



Bullying Prevention Policy

Policy Lead:	Assistant Head (GW)
Last Review Date:	September 2021
Next Review Date:	September 2022
Approval needed by:	Deputy Head (KG)



Our Commitment

The Oaks Academy is driven to provide a safe and healthy learning environment for all students and adults. We strive to develop the best outcomes in all areas of our community and in all individuals. As a community we resolve to relentlessly tackle any form of confrontation and student discomfort honestly and openly, and we will search for outcomes that supports all concerned and helps all to develop and grow. The Oaks Academy is a growth institution and a student orientated institution, and by design we are here to support all.

Introduction

The Oaks Academy will neither ignore or tolerate bullying behaviours and adopts a holistic approach to addressing bullying incidents with both the perpetrators and victims of bullying. This policy outlines how we 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. We work 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?

Bullying can be defined as having three key features:

- The victim is targeted by an individual or group on a regular 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)
- There is a power imbalance, the victim is fearful of those targeting him or her

When all of the above are happening, over time, it is highly likely that bullying is occurring rather than just students falling out (SCiES 2016).

Bullying can occur in lessons, at lunch time, at home, on the journey to and from the Academy, online and/or in the community. We 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 we may refer concerns to Checs (Cheshire East Consultation Service/Social care).

Bullying can take many forms. It can be overt or more subtle.

Four of the main types are:

- 1. Physical** - including hitting, kicking, taking or destroying belongings.
- 2. Verbal** - including name calling, insulting, mimicking, coercion, harassment, intimidation.
- 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.

Other types of bullying behaviours can include:

Sexual - unwanted physical contact or abusive comments, harassment

The following types of bullying can also be reported to and considered as Hate Crime by the police:

Racial – discriminating against someone or teasing/humiliating them because of the 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.

In all instances of potential Hate Crime, we may undertake support work for the perpetrators in order to help them reflect on their behaviours, understand their criminal responsibility and to reflect on the harm they may have caused others. This work may include meetings with local police liaison officers.

How can bullying be reported?

The Oaks Academy is a 'telling school', a school where we all support each other as fellow students and people and we learn to grow and to develop.

Students, parents/guardians and concerned members of the community can report bullying instances or worries by contacting the Academy directly. Alternatively, students and parents can report worries or concerns to any member of staff who can then refer the matter to the relevant members of the pastoral care team. Form tutors should be considered the primary point of contact for all students and parents to raise concerns.

All reports will be treated confidentially and where necessary referred to the Pastoral Manager, Head of Year and/or Assistant Head and Deputy Head to establish an appropriate course of action. Students and parents often worry that by reporting concerns the problems will get worse and this is not the case – sharing a problem is the start to sorting and repairing. A situation that escalates due to school being informed will carry greater consequences for any perpetrator(s).

We work with all students and their parents/guardians to ensure that timely and sensitive responses are undertaken and reviewed to prevent bullying behaviours continuing or escalating.

What will we do about bullying?

We articulate daily as a staff body – in lessons and in our own actions and conversations - the power of kindness and that as a school we persistently look out for signs of bullying and conflict. The Oaks Academy staff undertake training and CPD where bullying is discussed and a whole school understanding is developed, therefore staff understand that they are responsible for intervention and there to engage, fairly and with compassion.

Each term the students take part in anti-bullying activities with their form tutors. These activities form part of a whole school anti bullying approach led by the Heads of Year. Anti-bullying approaches are embedded across the PSHE curriculum and assemblies. The Academy is working alongside members of the community and the Police to continue to foster an atmosphere and ethos of tolerance and acceptance within the Academy community.

Our aim is to continually develop and educate all our students and community and to support growth into contributing adults. We work with both victim and those causing the hurt to improve their experiences and their influence on life at The Oaks Academy.

Policy Review

The Assistant Head, working with our Deputy Head, regularly reviews our anti-bullying strategy. This reviewing process includes undertaking student and parent surveys to ensure the voice of the students is heard and their wishes and views used are used to inform policy, practice and ethos through promoting an anti-bullying culture.

Specific concerns:

When an instance of bullying is reported the Academy will tailor its response according to individual circumstances. Interventions and responses may include:

- Discussions with Form Tutors, Heads of Year and, where appropriate, the Assistant Head Teacher and Deputy Head to establish if the incident fits the definition of bullying outlined above.
- The Head of Year and form tutor may arrange for those involved to discuss their concerns and worries and a written account of events may be made by the student/s.
- If considered necessary, a safety plan or risk assessment may be agreed with the student who has been bullied.

The following measures may be undertaken for those involved in bullying whether as perpetrator, bystander or victim.

