

Oatlands Junior School Anti-Bullying Policy



Approved by: LGB

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Everyone at Oatlands Junior School has a right to learn, to be respected and to be safe. Oatlands Junior School is committed to providing a caring, safe and healthy environment for all pupils. Bullying is regarded as unacceptable, and will not be tolerated.

"Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality" – Archbishop Desmond Tutu, 25 February 2004.

Statement of Process

This policy has been written after consultation with teaching and non-teaching staff, governors, parents and the pupils of Oatlands Junior School. Our School Community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis;
- Supports staff to promote positive relationships and to identify and tackle bullying appropriately;
- Ensures that all pupils are aware that all bullying concerns will be dealt with sensitively and effectively and that pupils feel safe to play, learn and socialise;
- Reports back to parents/carers regarding their concerns about bullying and deals promptly with any complaints;
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the RKL, NYCC, NYCSP and relevant organisations when appropriate. *Was Charter for Action -Appendix 4.*

Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed as bullying and create a school community where bullying is not tolerated. To do this we will:

- ensure that staff, governors, pupils, parents, relatives and childcare providers develop a shared understanding of the concept of what is and is not bullying;
- take positive action to prevent cases of bullying;
- promote a positive and caring ethos within the school environment;
- ensure the safety and happiness of all pupils and adults in our school
- have in place a consistent, swift and positive response to any bullying incidents that may occur;
- enable each individual to reach his or her full potential in a safe and caring environment.
- provide support for children, parents, relatives and childcare providers to enable them to identify and solve problems for both the victim and the bully.

Guidelines

1. A definition of bullying

Bullying is distinct from conflict, which is a part of everyday life. This difference is often not immediately clear to children. Bullying is not:

- a one-off fight or argument
- a friend sometimes being nasty
- an argument with a friend

- falling out with friends on an occasional basis

Bullying is deliberately hurtful behaviour, which is repeated often over a period of time and it is difficult for those being bullied to defend themselves. **Bullying is Several Times and On Purpose (STOP)**. It results in worry, fear and distress, and interferes with the wellbeing of the child. The victim may be made to believe that telling others will result in worse abuse.

Bullying can take many forms, but the main types are:

- **Physical bullying** – pushing, hitting, kicking, hiding / taking belongings;
- **Verbal bullying** - name calling, insults, threatening language, offensive remarks. Name-calling is the most direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, religion, or some form of disability;
- **Indirect bullying** - spreading gossip or malicious rumours or stories about someone; excluding someone from social groups;
- **Cyber-bullying** – any form of bullying using a mobile phone, chat rooms, social networking sites, instant messaging or e-mail

It may also be bullying when:

- the same person or group always leaves someone out or shuns them
- someone makes threats of violence against someone else
- someone damages someone else's kit or clothing deliberately
- someone takes someone else's belongings deliberately
- someone tries to force someone else to do something they do not want to do

(Although all of the above actions are serious, and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.) **Several Times and On Purpose. STOP.**

2. Signs and Symptoms of Bullying

A child may indicate by signs or behavioural symptoms that he or she is being bullied. Adults should be aware of possible signs and should investigate if a child:

- is frightened of walking to or from school
- plays truant or runs away
- pretends to be ill
- is unwilling to go to school or go out at playtime
- begins to under-perform in school work
- becomes withdrawn, starts stammering, shows regressive behaviour such as returning to bedwetting
- becomes distressed, cries easily, stops eating
- becomes disruptive or aggressive or displays behaviour which is out of character
- has possessions go missing (dinner money, sweets, belongings etc.)
- starts stealing money
- exhibits physical symptoms of stress such as stomach or head aches
- receives abusive text messages, e-mails
- attempts to harm themselves, has unexplained bruises, scratches or torn clothing
- has nightmares or problems sleeping
- is frightened to say what is wrong

- has unlikely excuses to explain any of the above or refuses to give answers

These signs could be attributed to other problems but 'bullying' should be considered a possibility and should be investigated.

A restorative approach to bullying

We are committed to fostering a safe, respectful, and nurturing environment for all members of our community. Bullying of any kind is contrary to the values we uphold, and it is everyone's responsibility to prevent occurrences of bullying. We believe in the power of restorative practices to address bullying behaviour, repair harm, and build a stronger, more empathetic community.

Restorative Practice Philosophy

We adopt restorative practices as our primary approach to addressing bullying. This involves open dialogue, mutual understanding, and active engagement of all parties affected by bullying.

Prevention and Education

We will educate our community about bullying and its effects, promote positive relationships, and provide regular training on restorative practices.

Reporting and Response

Any incidents of bullying must be reported promptly. We will respond to each incident with a structured restorative process that seeks to understand the impact, address the needs of those harmed, and support those responsible for the bullying to recognize the consequences of their actions.

Inclusivity and Support

Our restorative approach is inclusive, offering support to both the individuals harmed and those who have engaged in bullying. We aim to reintegrate all parties into the community with a renewed commitment to our shared values.

Continuous Improvement

We will regularly review and assess the effectiveness of our restorative practices, making necessary adjustments to ensure they meet the needs of our community and uphold our commitment to a bully-free environment.

Through the implementation of this policy, Oatlands Junior School aspires to transform instances of bullying into opportunities for growth, learning, and community strengthening. We believe that restorative practice is not only a means to address bullying but also a proactive step towards building a culture of respect, responsibility, and resilience.

Inclusion (SEND)

We recognize the importance of creating an inclusive and supportive environment for all students, including those with special educational needs and disabilities (SEND). Our anti-bullying policy is designed to address bullying behaviour while considering the unique needs of students with SEND. We are committed to promoting a culture of respect, empathy, and understanding.

