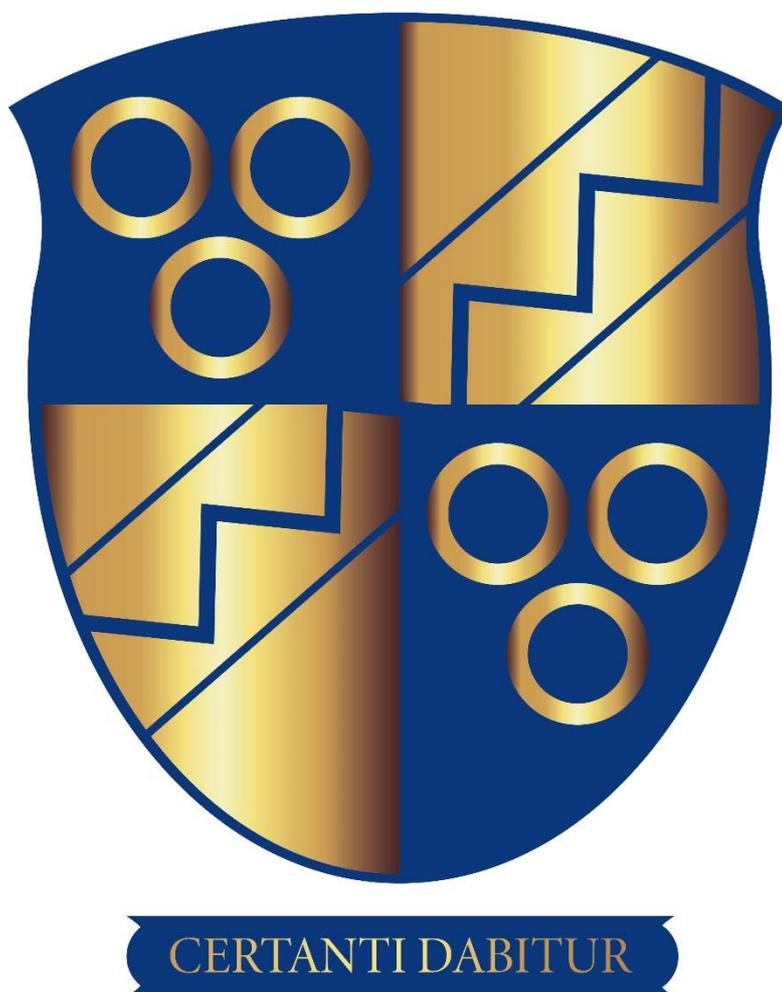


# Anti-bullying policy

The Oldershaw School



Approved by: Trust Board

Date: Feb 2020

Last reviewed on: March 2020

Next review due by: March 2023

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### 1. Aims

This policy aims to:

- Reduce and tackle all forms of bullying
- Help and encourage pupils to view themselves as part of a community and by example, to nurture, establish and sustain relationships
- Work in partnership with parents and carers in promoting the well-being of all pupils
- Improve the student's understanding of bullying, why it happens and how they might respond to difficulties, via a programme of study in lessons
- Establish clear guidelines and procedures for staff, parents and pupils, should an incident of bullying occur
- Support our core values of Pride, Kindness and Resilience

### 2. Legislation and statutory requirements

This policy is based on Dfe guidance "Preventing and Tackling Bullying" July 2017 and supporting documents therefore this policy should be read in conjunction with the Dfe guidelines.

- [The Equality Act 2010](#)

In addition, this policy is based on:

- Sections 88-94 of the [Education and Inspections Act 2006](#), 2011
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### 3. Definitions

Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". (Dfe "Preventing and Tackling Bullying") July 2017.

### 4. Types of Bullying

**Bullying** the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can take many forms but the end result will be to make one person feel undervalued and un-important.

Bullying is, therefore:

- Deliberately hurtful
- Difficult to defend against

**Bullying can include:**

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Remember people are there to help and to listen to you. They will know what to do – refer to 5.2**

**BULLYING IS NOT ACCEPTABLE AT THE OLDERSHAW SCHOOL - IT IS IMPORTANT THAT YOU TELL SOMEONE**

## **5. Guidelines for students**

### **5.1 What should I do?**

If you are feeling upset because someone is making your life unpleasant, then you should make sure that you talk to somebody about this problem.

