

# OAKWOOD JUNIOR SCHOOL

## Anti-Bullying Policy

Review Date	Spring 2017
Reviewed by	FGB
Review Cycle	Every 3 years
Next review due	Spring Term 2020

Signed :.....

Name :.....

**on behalf of the Governing Body of Oakwood Junior School**

# Anti-bullying Policy

## Statement

This school believes that:

- bullying is undesirable and unacceptable
- bullying is a problem to which solutions can be found
- seeking help and openness are regarded as signs of strength not weakness
- all members of the school community will be listened to and taken seriously
- bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations
- everyone has the right to work and learn in an atmosphere that is free from fear
- all of us have a responsibility to ensure that we do not abuse or bully others
- young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- young people should be involved in decision making about matters that concern them
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

## Aims

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with pupils, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

## Definition of Bullying

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance which defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Bullying can be direct or indirect and includes;

- **Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing
- **Physical bullying** – kicking, hitting, punching, pushing and pinching,
- **Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money
- **Cyber bullying** – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation

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- gender
- home circumstance including looked-after-children and young carers

## Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality (REGARDS.) This is to ensure that anti-bullying provision is provided in a sensitive and non judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

## Recording

From September 2009 it is a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- keep a record of individual incidents of bullying – Appendix 2.
- compile an annual record of bullying incidents which is returned to the Local Authority at the end of every academic year – Appendix 3.
- ensure that an annual analysis of the bullying record is undertaken by the school.

## Procedures and Dealing with Incidents – A Whole School Approach

### a) Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents - Appendix 3.

### b) Guidance for pupils

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about;

- What has happened to you
- How often it has happened
- Who was involved.
- Who saw what was happening
- Where it happened.
- What you have done about it already

If you experience bullying by mobile phone, text messages or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent.

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## c) Guidance for parents/carers

If your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see your child's class or form teacher
- Explain to the teacher the problems your child is experiencing

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening
- If you require any further support then please contact the Local Authority

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police

## d) Guidance for adults experiencing bullying

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- Seek advice and information from your union
- Share your concerns with a trusted colleague
- Make a record of all incidents and date them
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body

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## e) Sanctions

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred as outlined in the behaviour policy. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion. The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, (Section 17) states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

## **Strategies to Reduce Bullying**

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Circle Time
- Circle of Friends
- The support group approach/No Blame Approach
- Peer mediation
- Anti-bullying box/Pupil comment box
- Peer counselling
- Buddy systems
- PSHE programme.
- Self esteem workshops
- Friendship stops
- Rtime
- Social and Emotional Aspects of Learning - SEAL

