



# **ANTI-BULLYING POLICY**

**Linked to Byron Behaviour Policy**

## OASIS ACADEMY BYRON

### Statement of Intent

At Byron 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 of any kind is unacceptable at our academy. If bullying 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 that *anyone* who knows that bullying is happening is expected to tell the staff.

### What Is Bullying?

The DfE 'Preventing and Tackling Bullying' 2017/2007 advice defines bullying as:

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

**Bullying is people doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.**

Bullying is the use of aggression or unkind behaviour and can result 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
- Indirect spreading rumours whether true or not
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- 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, social media or gaming  
Misuse of associated technology, i.e. camera & video facilities

All of these actions are serious and adults should always intervene, however, they may not always be regarded as bullying unless they are part of an ongoing pattern of behaviour against the victim.

### Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

### Objectives of this Policy

- All Academy Councillors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Academy Councillors and teaching and non-teaching staff should know what the academy policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the academy policy is on bullying, and what they should do if bullying arises.

- As an academy we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. 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 dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (lunch has been stolen)
- 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 and jumpy when a cyber message is received

N.B. These signs and behaviours are based on the ones identified in the Kidscape: *Stop Bullying!* booklet. Please note that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures and Consequences

The following procedures for reporting bullying and dealing with the consequences of bullying should be understood and followed by every member of the academy community.

1. All bullying incidents must be reported immediately to staff. **Children and parents should not take matters into their own hands. Children must not be told to hit back. Teachers will investigate and take appropriate action.**
2. In cases of serious bullying the incidents will be recorded by staff using CPOMS.
3. Parents should be informed and may be asked to come to a meeting to discuss the problem.
4. The bullying behaviour and threats of bullying must stop immediately.

5. Attempts will be made to help the bully (bullies) change their behaviour. This will involve talking about what has happened and why they became involved. It may also take the form of counselling and or a behaviour modification programme.
6. The bully will offer an apology and other appropriate consequences may take place such as lunchtime detention. For a minor offence an official warning may be given and the consequences of any future bullying made clear.
7. In very serious cases exclusion will be considered.
8. Whenever possible, the pupils will be reconciled.

### **Strategies to be taken to prevent bullying**

The academy will be a **TELLING** academy. Anyone who knows that bullying is happening is expected to tell staff. If bullying does occur, all pupils should be able to tell, and know that the incident will be dealt with promptly and effectively. Approaches taken will include:

- Curricular approaches:
  - Raising awareness about bullying e.g. targeting Anti-bullying week in November
  - Circle time
  - PSHE lessons
- Addressing bullying by targeted approaches
  - Circle of friends
  - Peer support
  - Active listening
  - Mentoring/counselling based approaches
- Working with victims
- Working with the bully
- Seeking advice e.g. KIDSCAPE methods for helping children to prevent bullying including:
  - Writing a set of school rules
  - Signing a behaviour contract
  - Writing stories or poems or drawing pictures about bullying
  - Reading stories about bullying or having them read to class or assembly
  - Making up role-plays (or using KIDSCAPE role-plays)
  - Having discussions about bullying and why it matters
- Support from LA Anti-bullying Co-ordinator

### **How the school community will respond to bullying**

The DfE identifies 5 key points to note when responding to bullying

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
4. Adopt a problem solving approach which moves pupils on from justifying themselves
5. Follow-up repeatedly, checking bullying has not resumed

## **Roles and Responsibilities**

Creating a safe environment is crucial for effective learning and ensures that all pupils' rights to a positive school experience are met. Expectations of appropriate pupil behaviour are made explicit using a whole school approach which aims to develop a shared awareness and understanding so that a consistent approach to bullying will be taken. All members of the school community share responsibility for preventing and combating bullying.

### **The role of the Principal**

- Dissemination of the policy to the academy community
- Effective implementation of the policy
- Ensure that all staff are aware of the policy and work within it's framework
- Ensure that all staff are trained to be aware of and how to deal with incidents of bullying
- Monitor, review and evaluate the effectiveness of the policy and report to the Academy Council
- Ensure that all children know that bullying is wrong and is unacceptable behaviour
- To seek advice from external support agencies where appropriate
- To set the climate of mutual support and praise for success so making bullying less likely.

