



Bullying Prevention Policy (Response and Process)

Policy lead:	Deputy Headteacher (Culture & Expectations)
Last review date:	September 2026
Next review date:	September 2028
Approval needed by:	Headteacher

Introduction

The Oaks Academy does not tolerate bullying behaviours and adopts a holistic approach to addressing bullying incidents with both the perpetrators and victims of bullying. This policy outlines how the schools respond to bullying but does not provide an exhaustive list of possible interventions as these will be considered and discussed with the students and parents involved on an individual basis. The Oaks Academy works with students, parents, colleagues and the community to create an atmosphere and ethos of tolerance, safety and understanding for everyone and is committed to working together to challenge bullying.

What is bullying?

Whilst there is no legal definition of bullying, the DFE recognises that bullying behaviour usually involves three key aspects :

- The victim is targeted by an individual or group on a repeated basis
- There is intention to harm or humiliate either physically or emotionally (and is often aimed at certain groups, for example because of race, religion, gender or sexual orientation)
- It is often aimed at a certain groups for example because of race, religion or sexual orientation.

The Anti-Bullying Alliance defines bullying as :

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”

The school must use the above definitions to identify cases of bullying and to also be clear when the incidents are one off events.

Bullying can occur at the schools, in lessons, at lunch time, at home, on the journey to and from the Academy, online and or in the community. The schools do not tolerate or accept bullying anywhere and will endeavour to work with students, parents and community members to address all instances of bullying. Bullying can constitute a safeguarding risk and if deemed appropriate the Academy may refer concerns to the Integrated Front Door.

Forms of Bullying

Bullying can take many forms. It can be overt or more subtle, and it can be direct or indirect.

The four main forms of bullying are:

- 1. Physical** - including hitting, kicking, taking or destroying belongings.
- 2. Verbal** - including name calling, insulting, mimicking, coercion, harassment, intimidation, physical gestures.
- 3. Emotional/Indirect** - including spreading nasty stories about someone, shunning (excluding someone from social groups), behaviour that might result in psychological harm / trauma.
- 4. Cyber/technological** - including mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites, sharing private messages or communications.

Types of Bullying

Types of bullying will include:

Sexual - unwanted physical contact or abusive comments, harassment.

Racial * – discriminating against someone or teasing/humiliating them because of their race or ethnic background.

Religious * – discriminating against someone teasing/humiliating them because of their religious beliefs.

Homophobic * - discriminating against someone teasing/humiliating them because of their sexuality.

Transphobic or sexist * - discriminating against someone teasing/humiliating them because of their gender or gender identity.

Disability * - discriminating against someone teasing/humiliating them because of their disability or perceived disability.

*These types of bullying all constitute “Hate Crimes” and may be reported to the police.

Extended Bullying

The school recognises that on occasion some students may feel that they are being bullied through their involvement in a “friendship” group. Whilst the school is clear that students need to be part of the solution rather than part of the problem there will be circumstances in which individuals find it difficult to extract themselves from the actions of others. On such occasions the school should be understanding but challenging.

How can bullying be reported?

Students, parents and concerned members of the community can report bullying instances or worries via several routes:

- Email: this can be sent directly to a member of staff - students have email address in their child friendly bullying policy – emailed at the beginning of every academic term
- Staying Safe: on the front of the school website is a “Staying Safe” tab. By clicking on this tab and then completing the form, this will be directly reported to the appropriate member of staff.
- Alternatively, students and parents can report worries or concerns verbally to any member of staff who can then refer the matter to the relevant members of the pastoral team.
- Form tutors should be considered the primary point of contact for all students and parents to raise concerns.
- Each student emailed disclosure form and Anti-bullying policy – child friendly.
- Disclosure boxes found in LRC and student reception – these are emailed out at the beginning of every academic year.

All reports will be treated confidentially and where necessary referred to the Pastoral Lead to establish an appropriate course of action. Students and parents often worry that by reporting concerns, the problems will get worse. At The Oaks Academy we work with students and parents to ensure that timely and sensitive responses are undertaken and reviewed to prevent bullying behaviours continuing or escalating.

The schools will always try to work in a systematic and timely manner in terms of any reported significant incidents (please see Appendix 3: “Significant Event Procedure”)

What will we do about bullying?

The Oaks Academy recognises that a key part in the prevention of bullying is a robust package of education and learning. In school, this is driven through the PHSCE curriculum. Anti-bullying learning and reflection is embedded in both the PHSCE curriculum and

assemblies to allow students to opportunity to develop an understanding and appreciation of others and to understand the impact of bullying on individuals.

