



The Oaktree School

Anti-bullying Policy

Spring 2021

School name: The Oaktree School
Policy owner: Headteacher
Date: Spring 2021
Next review date: Spring 2024
Date shared with LGC: Summer 2021
Date shared with staff: Summer 2021

Introduction

At, our school (in line with 'Every Child Matters') we aim to provide a safe, caring and friendly environment for all our children to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect children to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our school and therefore we work hard to promote a culture which ensures that bullying is not tolerated (Safe to Learn 2007) Bullying affects everyone, not just the bullies and the victims. It affects those who watch bullying take place and friends and family of the bullies and the victims. Bullying is not and should never be an inevitable part of school life or a necessary part of growing up. Our Anti-bullying Policy is preventative and is based on Rights and Responsibilities.

Every-one in the school has a right:

- To be safe
- To respect
- To learn

Everyone in the school has a responsibility to make sure that happens. The policy applies to all people in the school, not just pupils.

Our Objectives for This Document:

- To educate everyone as to what bullying is
- To reduce bullying incidents in our school
- To ensure that incidents are disclosed and dealt with quickly and appropriately by a responsible adult.

Principles that underpin the policy

For children who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with bullying, and feel happy and comfortable with any plans that are put in place
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

For children who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused.
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

Our School:

- The whole school community is clear about the anti-bullying stance the school takes
- Children, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All children are clear about the roles they can take in preventing bullying, including the role of bystanders
- Our school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- Our school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- Our school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- That inclusive values are promoted and underpin behaviours and school ethos

For Parents / Carers

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that our school will take any complaint about bullying seriously and investigate/resolve as necessary and that our school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement our school on the anti-bullying policy or procedures.

How the policy sits in line with The Oaktree School Wellbeing (Behaviour) Policy

Scope of this policy:

- bullying of students within school
- bullying of and/or students outside of the school where the school is aware of it
- bullying of staff by students or bullying of students by staff, within or outside of school
- bullying of staff by staff within or outside of school

Who is covered by this policy?

- This policy covers all children at The Oaktree School. It also covers the bullying of School staff whether by students, parents or other members of staff.
- Members of the School workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers and outside agencies and, at the present time, has general responsibility for handling the implementation of this policy.

The responsibilities are:

- Policy development and review involving children, staff, governors, parents/carers and relevant local agencies
- Co-coordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents

- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The Anti-bullying Governor - Is also the Safeguarding governor and their responsibilities are to ensure policy and procedures are in line with “Working Together to Safeguard Children” (July 2018) and “Keeping Children Safe in School” (September 2020)

What is bullying?

DfE definition of bullying from ‘Preventing and Tackling Bullying’ (October 2014) “Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

The Anti-Bullying Alliance (ABA) defines **bullying** as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.” (ABA 2014) An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils the descriptions of bullying.

In this school, we acknowledge and respond to behaviour, either affirming it or correcting it. There is a ‘no blame’ culture which means that we do not describe the person, only the behaviour. There are no mean, nasty people in this school, but there may be instances of mean, nasty behaviour.

We teach assertive behaviour: by that we mean the ability to express our rights without infringing the rights of others, in a way which is warm, clear and sincere.

What are the different types of bullying?

Bullying has many characteristics. These include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

All of these types of characteristics can be grouped into the following:

- Bullying related to race, religion or culture,
- Bullying related to special educational needs or disabilities,
- Bullying related to appearance or health conditions,
- Bullying related to sexual orientation,
- Bullying related to home circumstances and
- Sexist or sexual bullying.

The Oaktree School will accept none of the above behaviours from staff or pupils.

Bullying can take place between: children; children and staff; between staff; individuals or groups
 Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- Prejudice-related behaviour
- Controlling behaviour
- intimidation

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are some children, young people and adults, more vulnerable to becoming bullies?

- Family background
- low self-esteem
- trying to get admiration and attention from friends
- fear of being left out if they don't join in
- not understanding how someone else is feeling
- taking out their angry feelings
- a culture of aggression and bullying
- the bully has been bullied before
- the bully is lonely
- the bully is jealous

Developing and promoting Resilience and Emotional Wellbeing

This is what we do at The Oaktree School:

- Solution focused approach – involving and including all parties (see below)
- Ensuring a Pupil voice – pupil friendly literature and information
- PSHE and Citizenship programmes (e.g. SEAL, Life Skills)
- 1:1 Nurturing
- Healthy Schools
- TAMHS
- CAMHS
- Restorative Approaches
- Index for inclusion
- ELSA support
- Social Skills groups
- Parent support groups and training e.g. Parenting Puzzle, Parent forums
- 'To Be the Best You Can Be' programme.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our children, we at The Oaktree School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit
- Group work such as Silver SEAL

- Involvement in Healthy Schools
- National Anti-Bullying week annually (usually in November)
- Feeling Good Week (run by CAMHS annually)
- PSHE/Citizenship
- Circle Time
- Life Skills time.
- Assemblies – school led and outside agency/charity led
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice
- Parent groups/extended schools
- Playground Friends
- Friendship bench
- Lunchtime clubs
- ELSA support
- Parent information events/information
- Regular Staff training and development for all staff (internal and external)
- Counselling and/or Mediation schemes
- Annual safety map (Hot spots)

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Detail of the systems of reporting for:

- Children and young people in school: talking to any member of staff, completing a ‘worry sheet’, PSHE lessons, Circle of friends
- Parents/carers : talking to a member of staff (face-to-face, email, phone call)
- All staff and visitors: talking to any member of staff
- Bystanders : talking to any member of staff

Proactive Strategies:

Bullying is always dealt with as a serious matter. All forms of bullying are recorded and monitored. Pupils understand that this behaviour is not tolerated. To make it simple the children are taught: STOP

Several Start
 Times Telling
 On Other
 Purpose People

Intervention:

We acknowledge that bullying is often covert. It can happen without adults being aware, and the first inkling is when a child expresses concern, or when a parent does, on behalf of a child.

