptoms

A student may indicate by signs or behaviour that he or she is being bullied. All adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school i.e. toilets, library, dinner hall
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes in behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff or SLT
2. In particular cases of bullying, the incidents will be recorded by staff.
3. In particular cases parents should be informed and will be asked to come into a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour
7. Restorative practice may be employed to support both parties *Annex 2

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences such as those the school's Relationships and Behaviour Policy may take place.
- Use of home / school communication books
- Involvement of external agencies
- Peer support
- Formal recording (racism/homophobia)
- Use of Relationships and Behaviour Policy
- Liaison with parent/carer/social worker
- In serious cases, suspension or even exclusion will be considered
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Annex 1 – Cyberbullying

Cyberbullying

Cyberbullying is defined as the use of digital technologies to deliberately and repeatedly harm, intimidate, or embarrass another person. It can take many forms, including:

- Sending threatening or insulting messages or emails
- Spreading rumors or lies about someone online
- Posting harmful or demeaning photos or videos without consent
- Creating fake profiles to impersonate or demean someone
- Excluding individuals from online groups or activities with the intent to harm

Annex 2 - Example of Restorative Practice

Objective: To repair harm caused by bullying, rebuild trust, and foster a positive school environment.

Steps:

1. **Initial Meeting:**

- **Participants:** Involved pupils (the one who bullied and the one who was bullied), a trained facilitator (e.g., a school counselor), and, if appropriate, a supportive adult for each pupil.
- **Purpose:** To understand each pupil's perspective and prepare them for a restorative conference.

2. **Restorative Conference:**

- **Setting:** A neutral and private space within the school.
- **Process:**
 - **Opening Circle:** The facilitator welcomes everyone, outlines the purpose, and sets ground rules (e.g., respect, confidentiality).
 - **Story Sharing:** Each pupil shares their experience without interruption. The focus is on feelings and impact rather than blame.
 - **Reflection:** The group reflects on the impact of the bullying. The facilitator encourages empathy by asking questions like, "How did that make you feel?" or "What do you think the other person felt?"

3. **Developing a Plan:**

- **Collaborative Solution:** Together, the group discusses how to repair the harm. This might include:
 - An apology from the pupil who bullied.
 - A plan for how the pupil who bullied will change their behavior.
 - Support strategies for the pupil who was bullied (e.g., peer support, counseling).
- **Agreement:** The group creates a written agreement outlining the actions both parties will take. All participants sign the agreement.

4. **Follow-Up:**

- **Regular Check-Ins:** The facilitator schedules follow-up meetings to ensure the agreement is being honored and to provide ongoing support.
- **Evaluation:** After an agreed period, evaluate the success of the restorative practice and make adjustments as needed.

Example Agreement:

- **Apology:** [Pupil A] will apologize to [Pupil B] in person and write a letter.
- **Behavior Change:** [Pupil A] agrees to refrain from any negative comments and will participate in a weekly reflection session with the counselor.
- **Support for Pupil B:** [Pupil B] will have access to peer support and can meet with the counselor as needed.
- **Check-Ins:** Weekly meetings with the facilitator for both pupils.