OAKWOOD SCHOOL

Anti-Bullying Policy

Implementation Date: September 2016
Date / Term of last review: September 2026

This policy applies to the whole school including those in the EYFS.

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Next Review Date:	September 2027

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1. Aims and objectives

1.1. Oakwood School is committed to fostering a spirit of mutual trust between pupils, parents and staff and to creating and sustaining a friendly, supportive, safe, caring and structured environment in which pupils develop confidence and self-esteem and in which they show consideration for the dignity of others. All pupils should care for and support each other and we also recognise that parents/guardians have an important role in supporting Oakwood in maintaining high standards of behaviour.

1.2. As a school we aim to:

- Educate pupils on understanding what bullying is and the impact it has on others
- Demonstrate that bullying, victimisation and discrimination will not be tolerated by having a clear system of sanctions that pupils know and understand
- Take measures to prevent all forms of bullying, including cyber-bullying and prejudice based bullying because of protected characteristics
- Every member of the school can expect to be treated with respect, dignity and tolerance irrespective of their religious beliefs, sexuality, ethnic background, aptitude or disability
- Support everyone in identifying and protecting those who might be bullied
- Demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying
- Encourage pupils to tell someone if they or others are being bullied and make sure they know the part they can play to prevent bullying, including when they find themselves as bystanders
- Support victims of bullying proactively, both in-house and with external support if necessary.

2. Definition of Bullying

2.1. Bullying may be defined as:

> *"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally."*
>
> (Guidance on Preventing and Tackling Bullying Advice for school leaders, staff and Governing Bodies (DfE).

2.2. At Oakwood, we refer to repeated bullying as **persistent unkindness.** However we also recognise that bullying can be a single incident, rather than repeated over time.

2.3. Bullying is the intentional hurting, harming or humiliating of another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a career - it may occur directly or through cyber technology (social websites, mobile phones, text messages, photographs and email).

2.4. Bullying is often hidden and subtle. It can also be intimidating. Bullying can happen anywhere and at any time and can involve everyone – pupils, other young people, staff and parents.

2.5. **Prejudice-based bullying** because of a protected characteristic is taken particularly seriously. Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural or family background, disabilities, SENDs, other physical attributes (such as hair colour or body shape) or because a child is adopted or is a carer. It may also be unpleasant in other ways.

2.6. **Cyber bullying** is defined as involving 'the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.' (http://www.cyberbullying.org)

2.7. Cyber-bullying is unacceptable and will not be tolerated. Cyber-bullying examples may include:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation, including upskirting;
- Posting threatening, abusive, offensive or humiliating material or comments on websites including blogs, personal websites, social networking sites or other online communication mediums. These may include but are not limited to Facebook, Instagram, Twitter, Snapchat, WhatsApp or YouTube;
- Using email to message others in a threatening or abusive manner, or
- Hijacking/cloning email accounts.

2.8. A bullying incident is treated as a safeguarding/child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

3. Signs of bullying

3.1. Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing substandard work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the staff for medical treatment of symptoms such as stomach pains, headaches etc
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc
- Talking of suicide or running away

4. The School's Response to Bullying

4.1. At Oakwood School, we always treat bullying, including allegations of perceived bullying, very seriously. It conflicts sharply with the school's policy on inclusion and diversity, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

4.2. Bullying incidents are treated as a safeguarding/child protection concern when there is reasonable cause to believe that a child is suffering, or likely to suffer significant harm. No one

deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported.

4.3. We reserve the right to investigate incidents that take place in and outside of school hours, on school visits and trips. Pupils who have engaged in bullying behaviour, be this at school, while on school trips or outside of the school's premises, will be subject to appropriate disciplinary sanctions and will also, where possible, be supported in learning different ways of behaving.

5. Preventative Measures

5.1. All staff receive regular training in anti bullying to raise awareness, ensure all school policies and procedures are understood, legal responsibilities are known and staff feel confident in supporting pupils, reporting concerns and preventing bullying at Oakwood. Training is completed on INSET days, through Educare courses and where appropriate external professional courses. The Head of Pastoral Care and Wellbeing has an overall responsibility for promoting anti-bullying and working closely with all pupils, parents and staff in this regard.

