

# Oaklands School



---

## Anti-Bullying Policy

<b>Approved by:</b>	Julie Smith	<b>Date:</b> January 2024
<b>Last reviewed on:</b>	January 2024	
<b>Next review due by:</b>	January 2025	

## Contents

1. Aims .....	3
2. Objectives...	3
3. Legislation.....	3
4. Definitions.....	4
5. Forms of Bullying.....	4
6. Signs and Symptoms of Bullying.....	4
7. Consequences of Bullying.....	5
8. Roles and Responsibilities...	6
9. Information and Guidance for Pupils .....	8
10. Information and Guidance for Parents.....	8
11. Training .....	8
12. Safeguarding Children and Young People.....	9
13. Bullying Outside School Premises.....	9
14. Preventative Measures .....	9
15. Procedures .....	10
16. Cyberbullying .....	10
17. Monitoring arrangements .....	10
18. Links with other policies.....	11
19. References .....	11

## **1. Aims**

Oaklands School (OS) is opposed to bullying and this Anti-bullying policy is aimed at both preventing and resolving problems with bullying.

All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

## **2. Objectives**

- a) To create a school community where bullying is recognised as unacceptable and where all students can feel valued, secure and happy.
- b) To establish a climate in which students who are being bullied, or think another student is being bullied, can speak to an appropriately trained person in the knowledge that they will be listened to and receive a prompt, appropriate and sensitive response.
- c) To outline the school's anti-bullying procedures
- d) To ensure that all students, parents and staff are fully aware of the referral procedures for reporting bullying incidents and the strategies adopted for supporting those involved in these incidents.
- e) Our stated commitment is that when a young person speaks out about bullying:
  - They will be listened to.
  - Their concerns will be taken seriously.
  - The matters will be investigated.
  - Bullying will be dealt with.
  - Someone will be there to help and support the young person.

## **3. Legislation**

The Education and Inspections Act 2006 section 89

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives Headteachers the ability to ensure that pupils behave appropriately when they are not on school premises or under the lawful control of school staff.

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity. The Act has three aims:

- Eliminate 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;
- Foster good relations between people who share a protected characteristic and people who do not share it.

#### **4. Definitions**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is often motivated by prejudice against particular groups.

#### **5. Forms of Bullying**

Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation
- Special Needs or Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Because a child is adopted or a carer
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs. (Please refer to separate section, below.)

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Single, one-off incidents are not usually bullying, but if they are repeated, they must be reported and will be dealt with by the school. We are aware that bullying can happen anywhere, but we strongly believe that wherever students are they have the right to be safe.

#### **6. Signs and Symptoms of Bullying**

- Inexplicable injuries such as cuts and bruises.
- Lost or destroyed clothing, books, electronics, or jewellery, other possessions which are damaged or go missing.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. Young people may come home from school hungry.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.

- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.
- Changes to usual routine.
- Aggression and disruptive behaviour
- Bullying of other children or siblings.
- Being frightened to say what's wrong
- Giving improbable excuses for things
- Being afraid to use the internet or mobile phone
- Being nervous and jumpy when a cyber-message is received

The following signs and behaviours could indicate other problems but bullying should be considered as a possibility during investigations.

- Getting into physical or verbal fights.
- Has friends who bully others.
- Are increasingly aggressive.
- Get referred to the Senior Leadership Team frequently.
- Have unexplained extra money or new belongings.
- Blames others for their problems.
- Doesn't accept responsibility for their actions.
- Are competitive and worry about their reputation or popularity.

## **7. Consequences of bullying**

It is important to realise that the consequences of bullying can be extremely serious and can continue into adulthood. As well as physical harm, bullying can cause psychological damage, self-harming and may even lead to suicide in those bullied. It may also affect other pupils who witness it and it can damage the atmosphere in a class or even in the entire school.

Staff should be aware that additional barriers can exist when recognising the effects of bullying as it affects students with special educational needs and disabilities (SEN/D). Staff should:

- not assume that indicators of possible abuse such as behaviour, mood and injury relate only to the child's disability without further exploration;
- recognise the potential for children with SEN/D being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- recognise that there may be communication barriers and difficulties in talking about what may have happened to them.

Those responsible for bullying may face criminal prosecution under laws relating to harassment, threatening behaviour or assault.