These concerns will always be taken seriously through a structured approach.

1. The facilitator (usually class teacher, sometimes steering group or Headteacher) will sensitively question the victim to establish what is happening, and how the victim is feeling.
2. They will explain what is going to happen next and help the victim articulate feelings: ‘When X does.....it makes me feel...’
3. They will then (if appropriate) meet with the perpetrator to allow them to articulate what happened and how they are feeling.
4. They will invite children, the victim and the perpetrator, to a place which is private and comfortable and where a discussion can take place without interruption.
5. The victim is invited to speak directly to the perpetrator using assertive vocabulary... ‘When you...I feel...’
6. The perpetrator is then asked to describe how the victim is feeling.

7. The facilitator then asks both children to suggest how the situation might be resolved.

Advice for Parents of Child Who Is Bullying or exhibiting bullying behaviour:

If your child is bullying, they could be copying the behaviour of other people at home or at school; or perhaps they haven't learned better ways of mixing with their friends. Friends may be encouraging bullying, or your child may be going through a difficult time and acting out aggressive feelings.

To stop your child bullying:

- explain to your child that what they are doing is unacceptable and making other children unhappy
- show your child how they can join in without bullying
- see your child's teacher to talk about how you can work together to stop your child bullying
- check regularly with your child about how things are going at school
- give your child lots of praise when they are co-operative and kind to other people

Sanctions:

- 1st Incident - not severe – Both parties called together, parents informed, mentoring and monitoring of situation.
- 2nd Incident - quite serious – Letter home, missed playtimes for bully, internal exclusion, mentoring and monitoring of situation.
- 3rd Incident - very serious – consider temporary exclusion, (ie lunch time spent at home) involvement of outside agencies, letters home, mentoring and monitoring of the situation.

Review:

Reviews will be held frequently at first and then occasionally, in order to monitor the situation.

Parent involvement:

Parents of both the victim and the perpetrator will be invited to a meeting at which the school's approach to bullying is explained, and how to respond to the child's complaints at home.

It is always beneficial for parents to encourage the child to take responsibility for telling a teacher about the bullying. Often a phone call to the teacher, via the school office, can prepare the ground.

Recording:

All incidents of bullying should be logged in the "Bullying/Racial Incident Report" kept in the Headteacher's office, this will be acknowledged and actions counter signed by the Headteacher.

Monitoring:

- All incidents will be monitored by the Class Teacher.
- Staff will be made aware of any pupils whose behaviour is being monitored to ensure vigilance at lunchtimes etc.

Evaluating:

- The Class Teacher and/or the Headteacher will evaluate the incident, as soon as possible, but within 1 day of being reported.

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff through staff development meetings.
- Governors at FGB meeting.
- Parents through Link parent meetings and parent questionnaire.
- Children contribute to the development of the policy through the school council, playground buddies, surveys, circle time discussions, PSHE lessons.

- Pupil voice e.g. School Council have developed a child friendly version of the main policy, which is displayed around school and given to all new children on arrival

Links with other policies:

- Wellbeing (Behaviour) Policy
- Safeguarding Policy
- Acceptable Use Policy - Cyberbullying and internet safety
- Equalities and diversity Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
- PSHE Policy
- Complaints policy
- Confidentiality Policy
- Staff Behaviour Policy (Code of Conduct)
- RSE Policy

Appendices and Reference Documents and Related Policy/Guidance

- National Documents (check you have referenced the most up to date ones): Preventing and Tackling Bullying (July 2017); KCSIE; Working Together to Safeguard Children; Cyberbullying Advice for Headteachers and school staff (Nov 2014); Advice for Parents and carers on cyberbullying (Nov 2014)
- Surrey documents: Guidelines for Developing Anti-Bullying Policy and Practice: Model Policy; Resources and Support; Safer Surrey; Prevent Guidance, PSHE Guidance (Page 1)
- School documents: eg. Behaviour Incident Form; Reflection (Feelings, Thoughts, Behaviours); Behaviour Support Log; Child friendly Policy; Parent friendly policy

The Oaktree School

Bullying/Racial Incident Report

Reported by:	Role
Date(s) of incident(s) Time(s) of incident(s) Location(s) of incident (s)	
Details of people involved	
Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement. 1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved	
Bullying incident related to: tick all that apply	Forms of bullying used: tick all that apply
Race	Physical aggression
SEN or disabilities	Deliberately excluding
Gender	Name calling and teasing
Age	Cyber bullying
Appearance or health condition	Damaging or taking personal possessions
Sexual orientation	Verbal threats
Religion or culture	Spreading rumours
Other (define)	Extortion
	Other (define)
Frequency and duration of bullying behaviour	
Once or twice	Persisting over two months
Several times a week	Persisting for more than a year
Other notes on incident: including relevant previous behaviour	

Anti-bullying Policy

Checklist: tick as appropriate			
Does incident involve same person?		Has a follow up date been set?	
Have parents/carers been notified?		Has action been agreed with victim?	
Had individual discussions with all?		Has action been agreed with perpetrator?	
Had group discussion with all involved?		Are notes and comments attached?	
Other actions:			
Medical treatment required?		Referral to other agencies?	
Police involvement?		Specific report from staff attached?	
Report to governors?		Other?	
Details of actions agreed with everyone involved - including parents and carers where appropriate:			
Follow up review dates and interventions:			
Completed by:			
Role: Date:			
Checked by:			
Role: Date:			
Outcome of follow up and further actions taken:			
Has the bullying stopped? Yes/No			
Describe any other outcomes, who was involved and when they occurred:			