5.2. Pupils are educated in understanding the forms of bullying and the potential impact on others through a variety of initiatives and planned activities such as:

- PSHE lessons
- Form times and assemblies
- Anti-Bullying Week & externally provided workshops
- Classroom signage
- Peer Mentors for EYFS and Years 1&2 playtimes

5.3. We have an established clear and simple method for all pupils, from Nursery to Year 6, to communicate if they are feeling worried, unsafe or upset when playing with others. The School Council came up with the phrase 'Time To Stop' and the 'T' timeout hand gesture as a simple and clear way of expressing this. This is introduced to all pupils in assemblies at the start of each school year and posters are displayed in classrooms and around the school. (*Refer to Appendix A: Time To Stop Poster*)

5.4. In relation to cyber-bullying the School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use
- May impose sanctions for the misuse, or attempted misuse of the internet
- Issues all pupils with their own personal school email address
- Offers guidance on online safety with termly online safety talks/workshops
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- Has clear policies on mobile devices for all pupils, staff, governors, volunteers and visitors

5.5. Staff have a key role in preventing bullying and are therefore expected to have a good knowledge and understanding of all related policies and procedures, including the Safeguarding Policy and Behaviour Policy, Sanctions and Rewards.

6. Communication, reporting & record keeping

6.1. It is our priority to have clear policies and procedures that are clearly communicated to parents, pupils and staff to create a culture of positive behaviour and mutual respect. Where pupils know how to deal with bullying and are clear about the part they can play to prevent bullying, including if they are a bystander.

- **Families**: The Anti Bullying Policy is made available to parents on the Oakwood School website; where changes are made to the policy parents are informed.
- **New Pupils:** All new pupils (including the EYFS), are made aware of the school's expected standards of behaviour as outlined in the Oakwood Way and they are made aware of the school's staged approach to Unkindness & Bullying in an age appropriate way. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalized and will be supported.
- **New Staff Induction:** Upon induction, all new members of staff are given guidance on the school's anti-bullying policy and on how to react to allegations of bullying in their induction at Oakwood School. They are required to read the school's policy as part of their induction programme.
- **Education:** We use appropriate assemblies to explain the school policy on bullying and how pupils can tell the difference for themselves between someone being silly, unkind, mean or a bully. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement, taking care of each other and discussing the differences between people, including the importance of avoiding prejudice-based language. Other lessons in addition to PD such as RS, English and Drama may also highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills. Where appropriate outside providers may come into school to provide workshops and assemblies.

7. The role of the Headteacher

7.1. It is the responsibility of the Headteacher, and the Head of Pastoral Care & Wellbeing (HPCW), alongside the school's Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL), and Designated Safeguarding Officers (DSOs) to implement the school's anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying.

7.2. The Headteacher and the HPCW ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher and the HPCW draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or HPCW may decide to use an assembly or circle time as a forum in which to discuss with other children why this behaviour is not acceptable.

7.3. The Headteacher sets the school climate of mutual support, respect and celebration of success, making bullying less likely. When children feel they are valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. Oakwood provides and strong community and sense of belonging.

8. The role of Oakwood Staff

8.1. Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Staff are expected to be vigilant during all break time duties and ensure that changing rooms are checked regularly. Staff are trained to be alert to inappropriate language or behaviour.

8.2. Staff are expected to complete all appropriate training modules on Educare and attend any INSET training with relevance to anti bullying, to ensure they are equipped to deal with incidents of unkindness/bullying. This includes safeguarding training and knowledge of KCSIE.

8.3. Staff attempt to support all pupils and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

8.4. All staff, irrespective of their duties or roles in the School, understand the importance of creating a safe and secure environment for pupils to flourish, where bullying is not tolerated. Staff must be aware of the school's wider safeguarding strategy and how this links with Online Safety, with reference to the school's Online Safety and IT Acceptable Use Policy.

9. The role of parents

9.1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher, the Head of Key Stage, the Head of Pastoral Care or the Headteacher immediately.

9.2. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents should acknowledge the feelings of all children and parents involved in an incident of alleged bullying, considering carefully the perspective of others during the process of resolving a concern.

