Oreston Community Academy

Anti-Bullying Policy

Date Reviewed by the Governing Body: Spring 2022

Next Review date: Spring 2025

Oreston Community Academy
Anti-Bullying Policy

This policy is based on the DfE guidance Preventing and Tackling Bullying July 2017 and supporting documents including Cyberbullying: Advice for headteachers and school staff. It also considers the DfE statutory guidance 'Keeping Children Safe in Education 2021 and Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance.

Aims and Objectives
This policy outlines what Oreston Community Academy will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understandingof what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on anti-bullying and willconsistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on anti-bullying and what they can do ifbullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives such as staff training, celebration assemblies, proactive teaching strategies through Personal, Social, Health Education (PSHE) lessons using the Jigsaw scheme of learning, circle time, whole school recognition of the annual Anti-Bullying Week will all be used throughout the school toreduce the opportunities for bullying to occur.
- Awareness around respecting diversity within the school environment and the wider community will be developed through our whole school approach to SMSC (Spiritual, Moral, Social, Cultural).
- A positive, caring ethos will be created within the school environment where everyone can work, play andexpress themselves, free from the fear of being bullied.

Oreston Community Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Definition of Bullying
At Oreston Community Academy, we have developed our own whole school definition of bullying:

'Bullying is when a person or group of people choose to make you feel scared, worried or unhappy again and again.'

What is Bullying?
Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and Types of Bullying

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics)
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (LGBT+)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)
- Peer on peer abuse
- Banter and baiting

Behaviour often associated with bullying

<u>Baiting</u>
Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

<u>Banter</u>
Banter is 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

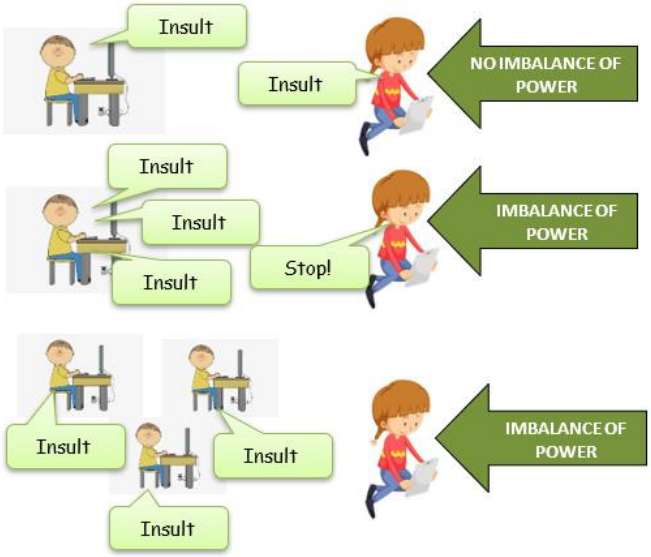
<u>Peer on Peer Abuse</u>
All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to: Bullying (including cyberbullying); Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; Sexual violence, such as rape, assault by penetration and sexual assault; Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. We will challenge and respond to any concerns related to the above.

<u>Sexist and sexual bullying</u>
Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Bullying is Not:
It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal withthese situations and develop social skills to repair relationships. Our PSHE (Personal, Social, Health, Education) curriculum, particularly our Jigsaw programme, aims to support children to develop these skills from a very young age and to continue to build on them throughout their time at school.



Signs and Symptoms of bullying
A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware ofthese signs and investigate further if a child:

- Is frightened of walking to or from school.
- Begins truanting.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning.
- Begins to underperform in schoolwork.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

School Ethos
Oreston Community Academy recognises that all forms of bullying, especially if left unaddressed, can havea devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Oreston, we believe positive relationships and behaviour makes our school a safe, pleasant place to be and allows effective learning to take place.

We acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our Anti-Bullying Policy and the Anti-Bullying Charter. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Strategies for the Prevention and Reduction of Bullying

By effectively preventing and tackling bullying, our school can help to create a safe environment, where children are able to learn and fulfil their potential. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

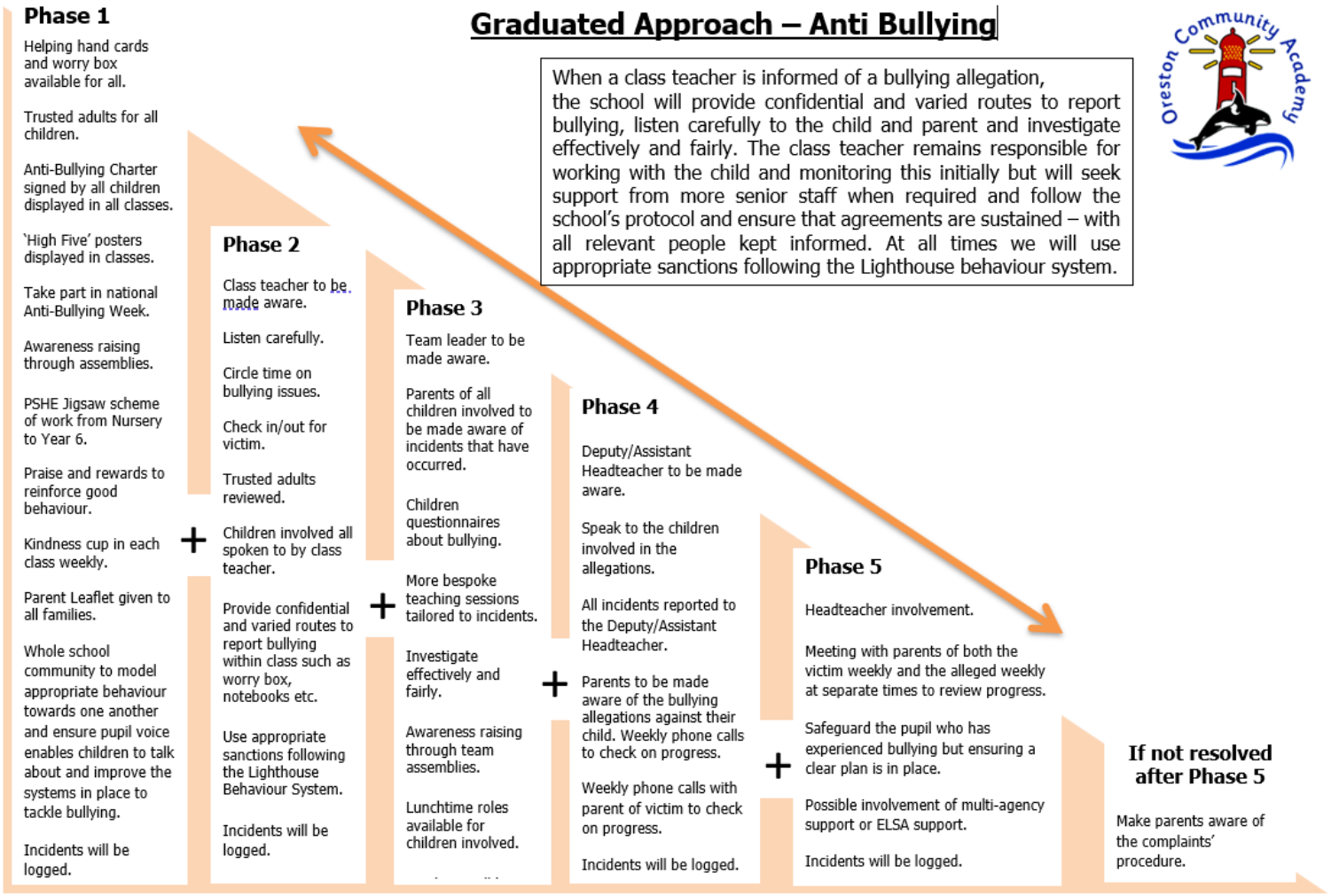
- Undertaking questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Using a 'child speak' anti-bullying charter for the children that all children sign up to and is displayed in all classrooms. This includes use of the 'High Five'poster to help children to remember what to do if they feel another child maybe unkind to them and a hand image to share our key message to stop bullying; '**Be Kind, Be Proud, Be Respectful, Be Honest and Be Positive'**. All children also create their own hand in which they write down the names of five people that they feel they can talk to if they are worried they are being bullied.
- Making national anti-bullying week a high-profile event each year.
- Awareness raising through assemblies. This will be planned through a yearly schedule or delivered to respond to an incident in school.
- PSHE Jigsaw scheme of work from Nursery to Year 6 used to support this policy.
- Circle time on bullying issues.
- Confidential 'Worry' box where children can write and post their concerns on a 'Helping Hand' card. These are available in all classes and are age appropriate.
- Using praise and rewards to reinforce good behavior linked to the Lighthouse Behaviour System and awarding a kindness cup in each class weekly.
- Encouraging the whole school community to model appropriate behaviour towards one another and ensure pupil voice enables children to talk about and improve the systems in place to tackle bullying.
- Provide support at break times and lunchtimes for all children through the use of play leaders.
- Provide an Anti-Bullying Guide as a leaflet for all parents that are new to the school (all parents given one in Spring 2022).

