OLDFIELD SCHOOL

ANTI-BULLYING POLICY

1. Rationale

1.1 Oldfield School is a friendly and inclusive learning community where everyone has the right to study and work in a safe and secure environment, without harassment, intimidation or fear.

1.2 Oldfield School seeks to create a safe environment in which all members of the School community feel supported and free from bullying; we are working with staff, students and parents to create a school where bullying is not tolerated.

1.3 We believe that to realise their potential and achieve their aspirations, people need to feel happy, confident and included in their environment.

1.4 Bullying can seriously damage a young person's confidence, sense of self-worth and can prevent them from reaching their potential.

2. Aims

2.1 We will aim to reduce and to eradicate wherever possible, instances in which students are made to feel frightened, excluded or unhappy and respond effectively to all instances of bullying that are reported to us.

2.2 This policy establishes a means of dealing with bullying and providing support to those who have been bullied, as well as guidance to those who are accused of bullying and may be experiencing problems of their own.

2.3 All types of bullying are harmful and can prevent students achieving their academic and personal potential.

2.4 This policy follows the guidance in the DfE (2014), Preventing and Tackling Bullying: Advice for School Leaders and Governing Bodies and is in keeping with the Education (Independent School Standard) (England) Regulations 2010, the Education Act 2011 and the Equality Act 2010. It reflects Oldfield School's commitment to upholding the Bullying – A Charter for Action publication.

2.5 This policy should be read in conjunction with the following policies

- E-Safety,
- ICT and Acceptable Use of electronic devices
- Positive Behaviour for Learning

- Safeguarding and Child Protection policies.

3. Practice: Definitions

3.1 The National Anti-Bullying Alliance defines bullying as:

'Emotionally harmful behaviour and physically harmful behaviour that is repetitive, wilful, and persistent. It is carried out intentionally to be harmful by an individual or group of people.'

3.2 Bullying can be:

- physical – hitting, kicking, pushing, taking another's belongings

- verbal – name calling, insulting, making offensive remarks indirect

- inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping

- excluding people from social groups; spreading hurtful and untruthful rumours

3.3 Pupils can be bullied for a variety of reasons. Specific types of bullying include:

- bullying related to race, religion or culture bullying related to SEN or disabilities;

- bullying related to appearance or health conditions;

- bullying related to sexual orientation (including the use of homophobic language);

- bullying of young carers, looked-after children or otherwise related to home circumstances;

- sexist or sexual bullying;

3.4 The school holds the view that there is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.

3.5 The school recognises that bullying can be done by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. Even if the bullying takes place outside of school, it can have a negative impact on the behaviour within school and will be dealt with accordingly.

3.6 Cyberbullying is defined as bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved.

3.7 The school has a duty of care to all students that extends beyond the classroom, although it is not always able to control bullying actions on social media sites.

4. Preventing Bullying

4.1 There are many ways to prevent bullying. Strategies employed include the following:

- a highly visible staff presence at breaktime, lunchtime, before and after school;

- an ongoing theme in assemblies / PSHE / tutor time;

- the House system encourages tolerance, respect, support and care across the years / ages of the students within the School;

- challenging any prejudice based language;

- using specific organisations or resources for help with particular problems;

- providing staff training - this includes helping our staff understand the needs of students, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBTQ) students;

- working with the wider community such as the police and social care where bullying is particularly serious or persistent and where a criminal offence may have been committed;

- making it easy for students to report bullying;

- provide support and advice for parents.

5 . Responsibilities

5.1 All staff will:

- foster in our students self-esteem, self-respect and respect for others;

- demonstrate by example the high standards of personal and social behaviour we expect of our students;

- be alert to the signs of distress and other possible indications of bullying;

- listen to children who have been bullied, take what they say seriously and act to support and protect them;

- report suspected cases of bullying to the relevant tutor / Head of House/Year;

- follow any complaint by a parent about bullying and report back promptly and fully on the action taken;

- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

5.2 We expect our students to:

- refrain from becoming involved in any kind of bullying;

- report any witnessed or suspected instances of bullying to a member of staff;

5.3 We ask our parents to support their children and the school by:

- watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying advising their children to report any bullying to their Form Tutor, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students;

- advising their children not to retaliate violently to any form of bullying. If this occurs a sanction will be imposed.

- being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;

- informing the school of any suspected bullying, even if their children are not involved;

- co-operating with the school if their children are accused of bullying; try to ascertain the truth and point out the implications of bullying both for the children who are bullied and the bullies themselves.

6. Responding to Bullying

6.1 Oldfield School will always aim to tackle reported instances of bullying in a reasonable, proportionate and consistent way.

6.2 Our primary aim is to prevent and/or stop any continuation of the harmful behaviour, to safeguard the student who has experienced bullying and to trigger sources of support

6.3 The perpetrator can expect sanctions to be applied, but it is perhaps more important that they learn from the experience and develop their own emotional intelligence

6.4 In the event of an allegation and / or disclosure we would seek to:

- If necessary, make a referral to an appropriate member of staff to facilitate a restorative justice meeting;

- establish a supportive and safe environment;

- reassure the student for disclosing;

- appreciate victim's need to see that positive action is taken;

- inform parents;

- when appropriate give feedback to the victim;

- when appropriate recognise the need for using agencies to bring about a lasting change of behaviour in the bully;

- use restorative approaches to repair the relationship.

