

Anti-Bullying Policy and Expectations



This policy needs to be read in line with the schools Positive Behaviour Policy and Code of Conduct

WHAT IS BULLYING?

There is no legal definition of bullying.

However, it is usually defined as behaviour that is:

- Repeated.
- Intended to hurt someone either physical or emotionally.
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

Bullying can take many forms, but the main types are:

- Emotional – being unfriendly, excluding, tormenting.
- Physical - pushing, hitting, kicking, theft.
- Verbal - name calling, sarcasm, spreading rumours, teasing.
- Racial - racial taunts, graffiti, gestures.
- Cyber - all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - physical or non-physical bullying that is based on sexuality, gender or transgender which is used as a weapon by boys or girls towards others either face to face, via technology or via rumours).
- Disability/SEN - because of, or focusing on a disability or special educational need.
- Home circumstance - targeting individuals who are looked after children or because of a particular home circumstance.

AIMS AND OBJECTIVES

- To reduce and eradicate, whenever possible, instances where pupils are subjected to bullying in any form.
- To establish appropriate means of supporting all pupils after an incident of bullying, should it occur.
- To ensure that all pupils and staff are aware of this policy and fulfil their obligations to it.
- To educate pupils to avoid the mindset that seeds bullying.

We are committed to providing a safe, supportive learning environment for all our pupils so that they are able to benefit fully from the opportunities available to them. We place an importance on an ethos where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

We are committed to promoting diversity and inclusion and combating all bullying behaviour in partnership with pupils, their parents and the relevant agencies. This policy applies to our main site and external agencies used for Alternative Provision.

Who is this Policy for?

This policy has been devised in consultation with key stakeholders in school: pupils, staff, parents and Governors.

This policy has taken into consideration the following laws and guidance:

Working Together to Safeguard Children 2015
Preventing and tackling bullying DfE guidelines 2014
The Equality Act 2010
The Education and Inspections Act 2006
Children Act 1989
Malicious Communications Act 1988

PREVENTION

Oakwood High School strongly believes that a school's response to bullying should not start at the point at which a child has been bullied.

We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Pupil surveys.
- Supervision at all break/lunch areas using active duty guidelines.
- Knowledge of our pupils using regular CPR routines in the classroom, eg, "Be seen looking".
- Continued professional development for staff.

Within the curriculum we will raise the awareness of the nature of bullying in an attempt to eradicate such behaviour. This may happen at various times through:

- PSHCE lessons
- Tutor time
- Anti-bullying workshops
- ICT lessons
- Whole school assemblies
- Subject areas

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

We believe that it is important to respond promptly and effectively to issues of bullying because:

- Bullying hurts. No one deserves to be a victim of bullying.
- Everyone has the right to be treated with respect.
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- Bullying has a detrimental effect on pupils and their educational performance.
- Pupils who are using bullying to cause harm need to learn different ways of behaving.
- Everyone has the right to feel safe at school.

SIGNS AND SYMPTOMS

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to pupils, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). Adults should be aware of the possible signs and investigate if a pupil:

- Shows behaviour changes such as becoming shy or nervous.
- Feigns illness, starts to feel ill in the mornings.
- Changes work patterns, lacks concentration, work standard drops.
- Is unwilling to go to school or truants.
- Changes their usual routine, eg, doesn't want to walk to school or get the usual bus.
- Cries themselves to sleep, has nightmares.
- Comes home with clothes torn or books damaged, possessions missing.
- Has dinner or other monies continually 'lost'.
- Has unexplained cuts or bruises – this may indicate violence or self-harm.
- Becomes aggressive, disruptive, unreasonable.
- Stops eating.
- Is frightened to say what's wrong.
- Attempts or threatens suicide, runs away.
- Gives improbable excuses for any of the above.

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

ACTION TAKEN TO COMBAT BULLYING BY OAKWOOD HIGH SCHOOL

The bullying behaviour or threats of bullying must be investigated and stopped as quickly as possible.

If bullying is suspected or reported the following steps may be taken:

- A clear account may be recorded by staff and logged against the names of all concerned.
- An interview with all concerned.
- Contact with home detailing the circumstances and planned interventions should be triggered automatically.
- In all cases parents of all the pupils involved are to be kept informed and may be asked to come to a meeting to discuss the problem.
- If necessary and appropriate, the police may be consulted.
- An attempt to make the bully or bullies change their behaviour.

- Punitive measures may be used as appropriate and in consultation with all parties.
- Regular assemblies and tutor activities to highlight the dangers of bullying.