Our Community:

- will monitor and review our anti-bullying policy and practice on a regular basis;
- will support staff to promote positive relationships to help prevent bullying;
- recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;
- will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- will ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively and that everyone should feel safe to learn and abide by the Anti-Bullying Policy;
- requires all members of the community to work with the school to uphold the Anti-Bullying Policy;
- recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages;
- will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy;
- keep up to date with latest guidance and good practice;
- utilises support from the Local Authority/Multi Academy Trust and other relevant organisations when appropriate.

Working with Pupils who are being Bullied:
For a child to discuss an incident of this nature properly, he or she must feel great confidence in the adult concerned. Ideally such discussions will take place in private and be given adequate time. In every circumstance the adult will listen carefully and accept what the child says in a calm and non-judgmental manner.

We use the following graduated approach which is a flexible model of assessment and intervention to help all children at every phase. This approach recognises that bullying is a continuum (from low to high) and where necessary, more senior members of staff can be called upon to support the process and minimise bullying. When bullying in identified, the class teacher will provide the initial support and move through the phases where necessary.



Frequently, children who are victims of bullying have low self-esteem and lack confidence. One way of redressing this is to listen to the child and then demonstrate that the child concerned is being respected and is worthy of attention. At the end of the discussion, the child must know that an adult is concerned that the bullying has happened and that help will be forthcoming.

The child will then be asked to review their trusted adults with whom they can discuss any further problems. Children in school have all created a hand on which they have written the five key members of staff they would feel confident to talk to. Parents/Carers should be informed to support in the process and work on strategies that help to safeguard against future incidents. A Parental Leaflet will be sent home to parents to support them with talking to their child about what bullying is, types of bullying and strategies used in school to prevent bullying.

Staff Working with the Victims of Bullying will:

- help the individual to return to the group in which they have been bullied, considering for example what tochild might say on meeting the bully;
- enable the child to express feelings about being bullied and fears about the future;
- consider with the child, whether aspects of their own behaviour might be inviting a bullying responsefrom others;
- help the child in dealing with private feelings, such as those of shame, humiliation or fear;
- work with the child to find the most important aspects of the bullying and where necessary offer weekly support, ELSA or multi-agency support;
- consider with the child the most appropriate places in which to spend lunchtimes and break timesperiods;
- assist the child to participate in activities which make the child feel vulnerable. New experiences can beintroduced in which an individual can develop positive attitudes to his or her performance;
- encourage the child to tell themselves they do not deserve to be bullied – it's not their fault.

Working with Children who Bully

Disapproval from adults should be vigorous and unambiguous and attention should be focused on theunwantedbehaviour – it is the behaviour that is unacceptable not the child.

