



OAK MULTI ACADEMY TRUST

ANTI-BULLYING POLICY

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REVIEW HISTORY

| VERSION NO. | DATE OF CHANGE | CHANGE SUMMARY | PAGE NO. |
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1. POLICY STATEMENT

- 1.1 The Trust regards any type of bullying as unacceptable. Every person in all Trust community has the right to be part of an environment in which they feel safe and secure. This applies to pupils, parents, carers and staff. The Trust regards any type of bullying as totally unacceptable. All pupils, parents, carers and staff should know what our policy is on bullying, and know what they should do if any bullying behaviour takes place.
- 1.2 The Trust has a legal obligation to have measures in place to prevent all forms of bullying. This policy is designed, together with other policies and legislation outlined in [Appendix 2](#), to minimise bullying behaviour. When such behaviour does occur, all incidents will be dealt with swiftly and effectively in accordance with these policies and legislative guidelines. Anyone who knows that bullying is happening is expected to tell school staff. This is to include bystanders, parents and other school staff. Parents and carers have a pivotal role to play in counteracting bullying. Where bullying is clearly established, parents/carers of both the person being bullied and the perpetrator will always be contacted and the relevant school will seek to involve them in the resolution process.
- 1.3 We are committed to providing a caring and safe environment for all of our students so they can learn in a supportive and secure atmosphere. Bullying of any kind is unacceptable in our schools.

2. PURPOSE

- 2.1 To promote the aims and values of the school – no-one deserves to be a victim of bullying.
- 2.2 To develop a positive and safe learning environment in which bullying will not be tolerated.
- 2.3 To promote inclusion, mutual respect and self-esteem, ensuring that the physical, social, emotional and mental health needs of all members of the school community are considered and supported.
- 2.4 To raise the standards of behaviour and levels of achievement for all. Students who are bullying need to learn different ways of behaving.
- 2.5 Schools have a responsibility to respond promptly and effectively to issues of bullying.

3. OBJECTIVES

- 3.1 All trustees, governors, teaching and support staff, students and parents should have an understanding of what bullying is.
- 3.2 All trustees, governors, teaching and support staff should know what the school policy is on bullying, and follow it when bullying is reported.
- 3.3 All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- 3.4 As a Trust we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- 3.5 To protect the most vulnerable students in school including those with SEND, those new to school and those that are at risk of harm.
- 3.6 **Bullying will not be tolerated.**

4. RATIONALE

- 4.1 Bullying is present to a greater or lesser extent in all institutions. All members of the Trust community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a student's self-esteem, emotional and mental health, which in turn may prevent them from developing to their full potential. This can seriously affect their life chances.
- 4.2 **Staff Equal Opportunities** – every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from policies and procedures. This is in line with the Equality Act, 2010. We recognise that all adults in the school community should be positive role models for pupils. For further guidance see 'Advice for parents and carers on cyber bullying' Department for Education
- 4.3 The bullying of school staff, whether by pupils, parents, carers or by other staff will not be tolerated.

5. DEFINITION OF BULLYING

- 5.1 Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens repeatedly and is directed specifically at an individual or group.
- 5.2 We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. Some schools use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People'
- 5.3 Bullying comes in many forms and may target others on the basis of race, religion, culture, Special Educational Needs, disability, appearance, health conditions, home circumstances, gender, sexuality (homophobia or biphobia), or gender identity (transphobia).
- 5.4 Bullying can include the following behaviours:
- 5.4.1 **Physical** – hitting; kicking; pushing; barging; tripping; pulling; stealing or hiding belongings; damage to personal property; deliberate staring or pointing; 'dirty looks'; sexual assault; any other use of violence.
 - 5.4.2 **Verbal** – name-calling; teasing; taunting; personal insults or insults to family members; offensive or threatening language; sarcasm; spreading rumours.
 - 5.4.3 **Behavioural** – social exclusion from group activities; being unfriendly; isolating; deliberate ignoring; forcing someone to do something against their will; spreading rumours or stories; graffiti; defacing property; stealing; displaying offensive literature or materials; tormenting (e.g. hiding books, threatening gestures).

