

# **GREAT OAKS SMALL SCHOOL**

SAFEGUARDING COMMUNITIES   EMBRACING DIFFERENCE   UNLOCKING POTENTIAL

## **ANTI-BULLYING POLICY**

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**Head Teacher: Julie Kelly**

**CHAIR OF TRUSTEES: Penny JACKSON**

Date Agreed: October 2017

Date of next review: April 2019

Great Oaks Small School's Anti-bullying policy is based on DfE guidance entitled "Preventing and Tackling Bullying. Advice for Head Teachers, staff and governing bodies" and supporting documents "Supporting children and young people who are bullied: advice for schools", "Cyberbullying: advice for Head Teachers and school staff" and "Advice for parents and carers on cyberbullying" November 2014. It is recommended that schools read this guidance and share content with staff and parents/carers:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

### **Objectives of this Policy**

Our policy outlines what Great Oaks Small School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture where no bullying, including between adults or adults and children and young people will be tolerated.

### **Our school community:**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff in promoting positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively, that students feel safe to learn and that students abide by the anti-bullying policy.
- Reports back to parent/carers regarding bullying and will promptly deal with concerns and complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

### **Definition of bullying**

Bullying is defined as "behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014).

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/or untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending

of inappropriate messages by phone, text, Instant Messenger; through websites and social media sites and apps; and sending offensive or degrading images by mobile phone or via the internet.

### **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 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 –“cyberbullying”.

### **Preventing, identifying and responding to bullying**

The school community aims to:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues outside of school that give rise to bullying.
- Ensure that parents/carers work with the school to role model positive behaviour for students both on and offline.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum, specifically via SMSC, PSHE and SRE, in addition to being supported with a range of approaches through displays, staff mentors, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-

date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff, administration staff.
- Utilise site-support staff and pastoral staff to identify all forms of bullying and to follow the school policy and procedures including recording and reporting incidents.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create spaces and make available named staff for students experiencing states of high anxiety, as appropriate.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Encourage all members, staff and students, to use social media responsibly.

### **Involvement of students**

Great Oaks Small School will:

- Regularly canvas student views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied and to those who bully in order to address the problems they have.

### **Liaison with parents and carers**

Great Oaks Small School will:

- Ensure that key information regarding bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers are aware of our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.

- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Encourage parents/carers to work with the school in role-modelling positive behaviour for students both on and offline.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour management policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as SMSC, PSHE, SRE and computing
- Mobile phone and social media policies
- Searching and confiscation

### **Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

### **Responsibilities**

It is the responsibility of:

- Trustees to take a lead role in monitoring and reviewing this policy.
- Trustees, the Head Teacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head Teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

### **Monitoring & review, policy into practice**

The Head Teacher will report termly to the Board of Trustees on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's development planning.

### **Dealing with Incidents**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately or delegated by the Head Teacher/Pastoral Lead.
- A clear and precise account of the incident will be recorded on the appropriate form available from the school office/staff room and given to the Head Teacher/Pastoral Lead.
- The Head Teacher/ Pastoral Lead will interview all concerned and record the incident. All behaviour incidents are logged to enable monitoring of the effectiveness of actions taken.
- Teachers and teaching assistants will be kept informed during morning briefings, staff meetings and via the school's electronic 'post', of any causes for concern and actions taken to prevent bullying.
- When responding to cyber-bullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police may need to be involved to enable the service provider to look into the data of another user. The local authority (LA) e-safety Officer will be informed and advice will be sought, as appropriate.
- If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed.

- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and as appropriate, the LA, the police or other services will be consulted.

### **Supporting Students**

Great Oaks Small School will support Students who have been bullied by:

- Offering the child/young person an immediate opportunity to discuss the experience with a member of staff of their choice.
- Advising students to keep a record of bullying as evidence and inform students of how to respond to concerns and build their resilience as appropriate.
- Reassuring them and providing continuous support.
- Working with the student/s concerned to restore self-esteem and self-confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Great Oaks Small School will support students who have bullied by:

- Discussing what happened and establishing the concern and ensuring that they understand the need to change.
- Informing and working with parents/carers to help change the attitude and behaviour of the child/young person.
- Providing appropriate education and support.
- Requesting offensive content be removed and reporting account/content to service provider
- Sanctioning will be used in line with school sanctions and rewards policy. This may include official warnings, removal of privileges (including online access when encountering cyber-bullying concerns), time-out for emotional stress (for processing and reflection), fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

Adults (staff and parents/carers) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the a Member of the Senior Leadership Team and/or Head Teacher, as appropriate

- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parent/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff with delegated responsibility and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action
- Ensure all parents/carers know where to access independent advice about bullying
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for students, both on and offline

Adults (staff and parent/carers) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

### **Links with other Policies**

Safeguarding Policy

E-Safety Policy

Complaints Policy

Student Complaints Policy

Equality and Diversity Policy

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)

- DfE: "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" November 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health":  
<https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **Lesbian, Gay, Bi-sexual, Transgender (LGBT)**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice:  
<https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)

- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)