



Oakwood Primary Academy

Anti-Bullying Policy

Date of Review: October 2024

Date of Implementation: 2018

Written by: Assistant Headteacher for Inclusion

**Approved by LAB: This policy is due to next be reviewed
September 2025**

Anti-Bullying Policy Aims

Through our whole school policy on behaviour we aim at all times to provide a happy, secure and well-managed environment which fosters positive relations between children and staff. In addition to this we aim to:

- Raise awareness and develop understanding of what bullying is
- Promote ways in which pupils and parents can disclose concerns about bullying in a climate of trust
- Create opportunities within the curriculum which enable children to develop skills to protect and assert themselves without resorting to aggression.

Legislation and Guidance

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014, the Equality Act 2010, Keeping Children Safe in Education (KCSiE) and other guidance.

Further to the Equalities Act 2010, and in particular the protected characteristics, our policy supports harmonious interactions between all members of our community and heightens awareness of the laws in place to prevent unfair treatment because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Clarification of terms Definition of bullying

The Department for Education (DfE) defines bullying as: “**Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally**” Bullying will not be tolerated within Oakwood Primary Academy and is seen as the misuse of power. The whole Trust and School community has a duty to protect all its members and provide a safe, healthy, and respectful environment.

All children have disagreements and squabbles; these are not classed as bullying and are dealt with through the Behaviour and Relationships Policy.

Types of Bullying:

Physical (for example)

- Pinching, punching, finger jabbing, pushing, kicking and hitting
- Breaking or taking property
- Any violence that is done on purpose to others

Cyber bullying (for example)

- The use of ICT, particularly social media platforms, mobile phones and the internet, deliberately to upset someone else
- Hurtful, harmful messages sent from individuals and groups, including the sharing of personal and/or inappropriate videos.

Types of cyber bullying

Flaming: online fights through emails, instant messages or chat rooms where angry or rude comments are made	Denigration: putting mean online messages through email, instant messaging, chat rooms or websites to make fun of someone	Exclusion: intentionally leaving someone out of a group such as instant messaging, friends sites, or other online group activities	Outing: Sharing secrets about someone including private information, pictures, videos
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Trickery: tricking someone into revealing personal information and sharing it with others	Impersonation: pretending to be someone else when sending or posting mean or false messages online	Harassment: repeatedly sending malicious messages to someone online	Cyber stalking: continuously harassing and denigration including threats of physical harm
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Verbal (for example)

- Deliberate, unkind and persistent remarks
- Racist, sexual, homophobic, transphobic or biphobic name calling
- Being hurtful about appearance or any other attribute, medical condition or need, family circumstance.
- Name calling, sarcasm, persistent teasing.

Indirect (for example)

- Spreading hurtful rumours.
- Writing graffiti or using images/offensive materials.
- Tormenting, humiliating.
- Excluding someone and leaving them out on purpose
- Coercion

Sexual (for example)

- Making sexual comments or suggestions
- Upskirting.
- Inappropriate touching
- Taking or sharing sexually inappropriate photos

Where behaviour is regarded as identity-based bullying, discriminatory or prejudicial it will be logged under the relevant category:

- Homophobic, transphobic and biphobic because of, or focusing on the issue of sexuality
- Disability/SEND related
- Racist
- Faith

Actions NOT considered to be bullying:

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Reasons for bullying:

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying:

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares

- declining standards, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

Roles and Responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, Oakwood Primary Academy has developed this anti-bullying policy; a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish. Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and attending after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The Role of The Local Academy Board (LAB)

The LAB supports the Headteacher in all attempts to eliminate bullying from the school. The LAB will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The LAB monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The LAB require the Headteacher to keep accurate records of all incidents of bullying and to report to the members on request about the effectiveness of the school's anti-bullying strategies. A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the chair of the LAB. The complaint will be dealt with in accordance with the complaints policy, which can be accessed from the school's website.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Headteacher will report to the LAB about the effectiveness of the anti-bullying policy on request. It is the Headteacher and the school staff who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The

Headteacher and school staff will draw the attention of children to this fact at suitable moments. For example, the Headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong. The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher and school staff will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. The Headteacher will build a culture whereby there is opportunities to frequently celebrate diversity and promote inclusivity.