- 5.4.4 **Sexual** - unwanted physical contact or sexually abusive comments.
 - 5.4.5 **Sexting** - when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages.
 - 5.4.6 **Cyber bullying** – offensive or abusive text or internet/social media messages, recording images using mobile device, mobile threats via calls and/or text messaging, and other uses of ICT such as bullying over gaming devices. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potential bigger audience. The Education Act 2011 amended the power in the Education Act 1996 to allow staff who have been authorised by the Principal to examine data or files on mobile devices, and delete these, where there is good reason. In addition, schools will report any issues to the police and other agencies if necessary if staff believe an offence may have taken place or young people are at risk of harm.
- 5.5 Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:
- 5.5.1 The religious background or faith of the person bullied.
 - 5.5.2 A disability, perceived physical difficulty or Special Educational Need.
 - 5.5.3 The race of the victim: e.g. racist name calling, taunts, graffiti or gestures.
 - 5.5.4 The sexuality of the victim: e.g. homophobic bullying.
- 5.6 Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above and maybe seen as indirect bullying.
- 5.7 All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. If the Headteacher is suspected of bullying, the matter should be reported to the Chair of governors.
- 5.8 Bullying involves an imbalance of power between the perpetrator and victim which may manifest itself in several ways: it maybe physical, psychological, derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. If not addressed or known about, bullying can lead to peer on peer abuse.
- 5.9 It is important to understand that **bullying is not** a one-off incident of unkindness, an occasional falling out with friends, name calling / unkindness between students, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

6. BULLYING OUTSIDE SCHOOL PREMISES

- 6.1 Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Should bullying behaviour be reported to school staff, it will be investigated and acted on. The Head Teacher will consider whether it is appropriate to notify the police 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 will always be informed.
- 6.2 Teachers have the power to discipline students for misbehaving outside the school premises to such extent as it is reasonable. The bullying may be done by students from our own school, by students from other schools or by people who are not at school at all. Where bullying outside is reported to staff it will be investigated and acted on. We may decide to notify the police of the action taken against the student.

7. SIGNS AND SYMPTOMS

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

- Is frightened of walking to or from school.
- Doesn't want to go on the public transport including buses and taxis.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing."
- Asks for money/starts stealing money (to pay someone asking them for money).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone or always needing to be on social media.
- Hypervigilance around others.
- Is nervous and jumpy when a cyber-message is received.

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

8. REPORTING INCIDENCES OF BULLYING

8.1. Reporting and Responding to Bullying

No one deserves to be bullied. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We take our responsibility to respond promptly and effectively to incidents of bullying. There is an agreed collective responsibility to address any incidents of bullying. Pupils are encouraged to tell their class teacher or form tutor, House Manager or a member of staff that they trust. The teacher who receives the information will establish the details of the incident, and pass the information to the relevant staff member, who will be responsible for interviewing the main persons involved, as well as any other witnesses in order to establish the truth of what has happened. If parents suspect that the child is being bullied, their first port of call will be the class teacher/form tutor. They may, in some circumstances, refer it to a member of the Pastoral Team or to the Senior Leadership Team. If any degree of bullying is identified, the following action will be taken in consultation with a senior member of staff:

8.2. Pupils

8.2.1 Children are encouraged to 'Start Telling Other People.'

8.2.2 They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.

8.2.3 Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

8.2.4 Guidance for pupils experiencing bullying:

- Try to remove yourself from the situation as soon as possible
- Try to stay calm
- Ask them to stop; be firm and clear
- Tell your class teacher/tutor/House Manager/someone you trust what has happened straight away
- If you are scared to tell a teacher or an adult by yourself, as a friend to go with you
- Do not blame yourself for what has happened.

8.2.5 When you report an act of bullying:

- Be clear about what has happened to you
- Be clear about how often it has happened
- Be clear about who was involved
- Be clear about who witnessed the incident
- Be clear about where it happened.

8.3 Staff

8.3.1 All incidents of suspected bullying will be dealt with by the member of staff it is reported to. Designated staff will vary among schools.

8.3.2 All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying.

8.3.3 If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

8.3.4 All staff must report bullying as specified in their individual school procedures, outlined in [Appendix 1](#).

8.5 Parents

8.5.1 Parents are encouraged to share any concerns with their child's class or form teacher, Head of Year or a member of the Senior Leadership Team.

8.5.2 In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.

8.5.3 If your child is bullying others:

- Explain that their actions are wrong and it is making others unhappy.
- Make an appointment to see your child's class teacher/form tutor/House Manager to explain the problem your child is experiencing as well as discussing how you can work together to prevent further acts of bullying.
- Regularly ask your child how things are going at school.