Range of Responses/Support for the Victim

The Oaks Academy recognises that any bullying may be distressing for the victim of bullying and their family. In response to the incident, the school will seek to offer support to those concerned which may involve the following responses:

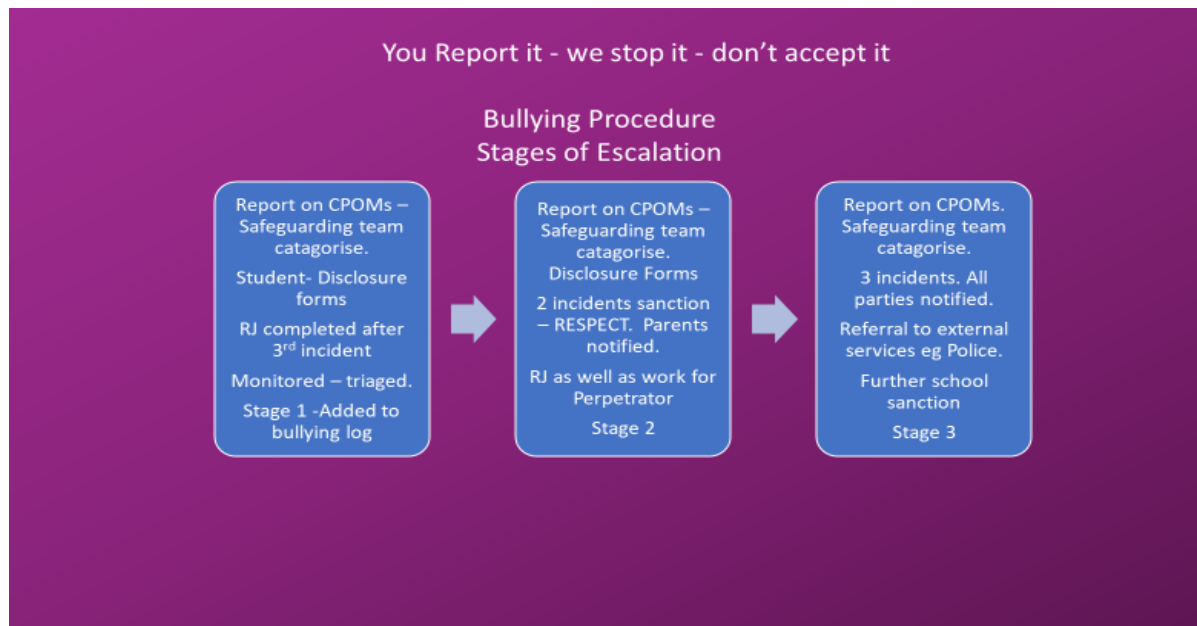
- Access to emotional support for the student via their form tutor, the pastoral team or other internal or external agencies as appropriate.
- A meeting with parents to discuss the concerns and associated safety/response plan.
- Advice and guidance on where and how to seek help if the student feels worried or hurt outside school hours.
- Restorative conversations facilitated by Academy staff if the student feels this approach would be supportive.
- A review meeting with key staff/form tutor to ensure that the concerns have not reoccurred.
- To view the lessons and movements of the perpetrator and victim around the school site and on the journey to and from school. From this point the school can look toward providing some degree of separation.
- Diana Anti – Bullying Ambassadors available during unstructured times in the Drama Studio supervised by a Pastoral Lead

Range of Responses for Perpetrators or Bystanders

There are a range of actions and sanctions that the schools may apply to any bullying incident. This range includes the following list of potential actions.

- A verbal warning that the behaviours constitute bullying and that any further reoccurrence would be treated as bullying formally.
- Contact with a parent/carer.
- Intervention work (group work/activities/assemblies/workshops/restorative actions) led by school staff or members of the local community and or police force/youth offending service
- Restorative discussions with the victim if deemed appropriate and safe. Restorative Justice approaches support the student who is bullying others to redress their actions, understand the impact of their actions and to enable the victim to feel safe and understood
- Access to support, advice and guidance from key pastoral care staff to ensure any issues affecting the student exhibiting bullying behaviours are addressed appropriately in consultation with parents/carers
- Involve the police or other appropriate external agencies

- Detention
- Internal Exclusion – followed by a readmission meeting with parents/carers at which the student may be required to sign a Respect Agreement
- Suspension
- Exclusion – this will usually only be considered in the case of repeat offenders.



Recording, Monitoring and Evaluation

Academy staff will record all instances of peer conflict/bullying on the internal form Child on child low level behaviour.

The Safeguarding Governor will liaise with the DSL to ensure that the school's anti bullying approach is robust and demonstrably effective.

Conclusion

This policy does not seek to provide an exhaustive list of responses to bullying or examples of bullying. Individual instances and concerns will be reviewed by the pastoral team, Deputy Headteacher and the DSL, to establish an appropriate response.

