

Oaklands School & Children's Centre
Together Everybody Achieves More



Anti-Bullying policy

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**PART OF THE
HAPPINESS
POLICIES**

Anti-Bullying Policy
Reviewed November 2017
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1. Introduction

- 1.1. Oaklands is an Anti-Bullying school. We do not knowingly tolerate bullying of any kind.
- 1.2. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.
- 1.3. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively.
- 1.4. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

2. Rationale

- 2.1. The school has used a wide range of organisation and reading when writing this policy including guidance and suggestions from the NSPCC, Anti-Bullying Alliance and Bullying UK.

3. Objectives

- 3.1. The objectives of this policy are:
 - Ambition Bullying will not be tolerated. To have no incidents of bullying in the school.
 - Self-confidence All children and parents should know what the school policy is on bullying, and what they should do if bullying arises- **Start Telling Other People**. Children and parents should be assured that they will be supported when bullying is reported.
 - Perseverance Ensure that all staff are relentless in dealing with Bullying if it is identified.
 - Independence All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
 - Respect That everyone in the community is shown respect regardless of race, age, gender, sexual orientation or disability.
 - Enquiry Explore the subject of bullying regularly with children and parents so that they know what to do if it arises.

4. What is Bullying?

- 4.1. We define Bullying as **Several Times On Purpose**. Bullying is the wilful, conscious desire to hurt, threaten or frighten. Bullying involves dominance, is premeditated and is a pattern of behaviour rather than an isolated incident.
- 4.2. Within schools the most common form of bullying occurs when the victim and the bully are both children however, bullying can also take place between an adult and a child, or between two adults.
- 4.3. Bullying results in pain and/or distress to the victim. Bullying can be:
 - Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - Verbal name calling, sarcasm, spreading rumours, teasing
 - Physical pushing, kicking, hitting, punching or any use of violence
 - Racist racial taunts, graffiti, gestures
 - Sexual unwanted physical contact or sexually abusive comments
 - Homophobic because of, or focussing on the issue of sexuality
 - Cyber all areas of internet, such as email and internet chat room misuse, inappropriate comments on social networking sites, mobile threats by

text messaging and calls, misuses of associated technology, i.e. camera and video facilities

4.4. All forms of bullying are unacceptable and will be dealt with in accordance with this policy.

5. How to deal with bullying

5.1. If anyone is being bullied or knows of someone being bullying, they must **Start Telling Other People**. Often the pattern that children that they will keep it secret or tell in this order: friends, parents and then school. We aim to teach the children that school need to be told as soon as possible so they can stop it.

6. Signs and Symptoms

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

- Becomes withdrawn, anxious, or lacking in confidence;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;

6.2. In the case of older children the following signs may be observed:

- Is frightened of walking to or from school;
- Doesn't want to go on the school/public bus;
- Begs to be driven to school;
- Changes their usual routine;
- Is unwilling to go to school (school phobic);
- Begins to truant;
- Starts stammering;
- Self-harms
- Attempts or threatens suicide or runs away;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money;
- Has dinner or other monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home starving (money/lunch has been stolen);
- Give improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone, or
- Is nervous and jumpy when a cyber-message is received

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

7. What should a parent do when an incident arises?

7.1. If a child does disclose a problem with bullying, don't leap to conclusions. Listen without getting angry. listening, believing, and supporting their child will help.

7.2. Inform the school of any concerns as soon as possible. Make an appointment to see the class teacher so that they can make a plan with you to find a solution. Avoid accusing the school: Remember that teachers are usually the last to find out that bullying is happening at school. The sequence is "friends first, then parents, lastly schools".

7.3. Once you have agreed a plan, give it time to work. Allow the school time to deal with the problem but stay in touch with them and arrange a follow up meeting to see how the situation is being resolved.

- 7.4. Keep a record of things. Keep a bullying diary. Write down every incident as soon as possible after it happens. Include the date, what happened, who did it and who saw it. Include the effect on your child, whether your child told anyone and what they said or did and any later effects. Tell the school each time. Write down what they say or do and any effect their actions have.

