



Oakridge Primary School Anti Bullying Policy

Adopted:	September 2024
Chair of Health and Safety Committee:	Mrs K Lincoln
Next review date:	September 2025

Rationale

Everyone at Oakridge School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. At Oakridge Primary School we work hard to create a culture and ethos of mutually respectful behaviour. However, if bullying is seen, heard or reported **ALL** staff are confident in their actions and subsequent support.

It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

Our Behaviour Policy is underpinned by The Oakridge Way which encourages and rewards positive behaviour and respect between pupils and staff. Weekly assemblies focus upon 'The Oakridge Way' and all behavioural interventions reference The Oakridge Way when issues arise. The Oakridge Way is communicated regularly to all our children and ensures that staff have a common language to deal with any incidents that arise.

This document outlines how we make this possible at Oakridge School.

Definitions of Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. This also includes cyber bullying which is the school has a specific policy for.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

To be considered bullying, the behaviour must be aggressive and include the following:

- an imbalance of power such as physical strength, access to embarrassing information, or popularity to control or harm others. These imbalances can change over time and in different situations, even if they involve the same people.
- repetition as these behaviours happen more than once or have the potential to happen more than once.
- actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason, e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Online bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:

1. Abusive or threatening texts, emails, or messages
2. Posting abusive comments on social media sites
3. Sharing humiliating videos or photos of someone else
4. Stealing someone's online identity
5. Spreading rumours online
6. Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
7. Developing hate sites about another person
8. Prank calls or messages
9. Group bullying or exclusion online
10. Anonymous messaging
11. Encouraging a young person to self-harm
12. Pressuring children to send sexual messages or engaging in sexual conversations.

Our anti-bullying policy has the following aims:

Our aims and objectives in formulating this statement are:-

- To reduce and eradicate wherever possible instances in which pupils are subjected to bullying.
- To establish appropriate means of providing after-care should an incident of bullying occur.

To ensure that all pupils and staff are aware of this Policy and fulfil their obligations to it.

Actions to Tackle Bullying

Prevention is better than cure so at Oakridge we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. There is provision for school members to report incidents anonymously through the worry box.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Class teacher of the victim will be responsible for this and will be required to give a copy of report and the action taken to the Headteacher.

All proven incidents of bullying are recorded on our 'child on child' incident report form. All incidences of bullying must be reported to the Headteacher who along with the class teacher will conduct a thorough investigation. If bullying includes racist abuse, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/ biphobic/transphobic bullying and use of derogatory language then it should be reported to the Headteacher to be recorded as such on the child on child incident form.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (eg taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.

Aftercare

Whenever a child has been bullied then the class teacher/ TA and the Headteacher will continue to check in with the victim for the next two terms to ensure that there have been no further repercussions. This will be done through an informal meeting where the victim will again be reminded of what they should do if there are any further incidents. These meetings are recorded on the original incident form.

Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies

may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at Oakridge, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Behaviour Support Service, to support our action. This policy is seen as an integral part of our Behaviour and Discipline Policy and our Child on Child abuse policy.

Equalities Statement

Through appropriate treatment of all, Oakridge Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values. During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.

Bullying Incident Report Form

	<u>Name</u>	<u>Year</u>	<u>Gender</u>	<u>Ethnicity</u>
Complainant				
Alleged child who has been bullied if different from above				
Alleged child who has displayed bullying behaviour				

Date of Incident
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Corridor <input type="checkbox"/> Other (please state)
Type of incident: <input type="checkbox"/> Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons) <input type="checkbox"/> Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) <input type="checkbox"/> Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others)
Theme (if applicable):

- Cyber (through technology such as mobile phones and internet)
- Disability (related to perceived or actual disability)
- Homophobic (related to perceived or actual sexual orientation)
- Racist (related to race, ethnic, national origin, colour & nationality)
- Religious

Description of Incident

Action/support for child(s) who has been bullied: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Parents involvement (please specify)
- Counselling
- Referral to other agencies (please specify)
- Other (please specify)

Nature of action/support for child(s) who has been displaying bullying behaviour: (please tick all that apply)

- Discussion of the incident with peers/class
- Defined ongoing support/monitoring from staff
- Parents involvement (please specify)
- Counselling
- Referral to other agencies (please specify)

- Fixed exclusion
- Permanent exclusion
- Other (please specify)

Outcome (level of satisfaction)			
Good = 1	Satisfactory = 2	Poor = 3	Unresolved = 4
Child who has been bullied			
Parents of above child			
Child who has displayed bullying behaviour			
Parents of above child			

Signed

Date

Beating Bullying

(A policy written by the children of Oakridge School)

What we believe

At Oakridge we want to reach for the stars, feel happy and be safe.

What we think bullying is

Bullying is when someone hurts somebody on purpose over and over again. There are many different forms of bullying like name calling, violence, threatened violence, ignoring someone and also spreading rumours about something they haven't done.

IF YOU FEEL YOU ARE BEING BULLIED YOU CAN:-

- Tell a teacher immediately
- Put your worry in a worry box
- Ask a friend to tell the teacher for you
- Tell your parents

What we can do about bullying

- 'Be kind, be helpful and you'll be happy' should be taught in lessons.
- We would like to feel able to approach all adults in school.
- Adults must listen to us when we speak to them about our worries.

- We should be able to talk about things in private.
- All classes should have a worry box.
- We should use role play because
 - it will help bullies understand what they do and
 - how they might feel if they were bullied
 - people will have a greater understanding of how being bullied feels
 - it will help explain feelings to younger children
 - it could show adults what may be happening in the playground.
- Recognise good behaviour and kind acts by celebrating in class and assembly with positive notes.

Children

Should be encouraged to 'See it. Get help. Stop it.'