

# OAK VIEW PRIMARY & NURSERY SCHOOL



## ANTI BULLYING POLICY

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Signed by Chair of Governors <i>alclame</i>	

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## 1. Policy Statement and Aims

At Oak View we are committed to providing a safe and secure environment for all our pupils to learn in. We promote an ethos of treating everyone with respect and ensure that there are strategies in place for dealing with bullying sensitively if, and when it occurs. If bullying does occur at our school, pupils are listened to and both the victim and bully are helped and supported. Bullying thrives in cultures where name calling, unwanted touch, rumor mongering and disrespect go unchallenged. At Oak View all staff will challenge any evidence of this occurring. We are sensitive to any signs of bullying and all pupils are expected to tell a member of staff if they know that bullying is happening (we are a 'telling' school). Bullying can happen anywhere and be about anything. Oak View is not directly responsible for bullying incidents that occur off school premises. However, where a pupil tells of a bullying incident off the school premises to a member of staff, a range of steps are taken depending on the nature of the bullying incident.

This policy should be read in conjunction with the Behaviour Policy.

## 2. Definition of Bullying

At Oak View Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for victims to defend themselves. It is an imbalance of power: children who bully use their power such as physical strength, access to embarrassing information or popularity to control or harm others.

Bullying can take a number of forms:

- **Emotional** – which can include being unfriendly, excluding, tormenting, sending malicious e-mails or text messages
- **Physical** – which can include theft, damage to property, pushing, kicking, hitting, punching or any use of violence
- **Racist** – which can include racial taunts, graffiti, gestures (please refer to Oak View's Racist Incidents policy) It is illegal to treat people differently because of their race or culture.
- **Sexual** – which can include unwanted physical contact or sexually abusive comments
- **Verbal** – which can include name-calling, sarcasm, spreading rumours, teasing
- **Homophobic** – This involves discrimination relating to sexual orientation.
- **Prejudice** – behavior against different groups on grounds of ethnicity, religion, belief or gender identity, sexual orientation, behavior that is homophobic, transphobic or disability
- Cyberbullying using the internet, email, online games or any digital technology to threaten, tease, upset or humiliate someone else.

## 3. Objectives

- Bullying will not be tolerated at Oak View.
- **All** staff, governors, pupils and parents need to understand what bullying is.
- **All** staff, governors, pupils and parents should know what Oak View's Anti-Bullying policy is and follow it when a bullying incident has been reported in school.
- Oak View takes bullying seriously and pupils and parents will be supported when it is reported in school.

#### **4. Signs and Symptoms**

A pupil may indicate by signs or behaviour that he/she is being bullied. Adults need to be aware of these possible signs and should investigate if a pupil:

- is frightened of walking to/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 truanting
- becomes withdrawn or anxious, lacking in confidence
- starts stammering
- attempts suicide or runs away
- cries themselves to sleep at night/has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn/books damaged
- has possessions 'go missing'
- asks for money/starts stealing money ( to pay bully )
- has dinner/other monies 'lost'
- has unexplained cuts/bruises
- comes home starving ( money/lunch has been stolen )
- becomes aggressive, disruptive/unreasonable
- is bullying other children/siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above.

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

#### **5. Prevention**

At Oak View we adopt a whole school approach to effectively eliminate bullying. The whole school community works together in a concerted way to establish a safe emotional and physical environment where bullying cannot flourish.

The key elements of this approach are:

- a shared understanding of bullying as a problem
- a shared understanding of the different forms of bullying
- a shared resolve to eliminate bullying
- identification of bullying problems in the school and community
- the development of a whole school anti-bullying policy
- the creation of a 'telling' environment and the use of a range of interventions to address incidents when they happen
- recognition by staff of their role in creating an anti-bullying ethos and to act as positive role models for pupils

- creating classrooms that are safe and supportive
- organising help/support training if necessary
- discrete PSHE lessons and Values based Education in family groups
- Student Role and Responsibility: Oak View's School Council,
- Classroom buddies for new arrivals and Playground Buddy Leaders
- Staff mentors for individuals
- Direct teaching of the use of social network and cyber bullying

## **6. Interventions**

At Oak View in all bullying incidents several key steps may be taken:

- pupils must report bullying incidents to a member of staff
- the bullying behaviour is identified and stopped quickly
- the safety of pupils and staff is ensured
- the victim (s) is supported and cool-off time/space is allowed for the bully (bullies)
- the bully (bullies) will be helped to accept responsibility for their behaviour and may be asked to apologise
- if possible, the pupils will be reconciled
- the incident is reported to the class teacher/relevant staff (anecdotal evidence may be kept)
- All incidents must be reported on Cpoms in detail for the DSP or Deputy DSP to contact the parents in persistent or extreme cases. If necessary and appropriate the police will be consulted.