Appendix 1Appendix 1: Sources of Support – Sources of Support

Agency	Contact details	Type of Support
Anti Bullying Alliance 	www.anti-bullyingalliance.org.uk	The ABA has three main areas of work: • Supporting learning and sharing best practice through membership; • Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns; • Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives
Anti Bullying Ambassadors 	www.antibullyingpro.com	Training for under 18 year olds delivered by the Diana award.
BIG Award 	www.bullyinginterventiongroup.co.uk	The Bullying Intervention Group runs the national award scheme to recognise excellence in bullying intervention. Whether your school or service is at the start of your journey or advanced, they can help with the latest in research, best practice, news updates, training and resources.
BullyingUK 	www.bullying.co.uk	For advice and support in dealing with bullying.
Ditch the Label 	www.ditchthelabel.org	One of the largest pro-equality and antibullying charities in the world; promoting equality and empowering people aged 12-25 to overcome bullying.

Diversity Role Models 	www.diversityrolemodels.org	They take positive role models – lesbian, gay, bisexual, transgender and straight – into schools to help LGBT students feel confident and ensure their classmates are accepting of difference.
Educational Action Challenging Homophobia (EACH) 	www.eachaction.org.uk	EACH's Reach project have received national recognition of their work challenging homophobic, sexist and cyberbullying
Cheshire East Emotionally Healthy Schools Project 	Emotionally Healthy Schools Project	The Emotionally Healthy Schools project brings together colleagues from education, health and the voluntary sector to support educational establishments in Cheshire East in their efforts to improve emotional and mental health education for young people and their families.
Kidscape 	www.kidscape.org.uk	Our mission is to provide children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect young lives
Kooth 	https://kooth.com/	XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use
Preventing and tackling bullying: Advice for headteachers, staff and governing bodies , DfE	https://www.gov.uk/government/publications/preventing-and-tackling-bullying	Government guidance.

July 2017	preventing-and-tackling https://www.gov.uk/government/publications/preventing-and-tackling-bullying
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	ons/preventing-and-tackling-bullying bullying	
Stonewall 	www.stonewall.org.uk	We're here to let all lesbian, gay, bi and trans people, here and abroad, know they're not alone.
Schools OUT 	www.schools-out.org.uk	Our over-arching aim is to make our schools safe and inclusive for everyone.
The Proud Trust 	www.theproudst.org/	The Proud Trust is a life saving and life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities. We do this through youth groups, peer support, managing the LGBT centre for Manchester, delivering of training and events, Campaigns, undertaking research and creating resources.
Think U Know 	www.thinkuknow.co.uk	ThinkUKnow is the education programme of the Child Exploitation and Online Protection Centre aimed at young people, and encourages Internet safety. The education programme consists of a presentation, which is given to young people in schools, youth groups and other youth environments, a website aimed directly at young people, which also contains information for teachers and parents, a number of hard-hitting education films designed to make young people think about whom they are talking to online, and other resources including posters and a range of promotional material.
Show Racism the Red Card 	www.theredcard.org	We provide educational workshops, training sessions, multimedia packages, and a whole host of other resources, all with the purpose of tackling racism in society. Established in January 1996, the organisation utilises the

		high-profile status of football and football players to publicise its message. Across Britain, Show Racism the Red Card delivers training to more than 50,000 individuals per year.
The Diana Award 	https://diana-award.org.uk/	Our mission is to develop and inspire positive change in the future of young people. We believe that young people have the power to change the world.
Unicef Rights respecting Schools 	https://www.unicef.org.uk/rights-respecting-schools/schools/	We work with schools to create safe & inspiring places to learn, where children's rights are respected, their talents are nurtured & they are able to thrive.
Salus Anti Bullying Award 	http://salusgroup.org.uk/service/anti-bullying/	Our anti-bullying team have been working with schools, colleges, teacher training providers, local authorities and other educational and care settings to enable them to create and maintain safe and supportive learning environments where all children and young people feel safe from bullying and harassment in all its forms. We work directly with school staff, parents and other professionals working in children's services to create an environment in which they can teach, work and participate to ensure that children and young people can thrive

Appendix 2 : Signs of Bullying

A student's behaviour may provide an indicator that they are suffering from bullying. Listed below are some signs that a young person may be being bullied.

- Is frightened of walking to or from school
- Doesn't want to use the bus to school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Is obsessively monitoring their mobile phone
- Begins to truant
- Becomes anxious, withdrawn 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 mornings
- Begins to do poorly in schoolwork
- Comes home with clothes torn or damaged or "goes missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner money or other monies continually "lost"
- Has unexplained cuts or bruises
- 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 or jumpy when a cyber message is received

Appendix 3 : Significant Event Procedure

Significant Event Procedure

Introduction

Staff will on occasion receive reports of “significant events” that have occurred within the student body both in and out of school. From the point of view of all stakeholders (school/parents/students) it is critical that these events are managed in an efficient and timely manner, ensuring throughout that the victim and parents are kept informed.