10. Procedures for dealing with and recording bullying at Oakwood

10.1. Procedures/strategies for combating bullying will be continually monitored.

- **Pupils:** if a pupil is being bullied or suspects that someone else is being bullied it is important that they tell someone who may be able to help. This may be a friend, teacher or any adult they feel they can confide in. Oakwood guarantees that whistle-blowers who act in good faith will not be penalised and will be supported.
- **Staff:** those adults who have concerns about bullying should tell an appropriate colleague, or in most cases this will be the Head of EYFS, DSL, DDSL or the HPCW.
- **Parents:** those parents who have concerns about their child or about any other pupil in the school should inform an appropriate member of staff (in most cases this will be the class teacher, Head EYFS or HPCW).

10.2. It is the responsibility of the school to deal effectively with cases of bullying on its premises, on trips and where appropriate outside of school (such as online). If an incident has occurred outside of schools and is reported to the school we will investigate and assist in resolving the issue as far as is possible, to support the wellbeing of pupils and to prevent bullying in so far as reasonably practicable.

10.3. All cases of bullying or suspected bullying will be carefully and thoroughly investigated in accordance with our staged approach to Unkindness & Bullying. For further information, p*lease refer to Appendix B*: *Unkindness & Bullying*: *What happens if you get it wrong?* All those involved will be given a fair opportunity to talk about the matter with an appropriate person. Incidents of bullying or suspected bullying will be recorded by the appropriate member of staff on CPOMS (the school's MIS) which will alert the appropriate senior members of staff such as Head EYFS, HPCW, DSL, SENDCo and Headteacher.

10.4. Written records of all related incidents, actions and meetings with parents will be kept on CPOMS. All relevant persons will be kept informed at all times in writing. Appropriate action will be taken and this will include a range of sanctions or responses, as referenced in Appendix B, and may include permanent exclusion from the school.

10.5. For reference, these are possible procedures and steps that could be taken when an incident of bullying is reported:

- When a member of staff witnesses or hears of a report of potential bullying they will intervene to reassure and support the pupils involved;
- If appropriate, the member of staff will inform a member of the pastoral team as soon as possible;
- Staff will investigate the incident or concern by talking to relevant pupils involved (including victim, alleged bully, bystanders);
- The victim will be interviewed on their own and asked to give an account of events;
- The incident should be recorded on CPOMS automatically alerting HPCW for appropriate next steps where it is considered that bullying has taken place;
- The HPCW will inform relevant staff of both the alleged bully/bullies and the victim[s] as soon as possible. In very serious incidents, the Headteacher should be informed, as referenced in Appendix B;
- The victim will be offered support to help them feel safe and secure in school;
- It will be made clear to the alleged bully why the behaviour was unkind, inappropriate and caused distress. The alleged bully will be offered guidance on modifying their behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Management Policy; for example, 'reflection time', withdrawal of privileges or suspension, target cards etc. In particularly serious and/or persistent cases, the bully should expect temporary or permanent exclusion.
- Following investigation parents/guardians of all parties should be informed and invited into school to discuss the matter and to work together to support their child;
- Our aim is to find a resolution, including both supportive interventions and disciplinary sanctions, recognising that support may be needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Management Policy.
- Following any concerns or incidents of unkindness, staff will be vigilant in supervision and monitoring pupil relationships;
- Where a pupil is found to be a risk to others, or themselves, the school may isolate the individual pupil in a safe place and with an appropriate member of staff;
- In very serious cases, and only after the Headteacher has been involved, it may be necessary to make a safeguarding report to any relevant external agencies via the DSL or Headteacher.

11. **Monitoring and review of incidents and/or bullying concerns**

11.1. The Headteacher or HPCW will be made aware of all reported incidents of bullying, whether confirmed or otherwise, through CPOMS records and weekly staff meetings.

11.2. The Senior Leadership Team will address procedures for consideration of what can be learned from bullying incidents, ensuring this policy and procedures are relevant and appropriate for the needs of the School.

11.3. The guidelines in this policy apply to all members of the school community.

12. **Anti-Bullying Guidance**

12.1. We refer to the following guidance and references for schools:

A. Preventing and Tackling Bullying, DfE (July 2017)

B. ISI Handbook for the Inspection of Schools: The Regulatory Requirements

C. KCSIE

D. The Early Years Foundation Stage Statutory Framework

E. Cyberbullying: Advice for Headteachers and School Staff (2014)

13. **EYFS**

13.1. Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Head of EYFS oversees the management of behaviour in the EYFS Department, supported by both the HPCW and the Headteacher..

