



Anti-Bullying Policy

Anti-Bullying Policy

1 Vision Statement

- 1.1 At Oakfield School, we will meet the needs of every child, promote positive values and aim to make every day enjoyable and rewarding.
- 1.2 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.
- 1.3 By having high expectations and a relevant, creative curriculum, we aim to bring out the best in everybody.

2 Equal Opportunities Statement

- 2.1 At Oakfield School, 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.
- 2.2 We embrace the individuality of all our community members and comply fully with The Equality Act 2010.

3 Safeguarding Children in School

- 3.1 The school's Anti-Bullying Policy should be read in conjunction with the school's Child Protection Policy and Keeping Children Safe in Education (KCSIE) 2025.

4 School Aims:

- 4.1 Oakfield School aims:
 - 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/carers informed of the school's expectations for behaviour and develop and foster an effective working partnership between school and home.
- 4.2 At the school, staff, parents/carers and children work together to create a happy, caring, learning environment where positive relationships are developed and valued. Bullying, either verbal, physical,

online or indirect, will not be tolerated and will always be dealt with quickly, efficiently and sensitively.

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

5 Bullying Definition

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

- 5.2 Bullying 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 and gestures).
- Sexual (unwanted physical contact or sexually abusive comments).
- Homophobic (because of or focusing on the issue of sexuality).
- Verbal (name-calling, sarcasm or spreading rumours).
- Online (all areas of internet, such as emails, internet chat room misuse, mobile threats by text messaging/calls. Misuse of associated technology, i.e. camera and video facilities).

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

- 5.4 The school describes the forms of bullying by 'how' the bullying is carried out in the following terms:

- Direct (physical, verbal and non-verbal); and
- In-Direct (online-bullying – please see the school's Online Safety Policy)

6 Racism

- 6.1 Oakfield School will not tolerate any form of racial harassment, bullying or abuse.

- 6.2 We are committed to race equality, fairness, and mutual respect for all pupils and adults, whatever their background, in all aspects of school life and community.
- 6.3 We aim to do this by:
- Eliminating racial discrimination, bullying, and harassment/abuse.
 - Promoting equity of opportunity for all members of the school community through the school's curriculum.
 - Promoting good relations between different racial and ethnic groups.
- 6.4 Racism bullying is bullying another person based on their ethnic background, religion or skin colour.
- 6.5 Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order 1986.
- 6.6 In the case of a perceived racism incident, staff are to follow the Reporting Incidents of Racism (Appendix 3).
- 6.7 Where the racism incident continues, staff are to follow step 2 of the school's racism protocol, completing the Incident of Racism Form (Appendix 4).

7 Signs of Bullying

- 7.1 Pupils who are being bullied may show changes in behaviour; it is important that staff build positive relationships with pupils to enable them to be best placed to recognise even subtle differences in presentation, this way staff can respond quickly and effectively ensuring pupils are supported well and incidents can be reported in a timely manner.

8 Reporting Incidents In and Out of School

- 8.1 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 says 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.

9 Prevention of Bullying

9.1 At Oakfield School, we use a range of prevention strategies to support our positive behaviour ethos, these include:

- Hubs/Restorative Practice
- Bullying logs/online diaries (Incident Management System)
- Anti-Bullying awareness raising and key messages
- Online Safety lessons
- Participation in Anti-Bullying Week, special events
- Behaviour - rules, code of conduct, rewards/sanctions
- Supervision by staff
- A curriculum which reflects the school's 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

10 Strategy for Dealing with Bullying

10.1 Staff will report perceived cases of bullying to a Key Stage Leader via email. These emails will be recorded and monitored by the Key Stage Leaders.

10.2 The Key Stage Leaders will discuss/challenge and log, in the first instance. Once a pattern of bullying or repeated bullying has been identified Appendix 1 will be completed by a member of staff under the direction of a Key Stage Leader. All perceived cases of bullying will be thoroughly investigated by the Safeguarding Team after Appendix 1 has been completed.

10.3 At school, we have agreed to carry out the following strategies to identify incidents of bullying and the identities of bullies:

- All staff watch for early signs of distress in pupils.
- All staff listen, believe, act.
- Staff are especially vigilant regarding pupils who may be more at risk or vulnerable.
- All pupils should be encouraged to use Hubs or Restorative Practice.
- Staff to effectively record incidents using bullying logs/online diaries and email to Key Stage Leaders.

11 Criminal Law

- 11.1 Although bullying 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.
- 11.2 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.

12 Monitoring

- 12.1 Staff have a responsibility to monitor incidents of bullying and the success, or otherwise, of action taken in response to bullying. This information must be fed back to the Key Stage Leaders who, along with senior management, will be responsible for the overall monitoring of the strategies in place.
- 12.2 This data is to be fed back to Governors termly. The Parental Questionnaire will specifically question the school handling of bullying, as a written response question. This is also a question on the Pupil Questionnaire.

13 Sexual Harassment

- 13.1 Research shows that the most vulnerable groups at risk of sexual harassment include girls, LGBT+, children perceived as LGBT or SEND.
- 13.2 Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated or passed off as 'banter' or part of growing up.
- 13.3 Any reports of sexual harassment at Oakfield School will be taken seriously, and the school will utilise appropriate sanctions, as outlined in the Behaviour & Discipline Policy.