## **8. Roles and Responsibilities**

### **The Role of the Headteacher**

The Headteacher will investigate all reported incidents of bullying using the following procedure:

- a) Those involved or who may have witnessed a bullying incident will be interviewed by the Headteacher and statements taken. The incident details will be recorded in the 'Bullying Incident' log.
- b) The response to the incident will be recorded in the incident report. The response will include support for the victim, details of contact with parents and support and sanctions for the perpetrator.
- c) The 'Bullying Incident' log will be stored centrally. A copy is also stored in the victim's file, along with the witness statements and referenced in the perpetrator's file.
- d) Where appropriate (if the student and victim are in agreement) the Headteacher may use restorative approaches to allow the victim to explain the consequences of the bully(ies)' actions to them face to face. This is conducted in a safe and supportive environment with trained members of staff. Agreements would then hopefully be reached which would allow a new relationship to be established.

### **The Role of the Designated Safeguarding Lead (DSL)**

- a) The Designated Safeguarding Lead (DSL) will have oversight of the management of bullying on a day-to-day basis.
- b) Managing and monitoring practices to ensure alignment with the school anti-bullying policy and procedures.
- c) Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies.
- d) Liaison with the Headteacher and between all parties involved, including parents.
- e) Ensuring that incident logs are completed
- f) On a regular basis, analysis of the incident log so that patterns and trends can be identified and the analysis used to improve policy and practice.
- g) Promotion of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life.
- h) Deployment of appropriate strategies to ensure that bullies change their behaviour and support them in doing so.

### **The Role of the Staff**

It is essential that all members of staff contribute to creating a school ethos which does not tolerate bullying and minimises the likelihood of incidents ever occurring.

- a) Staff must ensure that they have read and understand this policy.
- b) Staff must ensure that their training in taking action against bullying remains up to date.
- c) Staff will be aware of and exploit aspects the curriculum and wider aspects of school life where they can embrace the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs.

In any case where bullying is reported or suspected, staff must follow this procedure:

1. In most cases the incident should be dealt with immediately by the member of staff who is approached.

2. Listen carefully and intently.
3. Reassure the child that you are sympathetic and that the problem will be resolved.
4. Do not ask any leading questions.
5. Do not promise to keep the issue confidential – it is important to maintain the pupils' trust by remaining honest.
6. Make a clear account of the conversation in the bullying logbook as soon as possible, but try to avoid taking notes during discussion.
7. Report the matter as soon as is practical to the Headteacher
8. Discuss with the Headteacher how to proceed with, for example, further interviews, liaison with parents and what action is to be taken, in accordance with the school's behaviour policy.
9. Continue to address the incident as agreed with the Headteacher
10. Ensure that the incident continues to be fully recorded in the incident logbook, together with details of what action has been taken and how the situation is to be monitored going forward.
11. Liaise with the Headteacher to ensure that all staff are kept informed of the incident and action taken, as appropriate
12. Remember that staff must only ever use physical intervention as a last resort, and at all times it must be the minimal force necessary to prevent injury to another person. Staff should refer to the section in the Positive behaviour policy on physical restraint
13. Ensure that appropriate support is provided for all parties concerned.
14. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm; the matter should be reported to the DSL and procedures should be followed, as detailed in the Safeguarding and Child Protection policy. This is likely to involve reporting the incident to Social Care, and also to the police if it is believed that the safeguarding situation constitutes a criminal concern.

## **Outcomes**

- 1) The bullies may be asked to attend a restorative meeting with the victim.
- 2) In more serious cases internal isolation, fixed-term or permanent exclusion may be considered.
- 3) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 4) The school will record and keep a log of bullying incidents
- 5) The number of incidents of bullying will be reported to the OS Board in the Headteacher's report

## **9. Information and Guidance for Pupils**

- As a member of the school, we expect you not to have to put up with any form of bullying behaviour. We can and will help to put a stop to it.
- You should feel free to speak out to your mum or dad or any teacher if you are being bullied. We can help you to cope with it straight away.
- When someone else is being bullied or is in distress, inform a member of staff immediately.
- Do not be afraid to report any incidents. Watching and doing nothing can suggest support for the bully. Even if you are just a bystander, you have a role to play in reporting any incidence of bullying.
- If you wish to inform the school of an incident involving bullying or perceived bullying but want to remain anonymous, you can write a note and leave it in the main school office or your teacher's desk.
- Do not put up with bullies in your group of friends. Bullies will soon stop if they are left out or are by themselves.
- Take care how you speak and act towards other pupils. Always aim to be considerate and helpful.

Pupil questionnaires will be carried out to gather feedback on bullying to reflect and act upon.

## **10. Information and Guidance for Parents**

- You may not recognise that your child is being bullied. However, changes in their manner, behaviour and general state of health can sometimes be explained by bullying.
- Encourage your child to talk about it, but be patient. It is quite natural for him or her not to want to discuss the matter and not to want you to do anything about it.
- Listen and try not to interrupt.
- Reassure them that you are sympathetic and that it is a problem that can be solved. It happens to most people at some time.
- Ask him or her if there are ways of changing things and help them to try to develop strategies to cope, strategies which should then be practised.
- Try to keep the situation in proportion and so remain good-humoured.
- Encourage your child to talk to their form teacher or tutor about the matter.
- You should feel free to contact your child's teacher to discuss the matter if you are concerned.