For the victim of bullying these measures may include:

- Access to emotional support for the student via their form tutor, the Student Support Team or other agencies as appropriate.
- A meeting with parents to discuss the concerns and associated safety/response plan/risk assessment
- 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

Responses in school to the perpetrators or bystanders of bullying behaviour may include:

- A verbal warning that the behaviours constitute bullying and that any further reoccurrence would be treated as bullying formally
- Detention
- Intervention work (group work/activities/assemblies/workshops/restorative actions) led by Academy 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 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 staff to ensure any issues affecting the student exhibiting bullying behaviours are addressed appropriately in consultation with parents/carers
- Internal Exclusion – followed by a readmission meeting with parents/carers
- Exclusion
- Permanent exclusion

Recording, Monitoring and Evaluation

Staff record all instances of peer conflict and bullying on CPOMS. These incidents are dealt with in the first instance by the appropriate member of the pastoral team; Form Tutor, Head of Year or Pastoral Manager. The detail of all concerns will be referred to the Assistant Headteacher (Standards and Expectations) to maintain an overview and offer support as required. All interventions, outcomes and resolutions will be recorded on CPOMS. The DDSL reviews all bullying data by frequency, year group and type to ensure we continue to respond to bullying concerns robustly and to ensure the school environment feels safe.

The DSL reviews the Anti-Bullying strategy and policy annually with the Assistant Headteacher (Behaviour) to ensure it remains relevant and up to date. The Board of Governors liaises with the DSL to ensure that the school's anti bullying approach is demonstrably effective.

This policy does not provide an exhaustive list of responses to bullying or examples of bullying. Individual instances and concerns are reviewed by the Heads of Year, Assistant Head Teacher and the DDSL to establish an appropriate response.

Monitoring and evaluation

This policy is reviewed at least annually by senior managers and the governor responsible for safeguarding.

Appendix 1: Sources of Support

Agency	Contact details	Type of Support
 ANTI-BULLYING ALLIANCE	https://anti-bullyingalliance.org.uk	School support to highlight and educate on how to minimise bullying and its impact.
Anti Bullying Alliance 	www.anti-bullyingalliance.org.uk	The ABA has three main areas of work: <ul style="list-style-type: none"> • 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 anti-bullying charities in the world; promoting equality and empowering people aged 12-25 to overcome bullying. A digital charity where support is provided online through the website and partnerships with games and social networks.

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. Our trained facilitators deliver workshops, giving young people the chance to hear personal stories and ask questions anonymously.

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

<p>Cheshire East Emotionally Health Schools Project</p> 	<p>Emotionally Healthy Schools Project</p>	<p>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.</p>
<p>Kidscape</p> 	<p>www.kidscape.org.uk</p>	<p>Our mission is to provide children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect young lives</p>
<p>Kooth</p> 	<p>https://kooth.com/</p>	<p>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</p>
<p>Preventing and tackling bullying: Advice for headteachers, staff and governing bodies , DfE July 2017</p>	<p>https://www.gov.uk/government/publications/preventing-and-tackling-bullying</p>	<p>Government guidance.</p>
<p>Stonewall</p> 	<p>www.stonewall.org.uk</p>	<p>We're here to let all lesbian, gay, bi and trans people, here and abroad, know they're not alone.</p> <p>We believe we're stronger united, so we partner with organisations that help us create real change for the better. We have laid deep foundations across Britain - in some of our greatest institutions - so our communities can continue to find ways to flourish, and individuals can reach their full potential.</p>

		We're here to support those who can't yet be themselves.
<p>Schools OUT</p> 	<p>www.schools-out.org.uk</p>	<p>Our over-arching aim is to make our schools safe and inclusive for everyone. To do this we need:</p> <ol style="list-style-type: none"> 1. To provide both a formal and informal support network for all people who want to raise the issue of homophobia, biphobia, transphobia and heterosexism in education. 2. To campaign on lesbian, gay, bisexual and trans issues as they affect education and those in education. 3. To research, debate and stimulate curriculum development on LGBT issues. 4. To work towards unison between teacher and lecturer unions and other professional stakeholders in education 5. To promote equality, safety and visibility in education for LGBT people and all the protected characteristics
<p>The Proud Trust</p> 	<p>www.theproudtrust.org/</p>	<p>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.</p>
<p>Think U Know</p> 	<p>www.thinkuknow.co.uk</p>	<p>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.</p>

<p>Show Racism the Red Card</p> 	<p>www.theredcard.org</p>	<p>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.</p>
<p>The Diana Award</p> 	<p>https://diana-award.org.uk/</p>	<p>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.</p>
<p>Unicef Rights respecting Schools</p> 	<p>https://www.unicef.org.uk/rights-respecting-schools/</p>	<p>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.</p>
<p>Salus Anti Bullying Award</p> 	<p>http://salusgroup.org.uk/service/anti-bullying/</p>	<p>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</p>

