



Oakfield School

1. Anti Bullying Policy (Countering Bullying)

Review Date:	October 2018
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OAKFIELD SCHOOL POLICY FOR ANTI-BULLYING

Other related school policies that support this Anti-Bullying Policy include Equal Opportunities Policy, ICT Policy, PSHE Policy, E-Safety Policy, Child Protection Policy, Equalities and Diversity Policy, Attendance Policy, SEN Policy, Positive Handling Policy and Behaviour Policy.

Vision Statement

At Oakfield School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extracurricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future. By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody.

Equal Opportunities Statement

At Oakfield we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of all our community members and comply fully with The Equality Act 2010.

Safeguarding Children in our Care

Oakfield School recognises that “...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).

OUR AIMS ARE:

- To provide all children, staff and parents with a safe, secure and happy environment where quality relationships are important and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
- To take positive action to prevent bullying from occurring and dealing with any instances quickly, efficiently and sensitively
- To keep both pupils and parents/guardians informed of the school’s expectations for behaviour and develop and foster an effective working partnership between school and home.

At Oakfield School staff, parents and children work together to create a happy, caring, learning environment where positive relationships are developed and valued. **Bullying, either verbal, physical, on-line or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively.**

It is the responsibility of everyone in school to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

This can include:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours,
- On-line: 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

Consequently, the Governors are actively involved in reviewing and revising this policy and monitoring behaviour and preventing bullying.

The definition of Bullying as defined in the DFE "Preventing and Tackling Bullying (July 2017) is: "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either 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 or video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disability, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying is **not** for example falling out with friends or choosing to play with other children.

Specific bullying relationships are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff – see Whistleblower’s Policy

Oakfield School describes the forms of bullying in terms of “how” the bullying is carried out in the following terms:

a) Direct

- Physical
- Verbal
- Non-Verbal

b) Indirect – Cyber Bullying (see E-safety Policy and Supporting Material)

Children are bullied for many reasons, or no reason. Bullying relates to difference – real or imagined:

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

Where bullying makes reference to the race or colour of a person a Racist Incident form must be completed (appendix b.)

Physical Bullying

One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

Verbal Bullying

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

Indirect/Social Bullying

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying. Bullying can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

Cyber-Bullying

Definition taken from the DFE publication "Preventing and Tackling Bullying (July 2017): Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

Reporting Incidents in and out of School

School staff members have the power to discipline pupils for misbehaving outside the school premises. Section 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This could include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Prevention of Bullying

At Oakfield we use a range of prevention strategies to support our positive behaviour ethos. These include:

- Hubs / Restorative Practice
- Bullying logs / Red Books
- Anti-bullying awareness raising and key messages
- E-Safety lessons
- Participation in Anti-Bullying Week, special events
- Behaviour - rules, code of conduct, rewards / sanctions
- Supervision by staff
- A curriculum which reflects the schools ethos celebrating the rich diversity of our world
- Support programmes for vulnerable pupils
- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Healthy Schools.

- Working with the School Council

Strategy for Dealing with Bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

All perceived cases of bullying will be thoroughly investigated. **Appendix A** will be completed for every case of reported bullying.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible and record their responses. Advise the SLT immediately.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Oakfield School.
- If they own up then follow the schools procedures as outlined in the Behaviour Policy.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Separate discussions with parents of bully and victim.
- The use of restorative practice where appropriate.
- Sanctions for the bully may include use of the red book, withdrawal from favoured activities, loss of break times, being put on report, exclusion from school during lunchtimes depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at break/lunchtimes and having discussions with victim to ensure no repetition.
- Child Protection / Multi Agency Coordinator will bring in relevant outside agencies if required to facilitate individual incidents of bullying.
- Specific group or individual work on self-esteem, relationships and anger management will be carried out by appropriately trained staff.