8.5.4 If your child is experiencing any form of electronic bullying:

- Ensure your child is careful when sharing their mobile phone number/e-mail address with others and use social networking sites sensibly. Encourage them to 'block' any users that they do not know or are making them unhappy.
- Check exactly when an inappropriate message was sent and keep any evidence.
- Where necessary report incidents to the school or to the police.

9. PROCEDURE FOR DEALING WITH REPORTED INCIDENTS OF BULLYING

9.1 Victim

9.1.1 The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.

9.1.2 Parents/carers will be informed.

9.1.3 Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault.'

9.1.4 The person being bullied will be offered 1-1 support after an act of bullying has taken place in order to express how they feel and to ensure that any further incidents of bullying are dealt with swiftly and sanctions are escalated.

9.1.5 The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.

9.1.6 Referral to the school counsellor/School Nurse may be considered appropriate.

9.1.7 Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

9.1.8 Interventions may be put in place to support the victim and support them in developing appropriate skills to protect themselves from bullying behaviours.

9.1.9 Sanctions may be imposed such as withdrawal from clubs, social events, trips.

9.2 **Perpetrator(s)**

- 9.2.1 Parents will be contacted and informed and may be asked to come in to discuss the problem.
- 9.2.2 A behaviour contract may be drawn up with the involvement of parents and carers.
- 9.2.3 Parents will be invited into school to discuss their child's behaviour and strategies that can be taken to modify it.

9.3 **Parents/Carers**

- 9.3.1 Parents / carers of both victim and perpetrator will be kept informed throughout the process.
- 9.3.2 Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- 9.3.3 Parent views will be taken into account but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

9.4 **Reconciliation**

- 9.4.1 The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- 9.4.2 Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.
- 9.4.3 Some children will be asked to participate in one to one or group interventions to support their social development and reduce the incidents of bullying behaviours.

9.5 **Prevention Strategies**

We aim to help children to prevent bullying, by reinforcing our policy through:

- 9.5.1 Encouraging to "Start Telling Other People."
- 9.5.2 Students are encouraged not to be bystanders.
- 9.5.3 SLT, Inclusion team and lunchtime supervisors support at unstructured times.
- 9.5.4 Assemblies and events to support appropriate behaviours.
- 9.5.5 Tutor time activities.
- 9.5.6 Individual or group interventions.
- 9.5.7 Restorative justice.
- 9.5.8 Individual mentoring or support from in school teams.
- 9.5.9 Liaison with SEND faculty where necessary.
- 9.5.10 Referral to School Nurse and/or Counsellor.
- 9.5.11 Referrals to other agencies to support.
- 9.5.12 Whole school surveys.
- 9.5.13 Reports and behaviour contracts.
- 9.5.14 Information shared with parents through parents' evenings and events, newsletters and messages home.

School-specific strategies can be found in [Appendix 1](#).

APPENDIX 1: SCHOOL-SPECIFIC PROCEDURES AND STRATEGIES

BROOKSIDE PRIMARY SCHOOL

Children may be asked to complete a Think Sheet for serious incidents. These sheets and parental responses, will always involve the Head/Deputy, Assistant Headteacher and will be filed in the Headteacher's office.

Strategies:

Anti-bullying week, R Time, Circle Time and Jigsaw used to support children's' understanding of bullying. Theatre groups may be invited to raise awareness of bullying.

In Reception feelings pegs are used to help children express any worries or concerns

In KS1 and Riverbank there is a worry face which children can place their named e.g. on alerting staff if they have a worry.

KS2 classes have a Worry Box in which children can record any concerns they may have, for the teacher to read. Each teacher also has a behaviour diary in which concerns and/or incidents are logged.

STOP (Several Times On Purpose) will be used as a mnemonic within school to raise awareness of bullying and help children become more independent in tackling behaviour they do not like or which makes them uncomfortable in any way. "STOP, I do not like this because..." Will be taught and revised during the year.

MANOR HIGH SCHOOL

Reporting Procedure

All pupils are encouraged to tell their Tutor, House Manager or a member of staff that they trust. The teacher who receives the information will establish the details of the incident, and pass the information to the House Manager who will be responsible for interviewing the main persons involved, as well as any other witnesses in order to establish the truth of what has happened. If parents suspect that the child is being bullied, their first port of call will be the Form Tutor. They may, in some circumstances, refer it to a member of the pastoral Team or to the Senior Leadership Team.

