



# **Oakhill Church School**

## **Anti-bullying policy**

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## **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 of any kind is unacceptable at our school. 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.

It is a Government requirement that all schools have an anti-bullying policy. This policy reflects the guidance in the Education & Inspection Act 2006, and the DCSF publications 'Staying Safe - A consultation Document' 2007 & 'Homophobic Bullying – Safe to learn: Embedding anti-bullying work in Schools' 2008, Preventing and Tackling Bullying October 2014; Keeping Children Safe in Education September 2018.

DFE guidance defines bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet) and is often motivated by prejudice against particular groups e.g. Race, religion, gender, sexual orientation etc. It might be motivated by actual differences between children, or perceived differences.

This policy has been written in accordance with the principles set out in the ***Anti-Bullying Charter document***.

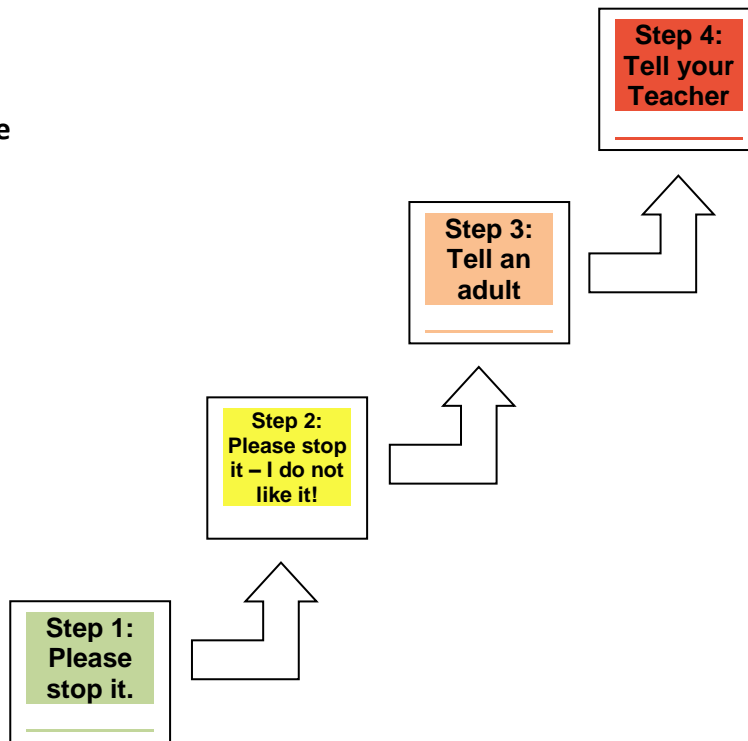
Oakhill Church School has committed to the following principles to prevent and respond to bullying. Our school:

- 1. listens - all pupils, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.*
- 2. includes us all - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.*
- 3. respects - all school staff are role models to others within the school in how they treat others.*
- 4. challenges - all forms of discriminatory language*
- 5. celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.*
- 6. understands - all school staff, pupils and parents and carers understand what bullying is and what it is not.*
- 7. believes - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.*
- 8. reports bullying - all pupils within the school and their parents and carers understand how to report incidents of bullying.*
- 9. takes action - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.*
- 10. has clear policies - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.*

## **The role of pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. The 4 Step Rule helps children to follow simple steps to ensure they are all fully aware of how to resolve and prevent bullying from happening.

## 4 Step Rule



### Step 1: Please stop it.

When you are on the playground or in the classroom and another child says or does something that you don't like, you need to say 'Please stop it'.

Things you need to do:

- Be polite • Be clear

What happens if the other person is hurting you? **Tell an adult straight away.**

### Step 2: Please stop it – I do not like it!

If the person who is being unkind does not stop after you have said 'Please stop it', repeat the words and add I don't like it.

Things you need to do:

- Be polite

- Be clear

### Step 3: Tell an adult

If the person who is being unkind does not stop after you have used step 2 then you need to go and speak to an adult. An adult may be a Lunchtime Supervisor, Teaching Assistant or Teacher that is on the playground or in the classroom that you are working in.

Tell the adult:  
Who is involved?  
What happened?  
Where did it happen?

### Step 4: Tell your Teacher

If the person who is being unkind does not stop after you have used step 3 then you need to go and speak to your Teacher.

Tell the Teacher:  
Which adult you spoke to.  
Who is involved?  
What happened?  
Where did it happen?