6.5 The following procedure should be followed:

- The student discloses to a member of staff or a member of staff suspects bullying. The incident is logged on SIMS and the member of staff passes the information on to the Form Tutor. If appropriate the Head of House/Year and the Pastoral AHT would be informed;

- The alleged perpetrator is interviewed by the Form Tutor or HoH/HOY or Pastoral AHT without bias, but encouraging all students to be honest, open and expressive;

- Friends/colluders/witnesses are interviewed separately by the Form Tutor, HoH/HOY or Pastoral AHT;

- Depending on the severity of the situation, findings are discussed with the victim and parents are informed of the outcome;

- If appropriate, the bully and the victim plus friends/colluders are brought together to discuss how to resolve the situation using a restorative approach;

- There is a possibility of a referral to anger management sessions for any of the students involved;

- If the alleged perpetrator is found to be responsible for the bullying, an appropriate disciplinary sanction will be served. Parents will be informed and called in for a meeting, where agreements and targets are made and recorded.

6.6. **Bullying outside school premises**
As a school we have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incident that occurs anywhere off the school premises, such as on public transport, outside the local shops.

6.6.1 Where bullying outside school is reported to school staff, it will be investigated and dealt within same manner as outlined in 6.4 and 6.5 of this policy.

6.6.2 The headteacher will also consider whether it is appropriate to notify the police if the bullying could be criminal in nature.

6.7 **Cyber bullying**
The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. As a school we follow the guidance as outlined in the Education Act 2011 to tackle cyber bullying.

6.7.1 In cases of cyber bullying if appropriate we will search a student for, and if necessary, delete inappropriate images (files) on electronic devices, including mobile phones.

7. Monitoring incidents of Bullying

7.1 The school monitors incidents of bullying in a number of ways:

- SIMS identifies incidents of bullying;

- Key staff analyse the data in relation to students, age groups, locations and patterns of occurrence;

- Regular reviews are undertaken to determine the effectiveness of the schools actions in reducing the incidents of bullying in school. A regular review of the Anti-Bullying Policy takes place involving all stakeholders.

8. **Monitoring and review of policy**

8.1 This policy will be reviewed every two years by SLT.

8.2 This policy will be approved by: SLT on 6th July 2016

8.3 Date when policy was last approved: 6th July 2016

8.4 Date when next review is due: July 2018

APPENDICES:

Appendix 1

Guidance for teachers and parents on recognising signs of bullying -

Students may show one or more of the following behaviours:

- be frightened of walking to or from school

- be unwilling to go to school and develop unidentifiable illnesses like a stomach ache

- change their route to school deliberately avoiding certain places and times

- start underachieving in their school work or opt out of activities and clubs

- come home regularly with clothes or books damaged or destroyed

- become withdrawn and or distressed

- become more aggressive and argumentative

- experience disturbed sleep

- have unexplained bruises, scratches, cuts

- have their possessions go 'missing'

- ask for money or begin stealing money

- refuse to say what's wrong

- become more reclusive give improbable excuses to explain any of the above

- be over generous towards another child because they are frightened not to be their friend

Appendix 2 -Guidance on recognising if a student has been bullying others

This can be difficult to ascertain, but some of the following may be indicators:

- They may have access to more money than usual

- There might be changes in their views

- They may openly express negative comments and feelings about individual people or groups, e.g. making racists or homophobic insults

- This may be reflected in graffiti around the house, on books and on paper

- There might be changes in behaviour. For example, becoming more verbally aggressive or displaying unusual mood changes

- They may have new or different belongings that they didn't buy with unlikely reasons for having these

- They may become more secretive particularly involving communication technology, which could hold images or text of their behaviour

Appendix 3 Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone;
- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

Appendix 4

Contact details for further support and advice:

Advice for parents and carers on cyberbullying
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Anti-Bullying Strategies: http://www.antibully.org.uk

BBC Schools Site: http://www.bbc.co.uk/schools/bullying

This website also gives links to other useful bullying related sites.

Bully Free Zone: http://www.bullyfreezone.co.uk

Bullying: http://www.bullying.co.uk

Child Exploitation Online Protection Centre (CEOP): http://ceop.police.uk

Childline: http://www.childline.org.uk   Telephone: 0800 11 11

Childline has helped hundreds of thousands of children and young people in trouble or danger. If you or a child does not want to ring them, check out their website. There are fact sheets on many subjects including bullying.

Citizenship website: www.citizenship-pieces.org.uk

Cyberbullying: Advice for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Counselling in schools a blueprint for the future: advice for school leaders and counsellors
https://www.gov.uk/government/publications/counselling-in-schools

Don't Suffer in Silence: http://www.dcsf.gov.uk/bullying

Diana Award (Anti-Bullying organisation) - diana-award.org.uk

Open Monday to Friday between 10 am and 4 pm. They provide leaflets and booklets about bullying and information and support to young people and their parents, including action steps to take.

Internet Matters - https://www.internetmatters.org/

Useful site for support for parents supporting a child through cyber bullying.

Parentline Plus: http://www.parentlineplus.org.uk

This website gives advice for parents on supporting a child who is being bullied. There is a free phone helpline (0808 800 2222) that adults can call. (Parentline does not deal exclusively with bullying issues)

Supporting children and young people who are bullied: advice for schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

The DfE (2014), Preventing and tackling bullying: Advice for School Leaders and Governing Bodies:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

The Education (Independent School Standard) (England) Regulations 2010:
http://www.isi.net/images/271112_web%20consolidated%20version%20-%20independent%20school%20standards%20regulations%202010_001.pdf

The Equality Act 2010:

https://www.gov.uk/equality-act-2010-guidance