

Oak Hill First School

Anti-Bullying Policy – May 2018



Introduction

This policy embraces the statutory duty school has to safeguard and promote the welfare of children (Section 175 of the Education Act 2002). This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2016. The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

The staff and governors of Oak Hill First School believe that bullying is wrong and can damage individual children and therefore we do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. High standards of behaviour are promoted through emphasising the positive and guiding children towards making the ‘right’ choices and take responsibility for their actions. The anti-bullying policy strongly supports the school’s vision and aims.

This policy links with a number of other school policies, including:

- Behaviour policy
- SEND policy
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online safety and Acceptable use policies (AUP)
- Whistleblowing policy
- Curriculum policies, such as: PSHE, citizenship and computing
- Mobile phone and social media policies

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Objectives

- This policy outlines what Oak Hill First School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Oak Hill First School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Aims

1. To define 'bullying' and ensure it is clearly understood by children, staff, parents and governors.
2. To create a safe and secure environment where all children can grow in self-esteem and confidence and learn without anxiety caused by bullying incidents.
3. To enable our pupils to fulfil their intellectual potential and develop physically, socially and emotionally.
4. To produce a consistent school response to any bullying incidents that occur and make clear each person's responsibilities with regard to the eradication of bullying in school.
5. To enable children to demonstrate self-respect and the skills of self-discipline, whilst at the same time showing respect, care and tolerance of others and accepting differences in abilities, life styles and cultures.

Responsibilities

It is the responsibility of:

- The Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of staff (Access and Inclusion Manager) has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition

Bullying is

“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”.
(DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

School Ethos

Oak Hill First School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from relevant organisations when appropriate.
- Staff training takes place on an annual basis to ensure everyone is alert to the signs of bullying and know what procedure to follow if they suspect bullying has or is taking place.

Responding to Bullying

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

If a child or parent reports an instance of bullying to a member of staff the following procedure is followed:

- 1) Some instances of bullying may turn out to be false or exaggerated, however **all claims are treated seriously and further enquiries are always made promptly.**

The appropriate AHT, or other designated senior member of staff if required, of the victim talks to the child **and** the perpetrator to establish the full facts of the case within 48 hours of the child/children being in school. The accounts of all the people involved are listened to carefully as several pupils saying the same thing does not necessarily mean they are telling the truth. These discussions are recorded by the member of staff in written form.

If the perpetrator and the victim are in different classes the investigator will discuss the incident with both class teachers before any further action is taken. This is because the class teachers may be aware of further information relating to the incident.

The incidents are recorded fully on '**Bullying Incident Report.**' Copies are given to: the Class Teacher, Deputy Head Teacher (DHT) for the central file, Access and Inclusion Manager for any suitable interventions / follow up actions / monitoring and reported to the Governing body for monitoring via the Clerk to the Governors.

- 2) The perpetrator has an opportunity to reflect on their behaviour and will apologise to the victim either verbally or in writing. The Access and Inclusion Manager will be involved in providing appropriate interventions / restorative practice activities in line with the Behaviour and SEND policies if deemed appropriate by the AHT.
- 3) The AHT (or other designated senior member of staff if required) speaks to the parents/carers of the perpetrator to discuss their child's behaviour and the actions that have been taken.
- 4) The AHT (or other designated senior member of staff if required) contacts the parents/carers of the victim to explain what has happened, the action that has been taken and the action that will follow.
- 5) The Class Teacher checks with the victim on a daily basis initially that bullying has stopped. A record of these checks will be kept in an appropriate format, tick sheet, yellow card or sticker chart. After three weeks this becomes a weekly check. To ensure bullying does not resume checks will continue on a half-termly basis.

The persistent perpetrator of bullying type behaviour

The AHT or other designated senior member of staff will meet with the parents/carers of an instigator of bullying type behaviour should there be an occurrence of 2 incidents within a half term.

Referral to outside agencies will be necessary in line with our SEND policy. The school may involve the Educational Psychologist or Positive Behaviour Team.

If bullying continues the AHT, Access and Inclusion Manager or Head Teacher, parent/carer and pupil will meet to agree other strategies to resolve the problems e.g. withdrawal of break and lunchtime privileges, missing a school trip or event (not essential to the curriculum) or internal exclusion.

Where a pupil does not respond to these strategies the Head Teacher together with parents/carers a fixed period of exclusion. Where **serious** and **persistent** violence is involved, permanent exclusion may be justified.

Cyberbullying

Ensure access to the Childnet Cyberbullying guidance . When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying type behaviour to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting / helping pupils

Pupils who have been bullied will be supported by:

- Reassuring and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their class teacher or a member of staff of their choice.
- Discussing how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support within school from the Access and Inclusion Manager / appropriate staff / resources.
- Where necessary, working with external agencies, to provide further or specialist advice and guidance.

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change, take responsibility for own actions.
- Involving parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy.
- Providing ongoing support within school from the Access and Inclusion Manager / appropriate staff / resources.
- Where necessary, working with external agencies, to provide further or specialist advice and guidance.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, member of the Senior Leadership Team (SLT) and/or the Head Teacher.
- If the allegation of bullying is against the Headteacher, the chair of Governors should be informed.

- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the appropriate organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a member of SLT and/or the Head Teacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Curriculum

We will:

- Teach a curriculum that promotes anti bullying, raises awareness of its causes and effects and teaches strategies for dealing with it. This is done through the school's PSHE and Citizenship curriculum, social emotional and mental health programmes and assemblies. The school takes care to ensure that pupils with SEND are included in curriculum work relating to bullying in a way that is appropriate to their individual needs.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Annually train (update training for) all staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Use a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying. A child-friendly version of this policy is produced, given to each child and discussed in class at the beginning of each school year.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum. Raise awareness in an 'anti bullying' week annually.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Good staff/pupil relationships limit any 'culture of silence' that may exist with regard to bullying.

Involvement and liaison with parents and carers

We will:

- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice. Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Parents and carers are encouraged to take part in promoting anti bullying by getting involved in anti bullying week events at home.

Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.

Classification of perpetrators of bullying type behaviour and victims

The perpetrator of bullying type of behaviour may be confident, assertive, physically strong and reasonably popular. However, it is important to recognise that these characteristics are not always present in the perpetrator.

The perpetrator of bullying type behaviour does not necessarily bully all the time. Their behaviour towards others may be a reflection of other factors e.g. a difficult episode at home, trauma or loss.

Anxious perpetrators of bullying type behaviour are less common and greatly lacking in confidence or self-esteem. These children may be less popular with peers and may be experiencing difficulties in other areas of their lives in school or in the home environment.

The Frequent Victim (Passive and provocative victims)

Whilst it is no justification, the behaviour of certain pupils can contribute to bullying e.g. easily roused to anger, hyperactivity, and fight back when slightly provoked. Other pupils may be actively disliked by a large number of their peer group. Frequent victims may bully other pupils.

This pupil may need additional support to improve their levels of inclusion and awareness of their own and others feelings and behaviour in order prevent them being a frequent victim e.g. circle times, social skills training, circle of friends, peer mediation, training in assertiveness, protective behaviours or anger management. Sometimes this support may be provided 'in-house' whilst more specialised support may be provided by outside agencies such as Educational Psychologist or Learning and Behaviour Support Service. Provision of this support by external agencies will be in agreement with parents/carers.

Lunchtimes

Lunchtimes are a time when pupils are most able to interact socially with their friends and peers. It might be perceived that it is also a time when children are most vulnerable to bullying – both as a 'victim' or a 'perpetrator'. However apparent bullying might simply be 'rough and tumble play'. Consequently supervisors share any concerns they have with regard to regular observations that may be a cause for concern, with the lead lunchtime supervisor who then liaises with the AHT.

Lunchtime supervisors are aware of children who may be at risk of being bullied and are aware of children with social, emotional and mental health difficulties, hearing, vision and communication difficulties who might be vulnerable to bullying. To achieve a consistent response to bullying lunchtime supervisors follow this policy.

Lunch bunch is a lunchtime intervention and social skills group. It provides an opportunity for children to play in a calm, structured environment and also to build positive relationships and friendships. The support may be long term or short term dependent on needs. Inclusion in lunch bunch is accessed through discussion between the Access and Inclusion Manager in parents/carers, AHT and class teachers. There are several reasons a child may access this support :

- To experience a structured, safe environment.

- To take part in small group or one to one intervention to develop social skills.

- To keep themselves and others safe.

- To relax, be happy and play a range of games with a range of children of different age groups.

Monitoring, evaluation and review

Along with the school's behaviour policy, the Anti-Bullying Policy will be monitored, evaluated and reviewed on an annual basis. The school monitors 'Bullying Incident Reports and related records monthly.

Reviewed: October 2017 Governors Children and Learning Committee

Reviewed Parent Forum May 2018

Useful links and sources of further information

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

- **SEND**
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

- **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org

- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying



Anti Bully Ant says ... Bullying is always wrong.

- Bullying is being unkind over and over again in words or actions.
- Bullying can happen for all sorts of reasons. It may be because friendships have gone wrong or because someone is struggling in class. It may be against someone's race, religion, nationality or culture.
- Bullying can happen in school or at home or on the internet. Always keep yourself safe online.
- A bully may be older, or younger. Big and strong or weak. Bullies might be jealous or scared. Bullies may be anything! You don't know what they look like or why they start bullying.

Bullying will make people feel bad. Being bullied makes you frustrated, scared, weak, anxious or helpless. It makes people feel sad. **REMEMBER** we can help.

Tell an adult that you trust if you feel worried about bullying. They will help as quickly as they can and talk to everyone involved to stop it from happening.

The adults promise to listen and promise to help. They will always do everything they can to fix things.

We can prevent bullying together by being kind, friendly and supportive. When we follow the school rules and ask for help we can make sure Oak Hill stays a bully free zone.

Written by the Oak Hill school council July 2018