### Confidentiality

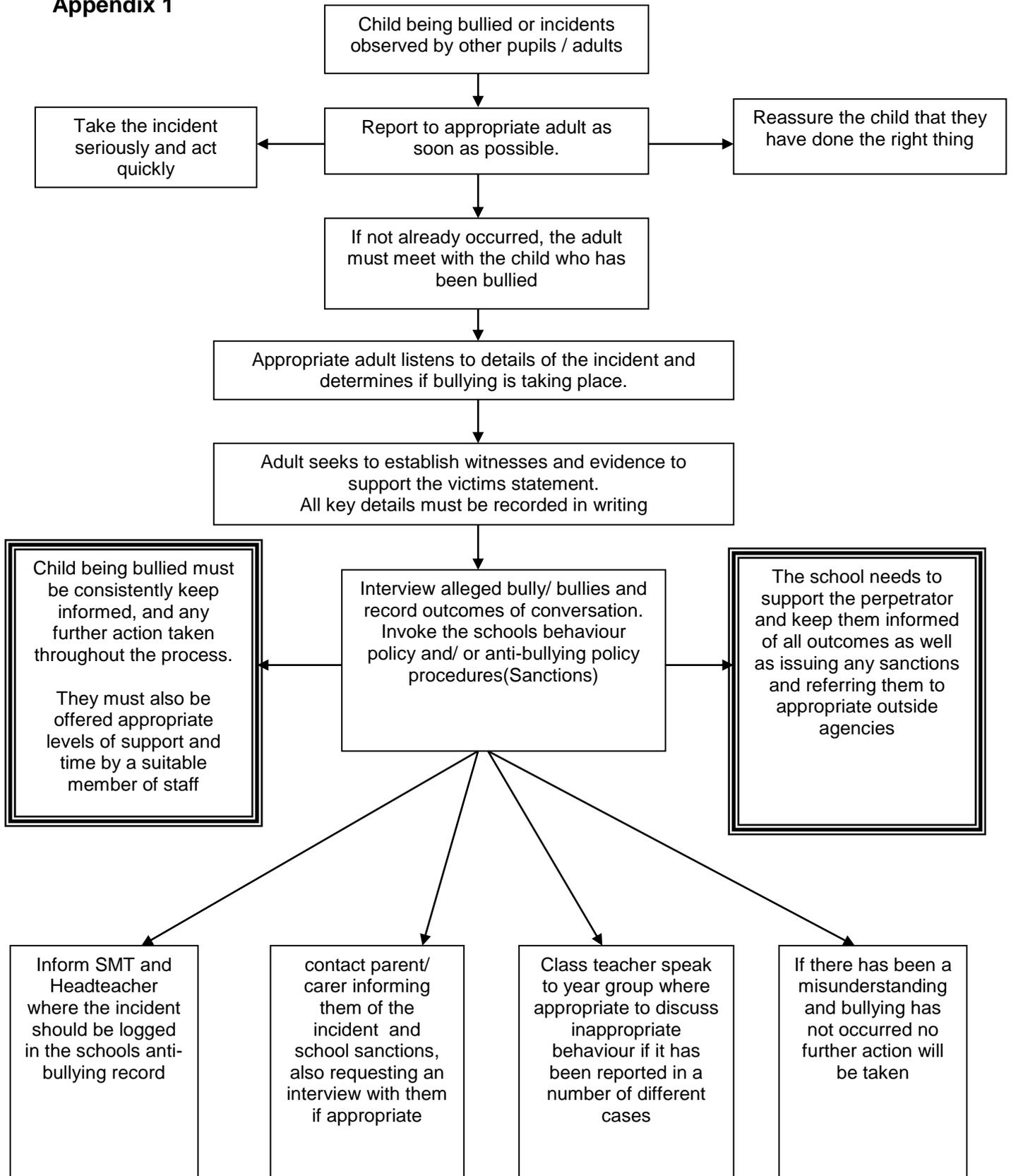
School staff cannot promise absolute confidentiality if approached by a pupil for help – refer to the Confidentiality policy for more information.

## **Appendices**

1. Anti-Bullying Immediate Response Chart
2. School Bullying Incident Form
3. LA Monitoring of Bullying Incidents Form
4. LA Monitoring of Effective Anti-bullying Strategies Form
5. Local Contacts

# Anti-bullying Policy

## Appendix 1



# Anti-bullying Policy

## Appendix 2

### School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from \_\_\_\_\_ School name \_\_\_\_\_

Date of incident \_\_\_\_\_ Time of incident \_\_\_\_\_

Ethnic origin of victim \_\_\_\_\_ Ethnic origin of perpetrator \_\_\_\_\_

Male

Female

Male

Female

Indicate type of incident – please tick

Verbal		Physical	
Name-calling	<input type="checkbox"/>	Kicking	<input type="checkbox"/>
Taunting	<input type="checkbox"/>	Hitting	<input type="checkbox"/>
Mocking	<input type="checkbox"/>	Punching	<input type="checkbox"/>
Making offensive comments	<input type="checkbox"/>	Pushing	<input type="checkbox"/>
Teasing	<input type="checkbox"/>	Pinching	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Emotional		Cyber	
Offensive graffiti	<input type="checkbox"/>	Offensive text messages	<input type="checkbox"/>
Excluding from group	<input type="checkbox"/>	Offensive e-mails	<input type="checkbox"/>
Spreading rumours	<input type="checkbox"/>	Sending degrading images	<input type="checkbox"/>
Being forced to do something against own will	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Taking possessions/money	<input type="checkbox"/>		<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>		<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance

Disability

Home circumstances

Gender

Race/ethnic origin

Medical condition

Religion

Sexuality

Brief description of incident

Action taken

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Did the incident lead to the perpetrator(s) being excluded?      yes/no

Have you had contact with the victim's parent/carer?      yes/no

Have you had contact with the perpetrator's parent/carer?      yes/no

Have you reported this incident to any other agencies?      yes/no  
If 'yes' which agencies?