### **5.2 Who should that person be?**

Someone you feel that you can trust. This could be:

- Your form teacher
- Your progress leader (PL) or assistant progress leader (APL)
- The School nurse
- Classroom support worker
- Parent/carer
- Safeguarding team

## **6. Guidelines for Parents**

### **6.1 What should I do if my child is being bullied?**

You should share your concerns with someone in school. We are here to help; but we need to know if there is a problem.

### **6.2 Who should I contact?**

Telephone the School and ask to speak to your child's form tutor, PL/APL or a member of the /Safeguarding team. If they are busy, they will get back to you as soon as they can.

### **6.3 What will happen then?**

The form tutor and/or PL/APL will agree what to do next. If the problem is between two people in the same form, they may decide that your child's form tutor is the best person to sort things out. Alternatively, they may wish to deal with things themselves.

Whichever route is taken, somebody will talk to your child and find out exactly what the problem is. They will then take steps to sort things out.

### **6.4 What will this involve?**

It depends. Every situation is different. Our aim will be to prevent the situation from continuing.

Remember, what may seem to be an impossible situation to your child, can quite often be sorted out by the School.

Occasionally, we may decide to involve the School nurse who may be able to help by meeting with your child and supporting them.

Sometimes it is useful to help children to develop the social skills that will enable them to deal with minor difficulties. This does not mean that no other action will be taken.

### **6.5 Are there other ways in which I can help?**

We would ask you to:

- Bring matters to our attention if you are concerned
- Understand that whilst we can often sort out problems, there may be times when, despite our best efforts we may not succeed in resolving matters completely
- Appreciate that there may sometimes be another side to the situation which the APL/PL may wish to discuss with you.

### **6.6 What should I do if the problem continues or if things start up again?**

Most of the time we manage to resolve things successfully. If problems do continue, then you must let us know.

### **6.7 Are there any other people who might get involved?**

Usually, we can resolve things in school. Very occasionally, we may choose to involve our Educational Social Worker who is able to provide further liaison between the School and home and can offer additional support and advice.

### **6.8 What if problems are occurring outside school as well as inside School?**

We will concentrate on resolving the problems that exist inside school because this is the area of our immediate influence. If situations arise in the evening or at weekends which have a link with problems in school, then we may be able to offer advice. We can at least talk these things through with you

## **7. Guidelines for Staff**

We have identified that many pupils do not bring problems to our attention because they are not confident that we can resolve them and they fear retaliation.

We can instil confidence by:

- Being alert to unpleasantness, signs of anxiety, evidence of threatening or intimidating behaviour
- Listening to students who come forward with a concern
- Emphasising the importance of respect and of valuing individuals at every opportunity

### **7.1 What should I do if a student says that they are being bullied?**

You may feel that you can resolve the problem personally – If the unpleasantness is not of a serious nature, for example, an isolated incident taking place in your teaching room or form room. In this case, the usual strategies such as talking through differences with students can be employed.

It may well be advisable to inform the student's Form Tutor and PL/APL; it is important that we pick up any worrying patterns of behaviour.

Confidentiality is very important. Although it is essential to share information with relevant colleagues such as those above, the student's right to privacy must otherwise be respected.

It is also important that we ensure that matters really are resolved. Ask the student a few days later if things are alright and again, make sure the PL/APL is aware of any potentially serious concerns.

### **7.2 What if the incident is more serious than falling out or one-off name calling?**

In that case, the matter should be referred to the PL/APL straight away. Any incident involving

- Threat of physical assault
- Ongoing systematic verbal abuse should be referred immediately.