- Provide clear feedback on the distress that the behaviour has caused. This could be via the victims orthose who have witnessed incidents.
- Inform parents and meet with the parents and the child who is bullying together to reaffirm school policy and possible sanctions. Parents should be involved in generating strategies or action plans to overcome the difficulties and support the notion that bullying is unacceptable.
- Support the pupil concerned in changing these undesirable behaviours. This will involve the use of a clear monitoring plan (list of actions) which will be reviewed weekly with the child and parents/carers.
- The school reserves the right to invoke the Lighthouse Behaviour Policy in cases where children havebeen involved in bullying.

Cyber-Bullying

In July 2017, the Department for Education (DfE) issued advice for schools on tackling bullying, 'Preventing and tackling bullying: Advice for head teachers, staff and governing bodies'. This includes a section on cyber-bullying on page 8. The guidance explains:

- The rapid development of, and widespread access to, technology has provided a new medium for 'virtual'bullying, which can occur in or outside school.
- Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Preventing Cyber-Bullying

Advice from a charity Childnet International, a charity focused on keeping pupils safe online, has published guidance on dealing with cyber-bullying. It says that school staff can help by:

- Understanding the tools – be aware of the reporting mechanisms on different sites and services in orderto support pupils in making a report.
- Discussing cyber-bullying – be proactive in discussing cyber-bullying with pupils, including how and why itoccurs and the consequences of such behaviour.
- Knowing who to report to concerns to in the school.

It also outlines advice that schools can give to young people about cyber-bullying and explains that young people should understand that what is considered morally right and wrong offline must also be thought of in the same way online.
https://www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/cyberbullying

At Oreston Community Academy we have a specialist member of staff for cyber-bullying, who has technical knowledge as well as expertise in responding to bullying.

This key person in school is Mr. Lucas Gardener.

To ensure that cyber-bullying is effectively prevented at Oreston Community Academy we do the following:

- Use our online safety curriculum to raise awareness of cyber-bullying, its impact, and how to deal with it.
- Have leaflets and parent guides about cyber-bullying and information about key apps for pupils and parents.
- Raise staff and parental awareness of how to support pupils through sharing online safety newslettersand updates and parental workshops.

Signs that a Pupil may be being Bullied Online

Another guidance document on cyber-bullying from the DfE is aimed at parents and sets out some signs that a pupil may be subject to cyber-bullying on page 3. These include where the pupil is:

- Upset after using the internet or his/her mobile phone
- Avoiding going to school and/or meeting friends
- Suffering from low self-esteem
- Working with other agencies

Oreston Community Academy works with partner agencies such as MAST (Multi Agency Support Team), Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS), Plymouth Safeguarding Children's Board, Health and Social Services in anti-bullying work and ensuring that pupil safeguarding has a high priority.

Working with Parents

We believe it is important to work with parents/carers to help them to understand the position of the Academy with regard to bullying and bullying behaviours and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or accused of bullying behaviour.

- Parents/ carers will be issued with a parent leaflet to support them with talking to their children about bullying.
- Parents/carers should be made aware of how to work with the school on bullying and how they can seekhelp if a problem is not resolved (see Graduated Approach).
- Parents and carers can help by listening carefully to their children, keeping calm and not over-reacting.
- Parents/carers of pupils who experience bullying behaviours will have a range of emotional needs to be addressed but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.
- Parents/carers of those instigating bullying behaviours will also have a range of emotional needs and mayneed time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

Experience shows that 'parent/carer support' will involve a spectrum of approaches, from professionals engaging in respectful listening to schools challenging the attitudes of parents/carers towards bullying issues. Schools are legally required to have a complaints procedure and to make parents/carers aware of this procedure.

Monitoring and Evaluation of the Policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires are completed by the whole school community on an annual basis. Following an annual review, any necessary amendments will be made to the policy and everyone will be informed. An annual report will also be issued to governors.

Sources of Further Information, Support and Help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Anti-Bullying Alliance (ABA) www.anti-bullyingalliance.org.uk Anti-bullying Network www.antibullying.net Childline www.childline.org.uk NSPCC www.nspcc.org.uk Bullying UK

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Written By: Lindsay Greenway (in consultation with all staff and the Parent Forum)