All cases of bullying should be recorded by staff and the information passed to the House Manager who will log it on CPOMs.

All reporting incidents of bullying and suspected bullying will be recorded on SIMs and once investigated, will be classified accordingly and entered onto CPOMs.

Staff will be made aware of potential problems via staff briefings or meetings. In addition, House Managers will inform tutors and class teacher as, and when, required.

Data regarding bullying incidents will be reviewed on a regular basis as part of the review of behaviour.

The views of both staff and pupils will be used to review and modify the policy on an ongoing basis. The student Council, parents and governors will be consulted regularly and amendments to this policy will be made following these consultations.

Strategies

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The PHSE programme is structured to give students an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce our core values – excellent, inspiration, care and respect. There is also a series of lessons which deals with friendship issues and bullying.

Endeavour to educate students about bullying within curriculum and VT time. This will include strategies to resist bullying and to be supportive of their peers.

Lesbian Gay Bisexual Trans History Month takes place every year in February and celebrates the lives and achievement so the LGBT community. LGBT History Month offers an opportunity for assemblies, projects, displays and lesson activities to actively make pupils question homophobia. We also use Black History Month in the same manner to promote inclusion and diversity.

Raising awareness about SEN/disability issues within the PSHE, Sex and Relationship Education (SRE) and Citizenship frameworks.

Using the Student Council to review the effectiveness of the school's measures in counteracting and preventing bullying as well as parental feedback.

Mobile phones are required to be switched off during school time.

Student Leaders (Anti-Bullying Ambassadors) trained and working with pupils across the school to raise the profile of anti-bullying work and support/mentor pupils who have been involved in bullying.

OVERDALE INFANT SCHOOL

All serious behaviour incidents are recorded on CPOMS. These are periodically checked to see if there are patterns of behaviour that may be regarded as bullying.

Definite incidents of bullying are recorded on CPOMS and reported to the Senior Leadership Team.

The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed. Periodic analysis of incident forms i.e. numbers of incidents, numbers of children involved, analysis of sanctions etc. will help staff to measure the success of our policies of poor or challenging behaviour.

Teachers may also consult the Anti-bullying staff champion if they have any concerns about bullying behaviour, who will take notes or record it on an incident form as appropriate.

Strategies

The school has formed a group of 'Anti-Bullying Champions' in order for children to take an active, lead role in reducing bullying.

We take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed. We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.

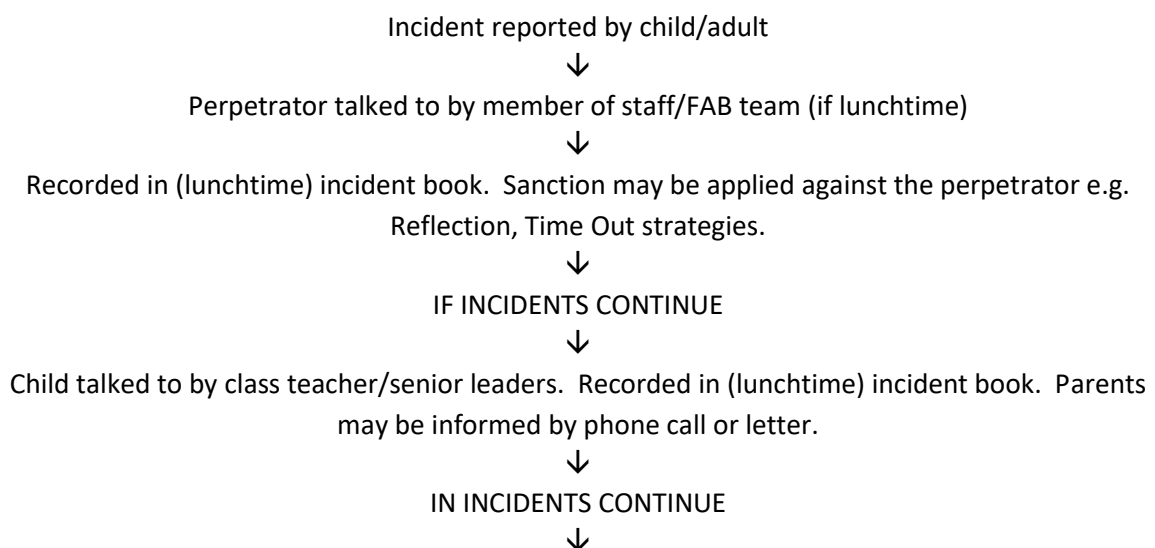
The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes. The school takes a pro-active stance towards challenging behaviour at lunchtime; we also have a variety lunchtime provision system that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.

