

Oaklands School & Children's Centre
Together Everybody Achieves More



Anti-Bullying policy

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Anti-Bullying Policy
Reviewed June 2015
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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. Objectives

- 2.1. All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- 2.2. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is observed or reported.
- 2.3. 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**
- 2.4. As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- 2.5. Bullying will not be tolerated.

3. Responsibilities of all people

- 3.1. The school has a set of values for the entire community:
 - **Ambition**
 - **Self-confidence**
 - **Perseverance**
 - **Independence**
 - **Respect**
 - **Enquiry**

4. What is Bullying?

- 4.1. We define Bullying as **Several Times On Purpose**
- 4.2. 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.
- 4.3. Within schools the most common form of bullying occurs when the victim and the bully are both children.
- 4.4. Bullying can also take place between an adult and a child, or between two adults.
- 4.5. Bullying results in pain and/or distress to the victim.
- 4.6. 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

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

5. Signs and Symptoms

5.1. 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;

5.2. 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

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

6. What should staff do when an incident arises?

- 6.1. Monitor Reassure the victim/complainant so that they know that you are taking the problem seriously.
- 6.2. Ensure accurate evidence is gathered from a range of sources.
- 6.3. 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.
- 6.4. Remain calm and avoid getting personally drawn into the problem.
- 6.5. 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.
- 6.6. Where appropriate talk through the issue with the class/group of children (circle of friends, circle time, regular meetings)
- 6.7. Review the situation, establishing whether the concerns of the victim have been allayed.

7. What if it is a Serious Incident?

- 7.1. Alert the Head Teacher or Deputy Head Teacher. The incident/allegation will be recorded
- 7.2. The Head Teacher or Deputy Head Teacher will inform the parents of the perpetrator and the victim to explain any action taken.
- 7.3. If necessary and appropriate, police will be consulted.
- 7.4. If possible, the children will be reconciled.
- 7.5. The Head Teacher or Deputy Head Teacher should follow up each serious incident to ensure that the victim is supported and to prevent recurrence of the behaviour.
- 7.6. Incidents of Racial Harassment should be reported to the Head Teacher or Deputy Head Teacher who will complete the appropriate LEA Forms.

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

- 8.1. Teach children about bullying.
- 8.2. Encourage children to break the silence about bullying behaviour- **Start Telling Other People**
- 8.3. Explain that the bystander is actually reinforcing the bullying process and has the power to stop or report the behaviour.
- 8.4. Get children to write stories or poems or draw pictures about bullying.
- 8.5. Read stories about bullying or have them read to a class or assembly.
- 8.6. Have discussions about bullying and why it matters.
- 8.7. Teach children to talk through their disputes rather than resorting to aggression. This is an ideal subject for Circle Time discussions.
- 8.8. Never forget that bullying behaviour is learned and can therefore be unlearned.
- 8.9. Positive, non-aggressive behaviour should be rewarded where possible.
- 8.10. 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.

- 8.11. Take part in Anti-Bullying week every year

9. How can the victim's parents help?

- 9.1. By listening, believing, and supporting their child.
- 9.2. By encouraging their own children – and children whom they know are being bullied to tell an adult.
- 9.3. Stressing victims must not to fight back- this creates a conflict cycle
- 9.4. By informing the school of any concerns and working in partnership with staff to address these

10. How can midday supervisors help?

- 10.1. Intervene positively when behaviour is unacceptable.
- 10.2. Use Reflection Room procedures as appropriate.
- 10.3. Talk calmly and rationally to children displaying aggressive and bullying behaviour.
- 10.4. Help children to find an interest in the playground – individually or in a group, playing a game or talking.
- 10.5. Inform a senior member of staff of any concerns they have about a particular child/group of children.

11. Restorative Approaches

- 11.1. Underpinning the whole policy is the use of Restorative Approaches.
- 11.2. 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.
- 11.3. 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