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Signed \_\_\_\_\_

Designation \_\_\_\_\_

Return to \_\_\_\_\_

(named senior manager within school)

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## Appendix 3

### LA Monitoring of Bullying Incidents Form

School name \_\_\_\_\_

Academic Year \_\_\_\_\_

Please indicate the total number of incidents in the appropriate box at the end of each academic year. The LA will not identify individual schools in any public sharing of data with key partners.

Verbal	Number	Physical	Number
<b>Name-calling</b>		<b>Kicking</b>	
<b>Taunting</b>		<b>Hitting</b>	
<b>Mocking</b>		<b>Punching</b>	
<b>Making offensive comments</b>		<b>Pushing</b>	
<b>Teasing</b>		<b>Pinching</b>	
<b>Other (please state)</b>		<b>Other (please state)</b>	
Emotional	Number	Cyber	Number
<b>Offensive graffiti</b>		<b>Offensive text messages</b>	
<b>Excluding from group</b>		<b>Offensive e-mails</b>	
<b>Spreading rumours</b>		<b>Sending degrading images</b>	
<b>Being forced to do something against own will</b>		<b>Other (please state)</b>	
<b>Taking possessions/money</b>			
<b>Other (please state)</b>			

Please indicate the number of exclusions made due to bullying

Fixed-term

Permanent

Please indicate the number of incidents recorded which you felt were motivated by any of the following.

Appearance

Disability

Home circumstances

Gender

Race/ethnic origin

Medical condition

Religion

Sexuality

Signed by Senior Manager \_\_\_\_\_ Date \_\_\_\_\_

Please return form to Heather Handley, Administrative Assistant, Children and Young People's Service, Middleton House, 27 St Mary's Gate, Derby DE1 3NN

If you require further information or assistance please contact Joanne Moore on 01332 256331  
[joanne.moore@derby.gov.uk](mailto:joanne.moore@derby.gov.uk)

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## Appendix 4

### LA Monitoring of Effective Anti-bullying Strategies Form

Name of School: Oakwood Junior School

Please tick the strategies in place in your school **and** rate their perceived effectiveness in reducing bullying. We recommend the widest possible consultation with the school community in completing this form. **Please return annually with your bullying incident returns.**

Strategy	Currently in place	Fairly effective	Very effective	Highly effective	Insufficient evidence of impact
<b><u>Whole School</u></b>					
PSHE programme					
SEAL					
Circle Time					
R time					
Bubble Time					
Anti-bullying Week Activities					
Anti-bullying box/pupil comment box					
Together Against Bullying- Healthy School Enhancement					
Anti-bullying staff training					
Addressing staff wellbeing					
<b><u>Pupil lead strategies</u></b>					
Peer befriending					
Peer mediation					
Peer counselling					
Friends Against Bullying					
Buddy systems					
Friendship stops					
Massage in schools					
<b><u>Targeted group work</u></b>					
Support Group Method (7 steps)					
No blame approach					
Co-operative group work					
Circle of Friends					
SEAL small group work					
<b><u>Reactive strategies</u></b>					
Restorative approach					
School tribunals/bully court					
Pikas method (shared concern)					
Direct sanctions					
Leading the Way					
<b><u>Other (please state)</u></b>					

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Do you have an up to date anti-bullying policy in place?

How often is it reviewed? \_\_\_\_\_

Do you consult the whole school community (including pupils and parents during the review?)

Has your school signed up to the DCSF – A Charter for Action

**I give permission for the information on effective strategies and anti-bullying policy to be shared with the PSHE and Healthy Schools Team, the wider Children and Young People’s Service and its partners. (Schools will not be named individually)**

Signed \_\_\_\_\_ Designation \_\_\_\_\_ Date \_\_\_\_\_

Please return form to Heather Handley, Administrative Assistant, Children and Young People’s Service, Middleton House, 27 St Mary’s Gate, Derby DE1 3NN

**If you require further information, or training on anti-bullying please contact Joanne Moore on 01332 256331 [joanne.moore@derby.gov.uk](mailto:joanne.moore@derby.gov.uk)**