14 Roles & Responsibilities

- 14.1 Whole school staff and residential staff:
 - All school staff and residential staff will follow the procedures outlined in page 4, Strategy for Dealing with Bullying.

- All staff must use the Bullying Logs when reporting bullying, to record the incident, what work/action has been taken and notes of any discussions with parents, perpetrator and the victim.
- The Key Stage Leaders are to monitor perceived cases of bullying.
- The Police Liaison for Oakfield School may be brought in to give support.
- Referral to the Emotional Wellbeing Team for Victim, Perpetrator or both if required.
- Safeguarding/Multi Agency Coordinators to inform outside agencies if required.

14.2 The Governing Body:

- Supports the Headteacher and staff in the implementation of this policy.
- Will be fully informed of matters concerning anti-bullying.
- Will regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

The Chair of the Governing Body has a specific responsibility for oversight and monitoring the implementation of this policy.

14.3 The Headteacher ensures that:

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

14.4 Senior Leaders responsible for bullying are:

- The Safeguarding and Multi Agency Coordinators are the senior leads for bullying within the school.
- Safeguarding and Multi Agency Coordinators monitor and analyse data on bullying incidents, to identify patterns or trends, involving outside agencies if required.
- The Assistant Headteacher oversees the School Council and Pupil Voice.
- The Key Stage Leaders are to monitor and analyse perceived cases of bullying and report to the SLT.
- Bullying logs/incidents will be shared at the SSLT meetings, and the Deputy Headteacher will share any concerns at the Safeguarding & Multi-Agency meetings.

14.5 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

feels 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 2 – Advice for Parents and Carers.

14.6 Pupils. We expect that pupil:

- 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 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.

15 Complaints

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

16 Links to other policies

- 16.1 This policy should be read in conjunction with the following policies:

- Behaviour & Discipline Policy
- Child Protection Policy
- Complaints Policy
- Equality Policy & Objectives

Appendix 1

Incidents of Bullying

Perpetrator/s:		Victim:	
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Tutor Group/s:		Tutor Group:	
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Bullying incidents related to (please tick ✓ the appropriate):			
Race		Appearance	
SEN or disabilities		Sexual Orientation	
Gender		Religion or Culture	
Body type		Other (specify below):	

Forms of Bullying used (please tick ✓ the appropriate):			
Physical aggression		Damaging or taking personal possessions	
Deliberately		Verbal threats	
Name calling and teasing		Spreading rumours	
Cyber bullying		Extortions	
Homophobic		Other (specify below):	

Summary of the Incident			
Date:		Time:	
Location (including room numbers):			
Frequency and duration of the behaviour (please tick ✓ the appropriate):			
Once or twice		Persistent throughout 2 months	
Several times each week		Bullying occurred previously between pupil/s	
Referrals			
Parents/Carers informed (If no, please state the reasons why):			
Referral for Internal Support (EWB or Safeguarding):			
Referral for External Support (Anti-Bullying Project, RAPP, Children's Social Care or other)			

The rest of the form will be completed by SLT (please don't continue past this point)

Action:

Outcome:

Monitoring/Follow Up		
Date:	Notes of Discussion	Outcome of Review (resolved/specify if further intervention required)

Evaluation Rating (please tick the appropriate):			
Targeted Pupil		Reporter of Incident	
Good		Good	
Satisfactory		Satisfactory	
Poor		Poor	

Appendix 2

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, online or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively.

Things you can do at home:

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 staff
- Have a good oversight of children's online use ensuring appropriate parental controls are in place

Useful links for parents

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/>

<https://www.mencap.org.uk/advice-and-support/bullying-and-discrimination/advice-and-support-parents-about-bullying>

<https://www.nationalbullyinghelpline.co.uk/kids.html>

Appendix 3

Reporting Incidents of Racism – Oakfield School

Step 1	A pupil who is being racist, staff must challenge the pupil and inform parents/carers via telephone. Staff are to inform staff of the incident via the debrief and record on the pupil's Online Diary.
Step 2	A pupil who is being racist, staff must report this as an incident to the Key Stage Leader via email. This will result in a telephone discussion with the parent/carer on the school's policy on racism and recorded via the Online Diary.
Step 3	A pupil who continues to be racist, staff must complete the school's Racism Form (Appendix 4) and report it to the Safeguarding Team. This will result in further telephone discussion with the parent/carer, warning them that any further incidents of racism will result in an informal meeting with the Police at the school (step 4).
Step 4	A local PCSO/Police Officer will be invited into the school for a meeting with the pupil to discuss the seriousness of racism. The parent/carer will be notified.
Step 5	A continuous occurrence of racism will result in the school reporting the incident to the Police via 101. The pupil will be sent home from school and parent/carer notified.

Appendix 4

Incident of Racism Form

Oakfield School

Name (pupil): _____ Tutor/Year: _____

Date: _____ Time: _____

Referred by: _____

Summary of the Incident:

Reviewed by: _____

Action:

Are the parents/carers aware of this incident? <i>(Please circle)</i>	Yes	No
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Comments:		
Outcome <i>(include referrals, police involvement, etc.)</i>		
Incident recorded in the pupils Online Diary? <i>(Please circle)</i>	Yes	No
Are the parents/carers aware of the outcome? <i>(Please circle)</i>	Yes	No
Comments:		

Reviewed by: _____ **Date:** _____