### **The role of the Academy**

- To support the Principal in following guidelines
- Inform and consult with parents about bullying issues
- Help to build positive and supportive relationships with parents through mutual understanding and trust
- Monitor the incidents of bullying and the effectiveness of the policy
- Liaise with the LA and OCL to ensure that the best advice is available to support the academy

### **The role of the teacher and support staff**

- To take all forms of bullying seriously and seek to prevent it taking place
- To be proactive and deal with any issues that arise immediately using strategies outlined
- Ensure that curriculum activities to help prevent bullying are carried out e.g. use of circle time, PSHE activities
- Inform the Principal or Deputy Principals if a child is repeatedly involved in bullying
- To use a range of methods to help prevent bullying and to establish a climate of trust and respect for all

### **The role of the parents**

- To contact the academy if they suspect their child is being bullied or is bullying another child immediately. Firstly talk in confidence to the class teacher; the Deputy Principals and the Principal will get involved as necessary.
- Parents should not take matters into their own hands. It is important that parents do not advise children to 'retaliate in kind'. Children must not be told to hit back as it usually makes matters worse
- Support the key behaviour messages being given to pupils and where appropriate attend meetings to contribute positively to actions aimed at solving any problems
- Support the school in working with both the bully and the victim
- Monitor the TV programmes their children are watching as recent studies clearly show that children who watch programmes that contain high levels of violence may exhibit anti-social behaviour at school.
- Be aware of materials/resources being used
- Be aware that the main role in pupil awareness of bullying is a shared responsibility
- Actively encourage their child to be a positive member of the academy

## **The role of the pupils**

- Children must TELL if they are bullied or know of others being bullied
- Support each other and speak out
- Use the Worry Box provided to share concerns in confidence
- Use the Byron Buddies and for support at school

## **Cyber-bullying**

Cyber-bullying is a different form of bullying and can happen at all times of the day with a potentially bigger audience as people can forward on content on a click. The Education Act 2011 stated that an electronic device, such as a mobile phone, that has been seized by a member of staff who has been formally authorised by the headteacher, that a staff member can examine data or files and delete these where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. A phone that has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence must be given to the police as soon as it is reasonable practicable.

## **Monitoring and review**

This policy is monitored by Senior Leadership Team and the Principal in a variety of ways including analysing any recorded incidents of bullying and talking to the children.

The policy will be reviewed by the academy every two years, or earlier if necessary.

**Date: Autumn 2019**

**Review date: Autumn 2020**

This policy is linked to:

- Behaviour Policy
- Safeguarding Policy
- Special Needs Policy
- OCL Behaviour for Learning Policy

## **Additional sources and further reading**

### [Preventing and tackling bullying](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

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### [Kidscape Anti-Bullying Policy for Schools \(Word doc file\)](http://www.kidscape.org.uk/assets/downloads/Antibullypolicy.doc)

<http://www.kidscape.org.uk/assets/downloads/Antibullypolicy.doc>

### [Reducing incidences of bullying with a whole-school policy](http://www.teachernet.gov.uk/casestudies/casestudy.cfm?id=149)

<http://www.teachernet.gov.uk/casestudies/casestudy.cfm?id=149>

### [Homophobic bullying 'almost epidemic' in Britain's schools - 150,000 victims](http://www.stonewall.org.uk/media/current_releases/1793.asp)

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### [Bullying UK](http://www.bullying.co.uk/)

<http://www.bullying.co.uk/>

### [NUT policy statement on preventing sexual harassment and bullying](http://www.teachers.org.uk/story.php?id=3991)

<http://www.teachers.org.uk/story.php?id=3991>

### [NASUWT: Tackling homophobic bullying, policy advice and support](http://www.nasuwat.org.uk/shared_asp_files/uploadedfiles/{a67783df-ca62-4a55-9559-24a53099bd66}_homophobic%20bullying.pdf)

[http://www.nasuwat.org.uk/shared\\_asp\\_files/uploadedfiles/{a67783df-ca62-4a55-9559-24a53099bd66}\\_homophobic%20bullying.pdf](http://www.nasuwat.org.uk/shared_asp_files/uploadedfiles/{a67783df-ca62-4a55-9559-24a53099bd66}_homophobic%20bullying.pdf)