8. What should staff do when an incident arises?

- 8.1. Monitor Reassure the victim/complainant so that they know that you are taking the problem seriously.
- 8.2. Ensure accurate evidence is gathered from a range of sources.
- 8.3. Assess the seriousness of the situation and decide on the level of intervention required. Ensure that there is a clear distinction made between an isolated incident and an issue of bullying. Incidents involving children within the same class are often best resolved by the adult who knows them best – the class teacher. However, if you conclude that bullying is taking place or an allegation of bullying is maintained, the child of concern meeting, Head teacher or Deputy must at least be informed.
- 8.4. Remain calm and avoid getting personally drawn into the problem.
- 8.5. Make it clear that you disapprove of the unacceptable behaviour and not the perpetrator as a person. Put the school's sanctions procedures into operation. Encourage the bully to see the recipient's point of view and to apologise in your presence.
- 8.6. Always talk through the issue with the class/group of children using the Restorative Approaches (circle of friends, circle time, regular meetings)
- 8.7. Review the situation after an agreed period of time, establishing whether the concerns of the victim have been allayed.

9. Restorative Approaches

- 9.1. Underpinning the whole policy is the use of Restorative Approaches.
- 9.2. Whenever a conflict or issue arises in the school, we focus on finding solutions to address the harm done and actions to prevent this happening again, rather than just punishments or blame.
- 9.3. All situations must be discussed with the child to understand the context and events. We can use the following structure (RRRR):
- **Reflect** on what's happened
 - **Accept Responsibility** of what has happened & who has been harmed
 - **Repair** the relationship and agree next steps or sanctions
 - **Reintegrate** back into class or group positively

10. Racial or homophobic incidents

- 10.1. Incidents of racist or homophobic prejudice or bullying are taken extremely seriously.
- 10.2. Incidents of Racial Harassment should be reported to the Head Teacher or Deputy Head Teacher who will complete the appropriate forms and will speak to both the target and the aggressor's family.

11. How can staff help to challenge the prevalence of bullying?

- 11.1. Regularly teach children about bullying through circle time and PSHCE. This can be to get children to write stories or poems or draw pictures about bullying, read stories about bullying or have them read to a class or assembly or have discussions about bullying and why it matters. Teach children to talk through their disputes rather than resorting to aggression. This is an ideal subject for Circle Time discussions.

- 11.2. Encourage children to break the silence about bullying behaviour- **Start Telling Other People**. Each class and SLT office has a 'Big Bag of Worries' for children to anonymously use if they have a question or worry.
- 11.3. Never forget that bullying behaviour is learned and can therefore be unlearned. There are many aspects of bullying and explain roles such as bystanders who are actually reinforcing the bullying process and has the power to stop or report the behaviour.
- 11.4. Bullying normally takes place at times when children are not closely supervised. It therefore follows that these occasions should be kept to a minimum, and that playgrounds, corridors, toilets and other hidden corners should be visited by staff as regularly as possible.
- 11.5. Positive, non-aggressive behaviour should be rewarded where possible.
- 11.6. Take part in Anti-Bullying week every year

12. How can parents help to challenge the prevalence of bullying?

- 12.1. By showing all children how to interact respectfully with other people and always being a positive role model.
- 12.2. By encouraging their own children – and children whom they know are being bullied- to tell an adult.
- 12.3. Stressing victims must not to fight back- this creates a conflict cycle
- 12.4. Attend the 'Getting on and Falling Out Workshop' from the school if a problem does arise.

13. How can midday supervisors help to challenge the prevalence of bullying?

- 13.1. Ensure that they work in their zones effectively and interact with children. Help children to find an interest in the playground – individually or in a group, playing a game or talking.
- 13.2. If there is a problem, intervene positively when behaviour is unacceptable. Talk calmly and rationally to children displaying aggressive and bullying behaviour.
- 13.3. Follow the agreed behaviour policy and deal fully with incidents if they do arise. Never ask children to juts stay apart or play elsewhere. Staff are to use The Turn Around Room if appropriate.
- 13.4. Inform a senior member of staff of any concerns they have about a particular child/group of children.