Significant events usually fall into one of the following categories:

- Child on-child conflict/Bullying
- Racism
- Sexual Harassment

Any events involving racism and peer-on-peer conflict/bullying will be managed through the pastoral team. Any incidents involving sexual harassment and sexualised behaviour will be managed through the safeguarding team (as per DFE guidelines).

Throughout the process of the investigation staff must remain mindful that the victim, their family and on occasion the perpetrator and their family will be very sensitive to the concerns being raised. At all times, the investigation must be mindful of this sensitivity whilst at the same time challenging actions and perceptions.

During the process of investigating a significant incident staff must be mindful that the sanctions for the perpetrator could be critical. The investigation must be thorough and detailed ensuring that the evidence gained is secure.

Investigating Team

	Bullying/Conflict/Racism	Sexual Harassment/Abuse
Reviewing Senior Lead	Deputy Headteacher (Culture & Expectations)	DSL
Investigating Officer	Pastoral Lead	DDSL
Investigating Team	Pastoral Team	Pastoral Team

Stages of Investigation

Any investigation will progress through three critical stages:

1. Fact Finding

Timing *	This stage should be completed within two working days of the incident being reported in to school.
Process	Following on from the initial report, the Investigating Officer should gather accounts from the victim and from their parents.
Review	The information uncovered during this stage of the investigation should be reviewed with the appropriate Reviewing Senior Lead. At this stage, a decision should be made as to whether there are grounds for further investigation and whether there is a case to answer. During this meeting, it should be decided what work now needs to be done to create a complete picture of the incident.
Communication to Victim	The Investigating Officer will contact the parents and provide an overview of the work completed so far. This should provide as much information as possible whilst still remaining mindful of GDPR regulations. They should also provide the parents with an outline of the next stage of the investigation and the timescale for that work whilst taking the opportunity to gather any relevant information from the parent.

2. Information Gathering

Timing *	This stage should be completed within two working days of the completion of the fact-finding stage.
Process	Following on from the fact finding, the Investigating Officer will gather accounts from a wider community (teaching staff/the perpetrator/other students/etc).
Review	The information uncovered during this stage of the investigation will be reviewed with the appropriate Reviewing Senior Lead. At

	this stage a decision should be made as to whether there are grounds for further investigation and if so what work now needs to be done to create a complete picture of the incident.
Communication to Victim	The Investigating Officer will contact the parents and provide an overview of the work completed so far. This should provide as much information as possible whilst still remaining mindful of GDPR regulations. They should also provide the parents with an outline of the next stage of the investigation and the timescale for that work.

3. Conclusion

Timing *	This stage should be completed within two working days of the completion of the Information Gathering Stage.
Process	The Investigating Officer will review the information with the appropriate Reviewing Senior Lead and reach a conclusion, or if necessary, discuss any further work to be completed.
Review	The information uncovered during this stage of the investigation will be reviewed with the appropriate Assistant Headteacher. At this stage a decision should be made as to: • Whether any sanctions need to be issued and what an appropriate sanction tariff would be. • What Restorative work could be completed (with the permission of all parents, the victim and the perpetrator.
Communication to Victim	The Investigating Officer will contact the parents of both victim and perpetrator and provide an overview of the work completed and the conclusions reached. This should provide as much information as possible whilst still remaining mindful of GDPR regulations. They should also provide the parents with an outline of the range of sanctions and look toward restoration.

***Timing**

The timings provided for each stage of the investigation are indicative and should be viewed as guidance. If though the Investigating Officer is unable to work within these time frames (student/staff absence) then the victim and the parent should be kept informed.

Contacting Home : Reviewing Senior Lead

With all significant events the Reviewing Senior Lead will make initial contact home with the victim's family. This could be through email and/or a telephone call but the family should be offered the opportunity of a face-to-face meeting.

Police

At all points following the reporting of a significant event, the parents of the victim have the right to report the incident to the police. If this is the case, then the school can still complete the fact finding and information gathering stages but may decide not to proceed to the conclusion phase as this may prejudice the outcome of any police investigation.

In most incidents the police will be looking to resolve the incident at a local level (resolve within school) unless the event represents gross misconduct on the part of a student.

CPOMS

It is important that all parts of an investigation are completed appropriately. Staff and student accounts are completed on the appropriate forms and signed and these along with a chronology of the process should be logged on CPOMS under the name of the victim with the perpetrator being linked to the incident.