## **11. Training**

Central to the school's anti-bullying strategy is ensuring that all staff have a good understanding of the school's legal responsibilities in relation to bullying, how to prevent and resolve problems, and of the support mechanisms available to them both within the school and externally. To this end, this Anti-Bullying Policy is covered in detail as part of the new staff induction procedure and ongoing training is provided in response to new best practice guidance that becomes available or a specific incident within the school.

Another important contribution staff can make to promoting anti-bullying culture within the school is to be positive role models. Specifically, staff must refrain from any words or actions in the classroom which might be seen to encourage or constitute bullying behaviour (see the school's Code of Conduct for staff). When bullying behaviour is observed it must be



challenged immediately and directly and never be tolerated or passed off as “banter”, “having a laugh” or “part of growing up”.

## **12. Safeguarding Children and Young People**

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 child is suffering, or is likely to suffer, significant harm’. Where this is the case, school staff should report their concerns as per the Safeguarding & Child protection Policy and Procedures. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## **13. Bullying Outside School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, and cyber incidents. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **14. Preventative Measures**

We will do all we can to create a climate in which bullying is not tolerated and in which pupils can easily report bullying incidents without feeling that they are telling tales. Staff, pupils and parents/guardians (including when they find themselves as bystanders to a bullying incident) will all be involved in this process.

To promote a culture which rejects bullying, we take the following steps:

- Have school rules and behaviour policy which are very explicit about the seriousness of bullying and make clear that those involved in bullying behaviour can expect to face severe sanctions including permanent exclusion
- Notices in common areas highlight the importance of an anti-bullying culture and explain the different ways in which pupils can raise concerns
- Issues such as prejudice and bullying are explored via the formal curriculum, PSHE and mentor time to foster an anti-bullying culture
- Teachers are expected to show zero tolerance of prejudice-base language whenever they encounter it and deal with it in a robust manner in line with school’s behaviour policy
- The DSL maintains records of bullying behaviour to identify possible patterns and to determine if additional actions are required to prevent further instances
- The school will participate in National Anti-Bullying Week each year.
- There is a high level of adult supervision throughout the school day, which limits opportunities for bullying.

## **15. Procedures**

All students are encouraged to feel it is right to tell someone if they are being bullied or if someone they know is being bullied. Incidents of bullying will be referred to the mentor and dealt with quickly and appropriately. Whilst it is the responsibility of all staff within the school to reinforce the anti-bullying strategy and support the victims of bullying, it is recognised that not all staff have the capacity (due to the commitments of their job) to carry out a swift and thorough investigation. Therefore, incidents of bullying should always be referred to the Headteacher as quickly as possible.

## **16. Cyberbullying**

The school is conscious of the dangers of cyber-bullying, in relation to both safeguarding and anti-bullying strategies. A range of measures is set in place to guard against it. The school's firewall and filtering systems are organised and monitored to ensure, so far as is possible, that pupils are protected from inappropriate content, including extremist materials and those designed to radicalise. The school recognises that no filtering system is perfect and, in their ICT and PSHE lessons, pupils learn the steps they should take, should they encounter inappropriate content. The school also recognises that systems can only protect the pupils whilst using school equipment in school. In their ICT and PSHE lessons they therefore learn how to keep themselves safe whilst online away from the school premises. This includes the development of their resilience to resist radicalisation. Similarly, the school provides information for parents and periodically runs workshops to enable them to gain a greater understanding of how they can help to keep their children safe online at home.

In their ICT and PSHE lessons, pupils also learn at an age-appropriate stage about the dangers of cyber-bullying via technology, for example through mobile phones, email, social networks, text messaging and photography. They are given guidance on how to resist and report such approaches, including exercising prudence in the use of personal information on social networking sites.

## **17. Monitoring arrangements**

This policy is reviewed annually by the DSL and other members of the safeguarding team, the Headteacher and the Chair of OS Board to:

- assess the strategies used to foster an anti-bullying culture (including staff training), to analyse the incidence and location of suspected or confirmed bullying on or off the school premises
- identify any patterns and to evaluate how effectively we have dealt with any incidents.

An interim review will be conducted after any confirmed incident to identify any implications for policy in the future.

## **18. Links with other policies**

Further information can be found in the school's

Acceptable Use Policy

On-line Safety policy

Positive Behaviour policy

Safeguarding and Child Protection Policy

Technical Security Policy

## **19 References:**

DfE Guidance, Stopbullying.gov, kidscape.org, Wellbni.org, Eyepat.org