Your Teacher will investigate the problem and help you to resolve the issue you have with the other child. If the problem continues, then the Teacher may speak to a member of the Senior Leadership Team (SLT).

**You must speak to your parent or carer if you are worried about something that has happened in school. Your parent or career can visit our website and use the contact details to inform a member of Oakhill Church School staff. We will then be able to support you.**

**Pupils who experience bullying must:**

- Be heard
- Know how to report bullying and get help
- Be confident in the school's ability to deal with the bullying
- Know that steps are taken to help them feel safe again
- Know that they are helped to rebuild confidence and resilience
- Know how they can get support from others

**For pupils who engage in bullying behaviour**

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- They learn to behave in ways that do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

**We understand that 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
- 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
  - Misuse of associated technology, i.e. camera & video facilities

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

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Leadership Team and/or Head Teacher. Collaborative discussion and planning is key to this work, and including the children in this process is essential so that skills can be developed and used in future situations. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then the matter is referred immediately to the Leadership Team and/or Head Teacher.

**Strategies in school to prevent bullying behaviour include:**

- Whole school policies are developed that meet the law and school inspection requirements
- Promoting a school climate where bullying and violence are not tolerated and cannot flourish
- Making clear links between our bullying policy and behaviour policy
- All staff are aware of the importance of modeling positive relationships
- Records of conversations with parents concerning any incidents of bullying, if deemed appropriate
- Being aware that even the youngest children can understand the consequences of their own actions
- Listening carefully to pupils and providing opportunities for them to express views and opinions – for example during circle time;
- Pupil support systems are in place to prevent and respond to bullying
- Multi agency work – working with Social Services, Police, etc.
- Involving parents and the wider community
- Making use of curriculum opportunities to raise pupil's awareness, e.g. through RE, PSHE, cross curricular themes, drama, story writing and literature
- All staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- Involving governors, parents and staff in the development and review of the anti-bullying policy and procedures are updated as necessary
- Teaching victims to say 'no' or get help
- All pupils are clear about the role they can take in preventing bullying, including the role of the bystanders
- Working in partnership with parents, other schools and with children's services and community partners to promote safe communities
- Every chance is given to celebrate the success of anti-bullying work

We want children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously.

### **The role of parents**

Parental support is one of the keys to the success of our anti bullying policy. Parents who are concerned that their child might be being bullied, or who suspect that their child may be bullying others, should contact the school immediately. This may be the class teacher or a member of the Leadership Team. This communication can be in person, by letter or by e-mail. The school regards communication as an essential part of this work as the sooner the school is aware, the more effective the support plan can be.

### **What should parents do if they feel their child is being bullied?**

- Any parent contacting the school with a particular concern will always be taken seriously The first point of contact for the parent is the child's class teacher and we recognise that the following contributes to good practice:
- Recognising that the parent may be angry or upset
- Keeping an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred
- Remaining calm and understanding
- Making it clear that the school does care and that something will be done
- Explaining the agreed school procedures and policy and ensuring these are followed

If a parent does not feel that the situation has been dealt with adequately by the class teacher then the next stage of the complaints procedure is to contact the head teacher.

### **Dealing with reported incidents of bullying**

At Oakhill Church School we will

- Never ignore suspected bullying;
- Not make premature assumptions;
- Listen carefully to all accounts;
- Adopt a problem-solving approach which moves the pupils on from justifying themselves;
- Follow up repeatedly, checking bullying has not resumed.

If a child has been bullied the action that follows will depend on the severity of the incident. However, a hierarchy of sanctions will be followed which are set out below.

#### **We will:**

Warn them not to do it again.

- or** If it is very serious or the child has repeated the behaviour after being warned, a telephone call will be made to their parents or a letter will be sent to their parents/carers and they will be invited in for a meeting to discuss the problem
- or** Parents/carers will be invited in to school for a final warning before exclusion
- or** the Head Teacher may make the decision to exclude the child immediately

The parents then have a right of appeal to the Governing Body. It should be noted that exclusion from the school will only be used as a very last resort.

There are two types of exclusion: -

- Temporary – a child is excluded for a fixed number of days, up to a maximum of 15 per term
- Permanent – the child is not allowed to return to the school. There are parental appeal procedures that can be made against these exclusions

### **Monitoring and review**

The Head Teacher, who reports to Governors on request about the effectiveness of the policy, monitors this policy. This policy will be reviewed every two years, or earlier if necessary.