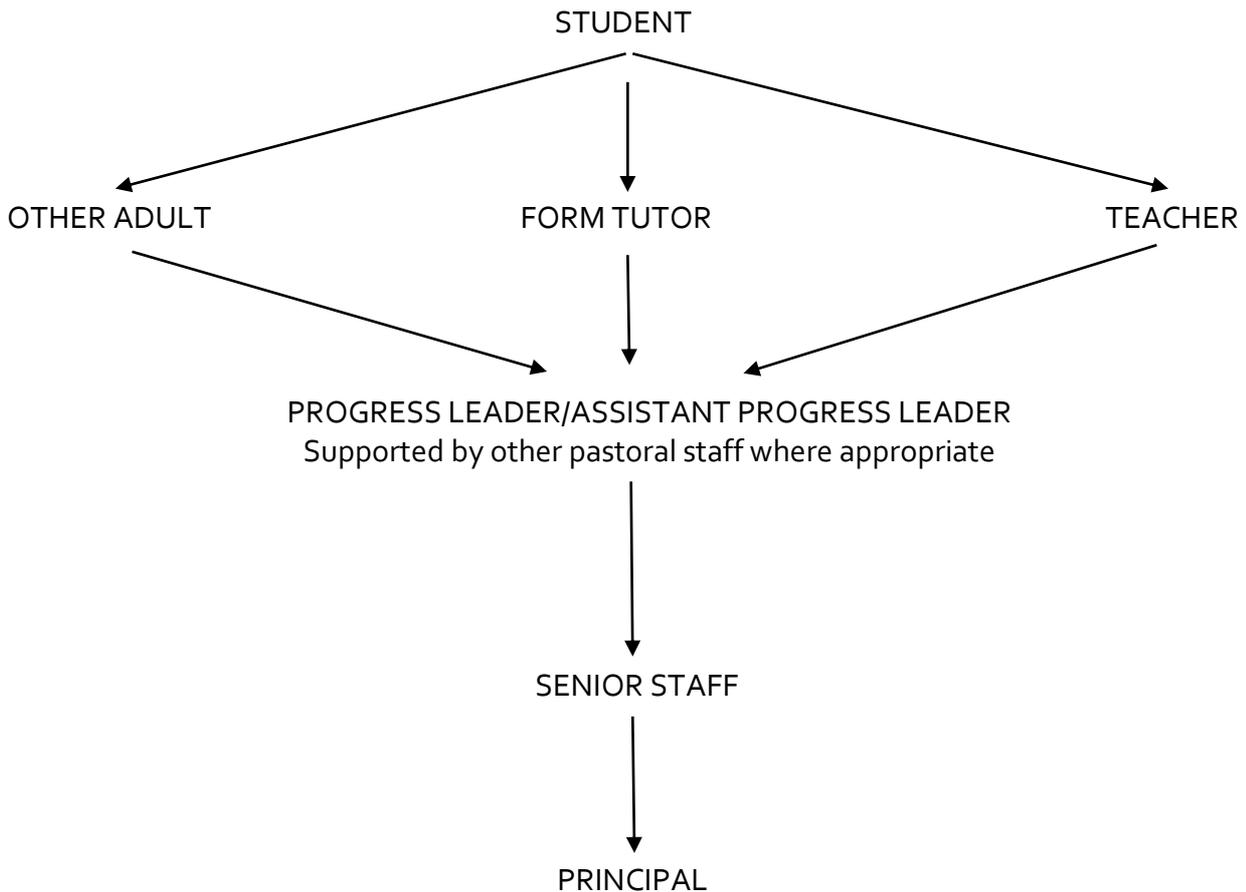
It should always be borne in mind that the perception of the victim is important. If a pupil perceives that he/she is being bullied then that is sufficient grounds for investigation.

## **8. Examples of strategies to be used**

- Ensure that pupils, parents and staff remain aware of the policy, its aims and their role in its implementation
- Maintain pupil awareness by means of assemblies, active tutorials, cross curricular approaches
- Ensure that parents are aware of the policy via the new intake evening, School website and other relevant activities
- Raise awareness of the teaching staff through staff meetings, CPD, year team meetings
- Maintain the awareness of the ancillary staff, offering advice and training where appropriate
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)

- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Pupils will be encouraged to use technology, especially mobile phones and social media, positively and responsibly

## 9. LINES OF REFERRAL



### Support Structures

The following people may be asked to become involved in a supportive role:

- **The School nurse**
- **Educational social worker or outside agencies**
- **Classroom support workers**
- **Special educational needs co-ordinator (SENCO)**

## 10. Supporting Adults

The School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

### 10.1 Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- Reassurance, offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

### 10.2 Adults who are understood to have perpetrated the bullying will be contacted in order to:

- Discuss what happened with a senior member of staff and/or the headteacher to establish the concern
- Establish whether a legitimate grievance or concern has been raised and signpost to the school's official complaints procedures
- If online, request that content be removed

## 11. Training

Our staff are provided with training on managing behaviour and bullying on a regular basis.

## 12. Monitoring arrangements

This policy will be reviewed by the headteacher and approved by the Trust Board every 3 years, unless legislation changes.

## 13. Links with other policies

This policy is linked to the following policies:

- Behaviour Policy
- Exclusions policy
- Child Protection & Safeguarding

## 14. Useful websites

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

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Childnet: [www.childnet.com](http://www.childnet.com)

DfE 'Advice for parents/carers on cyberbullying':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)