## **7. Special Educational Needs**

We recognise that some pupils may have additional needs or disabilities, which make it more difficult to interact appropriately or empathise with other pupils. We aim to support these pupils as much as possible to enable them to enjoy positive relationships. These needs will be taken into consideration when dealing with any instances of bullying.

## **8. Recording and Reporting**

If a child reports any incidents of hurtful behavior, the class teacher will take the responsibility of investigating the incident. If in their judgement, bullying behavior may be taking place an initial investigation will be conducted (Form 1).

Parents and carers will be informed of significant ongoing incidents and will be provided with sufficient information to enable them to support their child appropriately.

Following investigation, if the incident is deemed as bullying, Forms 3a and 3b will be used. Both the victim and the perpetrator will be interviewed. On-going support is given to both and the school remains in contact with the parents and carers.

## **9. Monitoring Report**

Form 2 will be used for the Designated Lead to monitor the impact of the support given to the victim and perpetrator.

## 10. Outcomes

- Once the incident (s) has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Support/training may be provided for the victim (s) and bully (bullies) in order to learn new behaviours.
- In persistent/extreme cases, suspension or even exclusion will be considered.

It is the responsibility of the Governing Body and Head Teacher to oversee and monitor the effectiveness of Oak View's Anti-Bullying policy.

### Help Organisations

**Advisory Centre for Education (Mon–Wed 10am-1pm Term Time)**      **0300 0115 142**

**Anti Bullying Alliance**      **0808 800 2222**  
[www.anti.bullyingalliance.org.uk](http://www.anti.bullyingalliance.org.uk)  
[aba@ncb.org.uk](mailto:aba@ncb.org.uk)

***Bullying UK (part of Family Lives)***      **0808 800 2222**  
[www.bullying.co.uk](http://www.bullying.co.uk)  
<https://www.familylives.org.uk>

**ChildLine**      **0800 1111**  
[www.childline.org.uk](http://www.childline.org.uk)

**Children's Legal Centre**      **0300 330 5485**  
[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

**Family Lives (formerly Parentline Plus)**      **0808 800 2222**

**Kidscape (Parent Advice Line Mon-Wed 9.30am-2.30pm)**      **020 7823 5430**  
[www.kidscape.org.uk](http://www.kidscape.org.uk)

**NSPCC**      **0808 800 5000**  
[nspcc.org.uk](http://nspcc.org.uk)  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

**Investigation into a hurtful or prejudice related incident or allegation of bullying**

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Completed by name and role:

Date:

Name and role of individual/s making the allegation e.g. pupil, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

1. Focus of Bullying/Harassment

**Factors to help determine if incident constitutes bullying**

- Incident was bullying (all 3 amber warnings confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
  
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - Other \_\_\_\_\_

The definition of a prejudice related incident

**A prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

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**Focus of Bullying/Hurtful Behaviour**

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief/faith		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

## Form 3a: Support provided for bullied child

**(Priority should be given to taking steps to ensure bullied children continue to attend)**

Separate on-site respite provision

Regular contact with chosen member of staff

Restorative justice process

Empowerment education

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Support provided

### **Post-incident impact monitoring and further action**

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe on journeys to and from school:

Pupil feeling safe online:

**\*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.  
new draft SEN code of practice**

## Form 3b: Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Separate on-site provision

Regular contact with chosen member of staff

Restorative justice process

Sanction

Corrective education

Removal to different form/teaching group

Pastoral team support

Formal counselling

Parental meetings

CAF

CAMHS

Other

Action taken & Support provided

### Post-incident impact monitoring and further action

Relationship repaired:

Achievement/Ability to learn\*:

Attendance:

Social issues:

Mental or emotional difficulties:

Partnership with parents:

Pupil feeling safe at school:

Pupil feeling safe online:

## Bullying Report and Monitoring Form

Form 2

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties

are progressing well academically and socially

Date.....

8. Member of staff:

Name ..... Date .....

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9. Outcomes/actions from follow up.