The following disciplinary steps may be taken:

- Official warnings to cease offending.
- Confiscation of school electronic device where cyber-bullying occurs.
- Detention.
- Re-tracking of behaviour.
- Placing on monitoring report.
- Informing parents or guardians.
- Informing CYPO if cyber-bullying occurs using social media outside of school.
- Exclusion from certain areas of the premises.
- Internal exclusion.
- Restorative justice.
- Alternative to Fixed term exclusion.
- Fixed term exclusion.
- Prolonged Fixed term exclusion.
- Granting of a School Acceptable Behaviour Contract (ABC) in conjunction with CYPO.
- Managed Move.
- Governors Panel.
- Permanent exclusion.

THE ROLE OF STAFF

Each member of staff is expected to play a part in creating a culture of good behaviour where pupils treat one another with respect. Pupils will also treat all members of the staff body with respect and will be encouraged to acknowledge that this is the right way to behave. The school invests heavily in creating a positive ethos by educating pupils using the 5Rs (Respect, Resilience, Resourcefulness, Responsibility and Reflection). All members of staff have been trained to use Go4Schools, where they can record Reward and Consequence behaviour types including those that reference the 5Rs. For incidents of a serious nature there is a clear behaviour type category for “bullying” which alerts the Heads of House immediately enabling a swift and measured response. Pupils are directed to write a written statement to ascertain the details if bullying occurs, including statements written by the accused. All statements are kept as part of record keeping and can be used as evidence to support any sanction that may be decided by the school or Police. Personal Learning Tutors and subject staff will be kept informed and asked to monitor the behaviour of the pupils concerned.

THE ROLE OF PUPILS

If bullying does occur, all pupils should be able to inform a member of staff and know that incidents will be dealt with promptly and effectively. It is our intention to make the reporting of bullying as easy as possible. **Anyone who knows that bullying is happening is expected to inform a member of staff.**

Pupils who have been bullied or have bullied may be supported by:

- Offering an opportunity to discuss the experience with a Personal Learning Tutor, Head of House, Learning Mentor, Counsellor, House Captain, Prefect or member of staff of their choice.
- Offered a genuine apology from the bully or bullies.
- Establishing the wrong-doing and recognising the need to change.
- Discovering why they became involved.
- Reconciliation with the bully or bullies if possible.
- Offering continued support and reassurance.
- Restoring self-esteem and confidence.
- Informing their parents or guardians to support them at home.
- Referral to an outside agency; if this is felt to be appropriate.
- Informing parents or guardians to enlist their help in supporting pupils involved.
- Peer support.

THE ROLE OF PARENTS OR GUARDIANS

Parents play a vital role in the education and care of their children. We ask that parents and guardians:

- Stress to their children the importance of appropriate social behaviour.
- Encourage respect for all and the importance of being civil to others.
- Keep an eye out for the signs and symptoms of bullying and discuss any concerns or suspicions with a member of staff.
- Be aware of the Anti-Bullying policy and actively endorse and support the Anti-Bullying Policy.
- Regularly check their child's school electronic device for social media apps.
- Support the school's response in tackling bullying.
- Understand that they have the right to inform the Police.

It is recommended that school should be informed of any additional support that has been requested outside of the school environment. This can be done by contact with a Personal Learning Tutor, Head of House or SENCO.

OTHER AGENCIES THAT CAN OFFER ADDITIONAL SUPPORT:

Rotherham Early Help Services
Your G.P.

For more support and guidance please refer to the following organisations:

The Anti-Bullying Alliance (ABA)
NSPCC
Kidscape
National Bullying Helpline
Childline
Bullying UK
ChildNet International
Digizen
Stonewall
MIND
Samaritans

Useful links:

<http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/>
<http://www.kidpower.org/>
<https://www.nationalbullyinghelpline.co.uk/kids.html>
<http://childline.org.uk/>
<http://bullying.co.uk/>

MONITORING AND REVIEW

It is important that we are constantly appraised of the number of incidents reported to adults.

Collation of reports and records on Go4Schools will be undertaken on a termly basis and a report passed to Governors. This policy will be reviewed regularly by the Governing Body.

Developed by:	Simon Willey, Assistant Headteacher Louise Grice, Collaborative Leader of Integrate Head of ARC / SENCO / SLE
Review Date:	October 2020

Policy Review	Every 2 years
Policy to be approved by	ELT and OHS LGB
Date of Review	October 2020
Approved by ELT and OHS LGB	
Next Review	September 2022
Lead Professional	Simon Willey, Assistant Headteacher
Communication	Via HR System, OHS website to all OHS staff