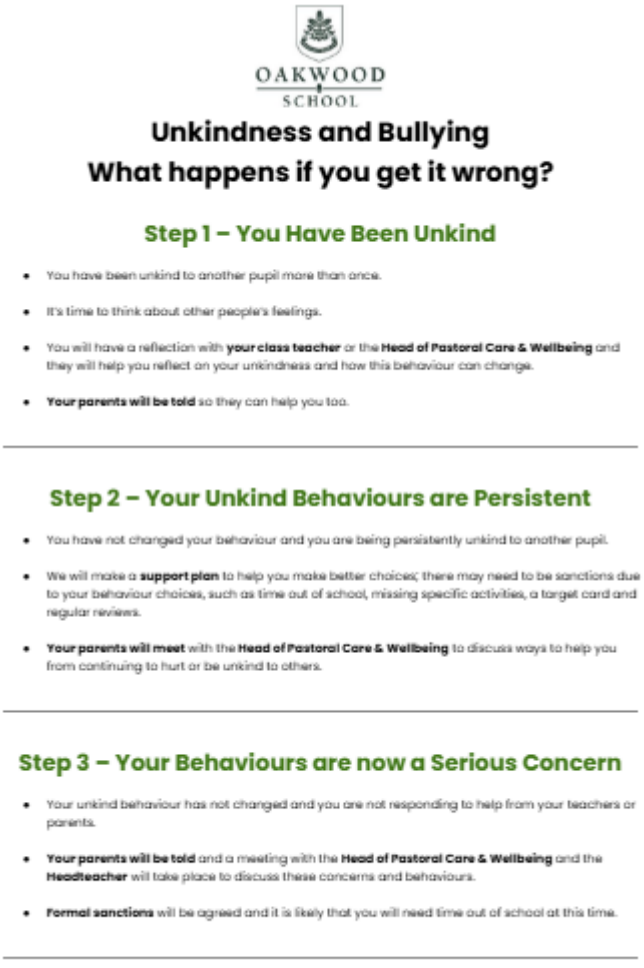
13.2. We explain to children which forms of behaviour are unacceptable and hurtful to others and use age appropriate procedures and sanctions, mostly led by class teachers. The Head of EYFS or HPCW may intervene in more serious incidents. Parents are informed and will be invited into the school to discuss the situation with their child's teacher, the Head of EYFS or the HPCW, as appropriate to the situation, as per the stated procedures in this policy.

14. **Complaints Procedure**

14.1. If parents believe that the School has not addressed their concerns or acted appropriately regarding alleged bullying they will be referred to the Complaints Policy (published on the School website).

Appendix A: Time To Stop Poster

Appendix B: Unkindness & Bullying: What Happens if you get it wrong?



OAKWOOD SCHOOL

Unkindness and Bullying
What happens if you get it wrong?

Step 1 – You Have Been Unkind

- You have been unkind to another pupil more than once.
- It's time to think about other people's feelings.
- You will have a reflection with **your class teacher** or the **Head of Pastoral Care & Wellbeing** and they will help you reflect on your unkindness and how this behaviour can change.
- **Your parents will be told** so they can help you too.

Step 2 – Your Unkind Behaviours are Persistent

- You have not changed your behaviour and you are being persistently unkind to another pupil.
- We will make a **support plan** to help you make better choices; there may need to be sanctions due to your behaviour choices, such as time out of school, missing specific activities, a target card and regular reviews.
- **Your parents will meet** with the **Head of Pastoral Care & Wellbeing** to discuss ways to help you from continuing to hurt or be unkind to others.

Step 3 – Your Behaviours are now a Serious Concern

- Your unkind behaviour has not changed and you are not responding to help from your teachers or parents.
- **Your parents will be told** and a meeting with the **Head of Pastoral Care & Wellbeing** and the **Headteacher** will take place to discuss these concerns and behaviours.
- **Formal sanctions** will be agreed and it is likely that you will need time out of school at this time.