Anti Bullying Policy

Recommended by: J Winterbourne
Recommendation Date: Spring 2025
Ratified by: S Stokes

SDstokes.

Signed:

Position on Board: Chair
Ratification Date: Summer 2025
Next review: Summer 2028
Policy Tier (Central/ Hub/ School): School

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" 2023. 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 and computing
- Racist incidents

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 2003
- 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 create a safe and secure environment where all children can grow in self-esteem and confidence and learn without anxiety caused by bullying incidents.
2. To enable our pupils to fulfil their intellectual potential and develop physically, socially and emotionally.
3. 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.
4. To ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
5. To ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
6. To prevent, de-escalate and or stop any continuation of harmful behaviour
7. To ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way

8. To encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
9. To ensure those using bullying behaviour are supported to change their behaviour
10. To outline the consequences for those who show bullying behaviour
11. To ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
12. To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Responsibilities
It is the responsibility of:
● The Principal 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)

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately.

● 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

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to
• the size of the individual,
• the strength of the individual
• the numbers or group size involved
• being from a majority rather than a minority group • anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Prejudice-based bullying Bullying

This form of bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record these forms of prejudiced based bullying by their type. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are other groups of children and young people who may be vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at developing specific work or practice to prevent bullying of groups of pupils.

Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident. One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Police Community Support Officers to help us to do this effectively

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 a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

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:

- The school values of belonging, diversity and respect are promoted across the school day and the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- Online safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities
- We survey pupils and use this to inform developments
- The values of the school and the school rules are promoted to be upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.

Staff training
- Annually 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).

Responding to Bullying

Reporting bullying: Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends.

They can do this through:
• Speaking to their class teacher
• Speaking to another trusted adult in the school community
• Speaking to a parent/other adult who may then contact the school in any of the ways listed
• Speaking to a friend and asking the friend to help tell an adult
• Calling a confidential helpline such as ChildLine. In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander).

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 will investigate with all parties and witnesses in order to establish the full facts of the case within 48 hours of this being reported.

   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 pupils 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 initially on MyConcern under "behaviour" and then the type of bullying e.g Cyber bullying. This is then reviewed by senior leaders and a case owner is assigned and actions carried out/delegated.

   Once the investigation is completed it is recorded on an **'Incident Report.'** See Appendix 1 and stored securely on MyConcern

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 may be appropriate. The school may involve the Educational Psychologist or Positive Behaviour Team.

If bullying continues the AHT/Vice Principal, Access and Inclusion Manager or Principal, 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 Principal 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 and carry out the actions set out in our Online Safety Policy

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.

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 policy is produced and shared with each child and discussed in class at the beginning of each school year.
- 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.

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.

Principal and governors
• Reports of bullying and prejudiced based incidents will be made by the Principal / Senior Teacher to the governing body
• The Principal/ Senior Teacher will also report on the annual questionnaire
• The Principal and the governing body will monitor the effectiveness of this policy in discussion with the Pupil Leadership Team and the staff in school

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.srtrc.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 harrassment 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
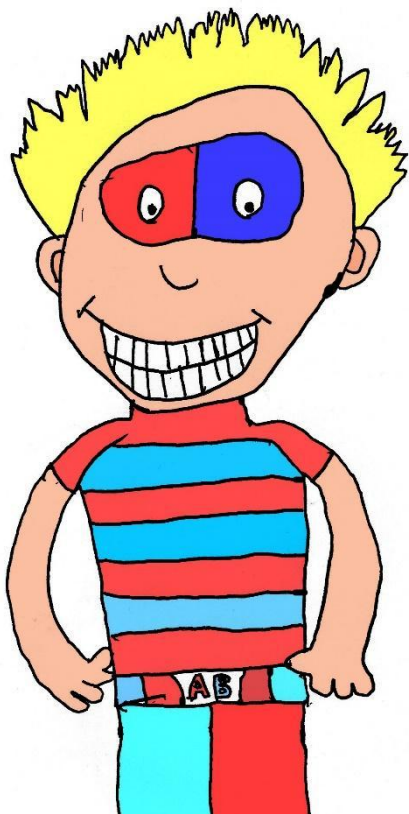
Anti Bully Ant says … Bullying is always wrong.

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

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