Inclusivity and Accessibility

Our anti-bullying policy ensures that students with SEND have equal access to information, reporting mechanisms, and support. We will provide accessible formats (such as large print, or digital) for policy documents and communication.

Individualized Support Plans

Students with SEND may have personalized support plans (e.g., Education, Health, and Care Plans or Individualized Education Programmes). These plans will be considered when addressing incidents of bullying, ensuring that accommodations and adjustments are in place.

Communication and Advocacy

We encourage open communication between students, parents, teachers, and support staff. Students with SEND should feel empowered to report bullying incidents, and we will provide appropriate channels for advocacy and support.

Peer Support Networks

We encourage the development of peer support networks where students can learn from each other, build empathy, and promote inclusivity. Students with SEND will be actively involved in these networks.

By integrating SEND considerations into our anti-bullying policy, we strive to create an environment where every student feels safe, respected, and valued. Together, we can work towards preventing bullying and promoting a culture of kindness and acceptance.

Responding to Bullying

- Bullying can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem.
- Bullying can be reported by any member of the school staff, who will then take it to the child's current class teacher.

The class teacher / adult involved will make a decision based on the severity of each situation, and decide which of these stages below will be appropriate. The Headteacher is informed at any stage as the behaviour reported is **Several Times and On Purpose (STOP)** and is no longer dealt with under the framework of the school Behaviour and Attitudes Policy.

Stage 1

- Bullying concerns (**Several Times and On Purpose- STOP**) will be listened to and discussed between the teacher and children concerned to identify the problem and possible solutions.
- Both parents are kept informed and next steps are agreed, to closely monitor the victim and the bully in school.

Stage 2

- Teacher meets with the bully and provides time for the bully to 'explain' or 'defend' and give their side of the story.
- Teacher gives a clear instruction about the reasons why this behaviour must stop immediately and extracts a promise from the bully and an apology for the victim.
- Learning Mentor to 'check-in' regularly with victim to monitor the situation.
- Teacher continues to monitor the situation and keep both parents informed.

- Teacher logs the action taken to address the bullying on CPOMS and alerts key staff so they are aware of situation.

Stage 3

- Teacher reports the continued problem to their Year Leader.
- Year Leader speaks to both victim(s) and bully(s) and offers advice and time, acting as mediator to help the children reach a solution. Continued support offered by the Learning Mentor to both children in 1:1 sessions to support the victim and address the behaviour from the bully.
- Year Leader inform parents of the bully about the problems and discuss ways of helping the bully to change their behaviour. Learning Mentor to offer support to the parents of the bully.
- Year Leader continues to monitor the situation and keep both parents informed.
- Year Leader logs the action taken to address the bullying on CPOMS and alerts key staff so they are aware of situation.

Stage 4

- The Headteacher will call a meeting between all parties to resolve the problem.
- The ultimate step can be exclusion from school.

The Headteacher may override these stages and intervene at an earlier opportunity depending on the severity of the incident.

Practical guidelines- strategies to prevent bullying

We aim to prevent bullying through a pro-active approach, using the following strategies:

- Adults will model respectful behaviour
- Every pupil will have their rights respected
- We will work to help everyone understand and respect people regardless of age, disability, race, sex, gender reassignment, religion or belief.
- All pupils are taught about bullying and strategies to prevent or protect themselves from bullying through PHSE and *Jigsaw* units of work
- Pupils are taught what bullying is and to tell someone about it if they witness / experience any form of bullying
- Pupils are taught that people bully others for a variety of reasons, and that laughing at or ignoring bullying can lead to further bullying
- The school takes part in Anti-Bullying Week each year (November)

Guidelines for adults in school: be vigilant and take action

- Watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation, the desire to remain with adults, often being late for lessons and late for school, low self-esteem, bruises and cuts, avoidance of school. All of the above may be symptomatic of other problems, but may be early signs of bullying.
- Be available and willing to listen – treat the information seriously.
- Record each incident precisely and be seen to do this. Record on CPOMS and alert key staff. Make contact with the parents of the bullied child and the bully.
- Offer the victim immediate support and help by putting the school's procedures into operation.

- Avoid the 'bullying' model when applying sanctions. Do not bully the child who is bullying. Try to negotiate an agreed form of atonement that is acceptable to both the victim and the bully.
- All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later, more convenient, time.
- Use all the pupils as a positive resource in encountering bullying. Set up discussion groups with pupils and lessons about bullying.
- Help the child who is bullying to become aware that his/her actions are considered to be bullying and that these are harmful to the victim.
- Ascertain wherever possible the reasons why he/she bullies others and help the child who is bullying resolve his/her problems.
- Break up groups of children who bully by not allowing them to play, sit, eat etc together.
- Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is being bullied.
- If bullying is happening on the way home, inform the parents of this, keep the child who is bullying at school until everyone else has left. Do not allow the children who are bullying to leave together.
- Use peer pressure against bullying behaviour.
- Help children think about strategies to use.
- Ensure that pupils know what to do when they are bullied.
- Tell the pupils from day one that bullying – of any kind – is not tolerated at the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Have clearly stated procedures for dealing with children who bully (refer to Behaviours and Consequences at Oatlands Junior School). (*WAS IN APPENDIX 3 Guidelines for staff*)

Links to legislation/policy/documents

- DfE Behaviour and Discipline in Schools.
- DfE Keeping Children Safe in Education 2024.
- OJS Behaviour and Relationships Policy.
- RKLTL Safeguarding and Child Protection Policy.
- Anti-Bullying Information Leaflet for Parents/Carers.
- Pupil guide: 'Keeping Myself & Others Safe at OJS'.
- PSHE/Jigsaw scheme of work.
- RSE Policy.
- Home/School Agreement.
- Staff Handbook.

Monitoring, evaluation and review

The school will review this policy every two years by the governing body and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.