



**OAKFIELD ACADEMY**

BELIEVE AND ACHIEVE

## **Anti-Bullying Guidance**

**Written/**

**Reviewed by: SLT/HoY/S & G Manager/Academy Council**

**Approved by: Behaviour Link Governors**

**Ratified in: July 2019**

**Next review due: July 2020**

## Anti – Bullying

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying or racism of any kind is unacceptable at our academy. If bullying or racism does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means *anyone* who knows that bullying or racism is happening is expected to tell any member of staff.

### Purpose

The purpose of this guidance is to make staff and governors aware of their role in fostering a climate at Oakfield in which all types of bullying or racism are regarded as unacceptable and to achieve a consistency of approach to maintaining a bully-free, anti-racist environment.

### What is Bullying/Racism?

A clear distinction must be made between pupils 'falling out' and 'bullying' or racism. Bullying or racist behaviour is the use of aggression with the intention of hurting another person; it involves systematic victimisation of an individual and can be undertaken by a group or one person. It is a deliberate action to hurt, threaten or frighten someone and is unprovoked. Racism is defined as victimisation of others because of skin colour, religion, language or cultural background. Bullying can be physical, verbal or non-verbal and results in pain and distress to the victim.

Bullying can be:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical:** pushing, kicking, hitting, punching or any use of violence
- **Racist:** racial taunts, graffiti, gestures related to race, religion, nationality or culture
- **Sexual:** unwanted physical contact or sexually abusive comments which are sexist, sexual or trans-phobic
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** all areas of internet, such as email & internet chat room misuse
- **Mobile:** threats by text messaging & calls
- **Misuse of technology:** i.e. computer, mobile phone, camera & video facilities
- **Bullying related to SEND:** Special Educational Needs or Disability

### Objectives of this Guidance

All governors, staff, pupils and parents should have an understanding of what bullying or racism is and the academy policy and procedures for dealing with it. As an academy we take racism or bullying seriously. Pupils and parents should be assured that they will be supported when incidents of this nature are reported.

### Procedures

#### Staff:

- Endeavour to create an open environment where pupils feel able to report incidents of bullying or racism
- Take any complaints of bullying or racism seriously and investigate
- Any investigation of a reported incident should allow both parties to express their perception of the incident, witness statements taken and details recorded to inform for future consideration
- Parents will be informed and appropriate action will be taken which could include sanctions and counselling through restorative approaches. Racist incidents are reported to SCC using their reporting system
- If the problem persists, parents will be required to be involved, sanctions put in place and the matter could be reported to the Police
- Should the above strategies prove unsuccessful, the Academy may resort to further sanctions involving governors and in extreme circumstances, a managed move or exclusion may be used

### Success Criteria

- Incidents of bullying or racism are quickly recognised and resolved preferably through restorative approaches
- Pupils and parents feel confident that bullying or racism will be taken seriously and dealt with promptly, with appropriate follow-up to ensure prevent reprisals

- Increased level of mutual respect and trust in the relationships between staff and pupils as well as pupils and staff

### **Review and Evaluation**

Annually through the School Council, Pastoral Team Leaders and governors.

### **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied or racially abused. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or 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 to truant
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home hungry
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

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

### **Procedures**

- 1.** Bullying or racist incident is reported to staff. The bullying/racist behaviour or threats of bullying must be investigated and the behaviour stopped quickly using restorative approaches if possible.
- 2. Stage 1:** In all cases of bullying/racism, the incidents will be recorded by staff and parents informed
- 3. Stage 2:** In repeated instances of bullying/racist behaviour, parents should be informed and may be asked to come in to a meeting to discuss the problem
- 4. Stage 3:** If necessary and appropriate, parents will be required to attend a meeting in school to outline consequences
- 5. Stage 4:** Pupils who persist in bullying or racist behaviour will be brought before the Governors who will decide on their future in the school

### **Links to Legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standard) Regulations 2014 (if appropriate)
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## **Useful links and supporting organisations**

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

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

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

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

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

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## **Cyberbullying**

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

Digizen: [www.digizen.org](http://www.digizen.org)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

## **Race, religion and nationality**

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **LGBT**

2BU: <https://www.2bu-somerset.co.uk/>

Barnardos LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **Sexual harassment and sexual bullying**

Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

o A Guide for Schools:

[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW- Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW- Coalition-Schools-Guide.pdf)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)