Children are encouraged to help perpetrators and victims reflect upon their actions. Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.

The school's behaviour management policy and anti-bullying policy are available on our school website.

This policy is included in the School Handbook at the start of each year to ensure that all staff are aware of the procedures to follow.

OVERDALE JUNIOR SCHOOL



Both sets of parents/carers asked in to see the Headteacher/class teacher.



Strategy developed with consent of both sets of parents/carers



IF INCIDENTS STILL CONTINUE



Parents/carers asked in to see the Headteacher and further intervention (additional external support (Behaviour Support) may be sought for perpetrator and victim]



IF INCIDENTS TILL CONTINUE



Exclusion procedures may begin



Headteacher, child and/or parents/carers may meet later to ensure the problem is resolved.

Strategies

Circle of Friends or other managed lunchtime interventions such as Games Club, may be offered to especially vulnerable children.

Promoting the Overdale Values (see Behaviour Policy) including wristbands and house point system to encourage working together.

Child friendly anti-bullying advice leaflet to reinforce the 'STOP' message used across the school.

Assemblies on positive relationships and anti-bullying.

Weekly celebration assemblies that reward achievement/good behaviour.

PSHE/Circle time lessons including role play.

Philosophy for children (P4C) in school to develop good moral behaviour, social and communication skills.

Ensuring that the school environment does not allow places where bullying can go unnoticed.

Friends Against Bullying (FAB) tam on duty each lunchtime to help children make new friends (Friendship Stop in playground) and deal with relationship issues.

FAB supported in their role by school staff and offer monthly meetings to help children make new friends.

High profile activities occur during National Anti-Bullying Week every November.

Conflict resolution training for dining supervisors.

School Council help to review the Anti-Bullying Policy and promote the STOP message through activities and fundraising.

Introduction of weekly Ambassadors in class to have leading role/responsibilities inside and outside the classroom.

Additional FAB Helpers engaged to support the FAB team.

Actively celebrate and value diversity and difference within the school community e.g. Diversity Day.

WOODLAND GRANGE PRIMARY SCHOOL

All significant incidents are recorded in a Behaviour Record file kept by the Headteacher. Following an investigation, if cases of bullying are proven, the following sanctions will be applied which lead on from those applied for breaking the rules.

- Written apology.
- Formal parental contact by headteacher.
- Behaviour reports used to monitor the child's behaviour on a daily basis, with involvement of parents.

Strategies

Optional sanctions that may be applied to perpetrators include:

- Withdrawal from clubs.
- Withdrawal from social events.

If the child fails to conform following the implementation of these sanctions, a period of fixed term exclusion would be enforced followed, if necessary, by permanent exclusion.

USEFUL SOURCES

Beyond Bullying www.beyondbullying.com The Anti-Bullying Alliance An alliance of over 60 organisations www.anti-bullyingalliance.org.uk

CEOP (Child Exploitation and Online Protection Centre) www.thinkuknow.co.uk

ChildLine 0800 11 11 www.childline.org.uk

ChildNet International www.childnet.com

Kidscape 08451 205 204 (helpline for parents) www.kidscape.org.uk

Mencap: Represents people with learning disabilities www.mencap.org.uk

Stonewall An LGBT equality organisation www.stonewall.org.uk

Further Guidance for School Leaders, Staff and Governing Bodies 'Preventing and Tackling Bullying' by the Department for Education'. This can found online at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

www.kidpower.org

www.nationalbullyinghelpline.co.uk

www.nspcc.org.uk

www.youngminds.org.uk

LEGISLATION

Education and Inspection's Act 2016 section 86

Education (Independent Schools standards) regulations 2014

Education Act 2011 (updating and amending the Education Act 1996)

Equality Act 2010- schools and academies are required to comply with the Public Sector Equality Duty (PSED)

The Children Act 1989

Malicious Communications Act 1988

Protection from Harassment Act 1997

Communications Act 2003

Public Order Act 1986

Keeping Children Safe in Education guidance and advice