In order to identify incidents of bullying and the identities of bullies, at Oakfield School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Staff are especially vigilant to pupils who may be more at risk or vulnerable.
- All pupils should be encouraged to use Hubs or Restorative Practice / Bullying logs / Red Books to record any incidents of bullying they have witnessed or experienced.
- Transition Programme for Year 11 pupils identified as Vulnerable or At Risk transferring to college or pupils transitioning back to main stream education.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the Police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Monitoring Incidents of Bullying

The Child Protection Co-ordinator will monitor the Bullying Logs and with the Assistant Head analyse and identify any trends or patterns in from incidents of bullying. This data is to be fed back to Governor Termly. Parent feedback on the Parent Questionnaire will specifically question the school handling of Bullying, as a written response question. This is also a question on the Pupil questionnaire.

Sexual Harassment

Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

Sexual harassment is likely to: violate a child’s dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment at Oakfield School will be taken seriously, and the School will utilise appropriate sanctions, as outlined in the behaviour policy.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Roles and Responsibilities

Whole School Staff and Residential Staff

- All school staff and residential staff will follow the procedures outlined in Page 6 Strategy for Dealing with Bullying
- All staff to use the Bullying Logs when reporting the bullying and record the incident, what work/action has been taken and notes of any discussions with parents/perpetrator and the victim
- Behaviour Lead to be notified/Behaviour Lead to take action and if the bullying has not been resolved,
- Police Liaison for Oakfield may be brought in
- Referral to Emotional Well-Being Team for Victim/Perpetrator or both if required
- Child Protection/Multi Agency Coordinator to inform outside agencies if required

The Governing Body

- Support the Headteacher and staff in the implementation of this policy.
- Be fully informed of matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- An appointed Governor, Lee Morfitt (Chair), has specific responsibility for overseeing and monitoring the implementation of Oakfield's anti-bullying policy.

Headteacher

- Bullying is addressed as an issue in the curriculum.
- All staff receive training that addresses bullying behaviour.

Senior Lead for Bullying

- The Child Protection Co-ordinator / Multi agency co-ordinator is the Senior Lead for Bullying within the school.
- Senior Teacher, Lee Thompson has responsibility for the School Council and Pupil Voice.
- Behaviour Lead has responsibility for Whole School Behaviour and will report incidents to the CP.
- Child Protection/Multi Agency Coordinator to take all Bullying Logs to SLT meetings.
- Child protection/Multi Agency Coordinator to monitor and analyse data on bullying incidents.

Parents/Carers

We expect that parents / carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims. We want them to feel confident that everything is being done to make sure their child is happy and safe at school. See Appendix B – Advice for Parent and Carer.

Pupils

We expect that pupils:

- Will support the Headteacher and staff in the implementation of the policy.

- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, usually either a member of staff or parent.
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.
- recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Complaints

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Headteacher or Anti Bullying Co-ordinator. If they remain dissatisfied, they should follow the school’s complaints procedures.

This Policy was reviewed October 2017 and updated March 2018.

Signed:

Lee Morfitt (Chair of Governors)

Action

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Parents/Carers Informed
(If no, please state the reason why)

Yes

No

Referral for external support
(Anti Bullying Project, RAPP, Children's Social Care, other)

Yes

No

Outcome

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Monitoring/Follow Up

Date	Notes of Discussion	Outcome of Review <i>(Resolved/Specify if further intervention required)</i>

Evaluation Satisfaction Rating
(Please ✓ as applicable)

Targeted Pupil	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>
Reporter of incident	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>

Appendix B

Advice for Parents and Carers.

At Oakfield School staff, parents and children work together to create a happy, caring, learning environment where positive relationships are developed and valued.

Bullying, verbal, physical, on-line or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively.

It is the responsibility of everyone in school to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Watching for a pattern

- Wanting more / less attention
- Not wanting to go to school
- Frequent minor illnesses
- Coming home with bruises or torn clothing
- Possessions disappearing
- Becoming withdrawn

What to do

- Treat the matter seriously
- Keep a diary of incidents
- Try and help your child deal with the situation
- Do not approach the bully
- Do not advise your child to fight back
- Contact the school and speak to the Lead co-ordinator, Behaviour Lead, Key worker or Headteacher.

Additional Resources to support parents / carers.

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

NSPCC – www.nspcc.org.uk

Childline – www.childline.org.uk

Kidscape – www.kidscape.org.uk