The Role of the Staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy. All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing

Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere. Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Headteacher with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Headteacher to address the issue. Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the Workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headteacher, with the support of the LAB, will deal with this; formal action will be taken where necessary.

Such action will also be taken if it is deemed that a member of staff is bullying other members of staff. In the event of the Headteacher being involved in such incidents, reports will be given immediately to the chair of the LAB who will also take formal action where necessary.

The Role of Parents/Carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. All reports of bullying will be investigated by a senior member of the leadership team. Parents/carers have a responsibility to support the school's anti bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The Role of Pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Cyber bullying

Oakwood Primary Academy has a separate policy related to online safety addressing the use of mobile technology. The IT code of conduct is explained and discussed with pupils in assemblies, PSHE classes and IT lessons.

Managing a Bullying Incident

Everybody in school, regardless of role, has a responsibility to listen. The person to whom the incident is reported should always listen to any concerns raised by a child/ren and ensure that they are aware that information shared may need to be shared with other adults in the school to ensure that action is taken where safety is a concern.

It should be made clear to the pupil that revenge is not appropriate and to the bully that their behaviour is not acceptable. Every effort will be made to resolve the problem involving both parties. We will apply our behaviour policy to pupils who bully, in order to show clearly that behaviour is wrong. Consequences are applied fairly, consistently and reasonably taking account of any special educational needs that a pupil may have and taking into account the needs of vulnerable pupils. We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Any concerns will always be discussed with our Designated Safeguarding Lead (DSL) or their deputies.

Incidents of suspected bullying (note this is different to a one off incident which should be logged under 'child on child' categories) should be logged on CPOMs using the 'alleged bullying' category, with clear details of incidents/concerns.

The Senior Leadership Team (SLT) will be alerted to this and a nominated member of SLT will be assigned to the 'case' in order to fully investigate. Completion of a 'bullying investigation form' will collate information from all parties involved and will support the investigation process (see Appendix 1).

Following investigation by an assigned member of the Senior Leadership Team, these will be investigated and deemed 'founded' or 'unfounded'. Investigations are likely to involve liaising with teachers, children and scrutinising behaviour logs on CPOMs.

Where an incident or concern is considered 'founded' support will be put in place for all children involved, with clear communication of actions taken provided to parent/carers.

Support put in place may involve:

- Antibullying/friendship intervention via our Hive Provision
- Mediation/informal meeting between pupils
- 123 report card to monitor behaviour
- Parent meetings
- Alternative lunchtime arrangements for a fixed period time
- Change of seating arrangements in class (as needed)
- Assigned 'trusted adult' should the bullying re-occur

Where a case of bullying is considered 'unfounded' any further incidents logged, will be considered carefully should a pattern of bullying behaviour emerge. Any future concerns of bullying will be reported in the same way on CPOMs.

Suspected bullying incidents out of school:

Teachers have the power to discipline pupils for misbehaving outside of school premises to such an extent is 'reasonable'. This can relate to bullying incidents occurring anywhere off the school premises in the local area.

Where bullying outside school is reported to school staff, it should be reported (incident logged on CPOMs under 'bullying' tab), investigated by an assigned member of staff and acted on. This may involve liaising directly with parents about behaviours reported about their children.

The Headteacher or Deputy Headteacher will also consider whether it is appropriate to notify the police of any incidents occurring outside of school that could be criminal or pose a threat to individual children and/or their families.

Support that may be put in place:

- Investigation of any report received
- Encouragement of parents to report incidents to the local police and highlight any 'trouble spots' (local park etc)
- Provide support as appropriate within the school (this may involve Hive Intervention work for example)
- Talk to children about how to avoid or deal with bullying incidents outside the school premises.

Useful Websites:

www.bullying.co.uk	www.anti-bullyingalliance.org.uk	www.childline.org.uk
www.kidscape.org.uk	www.each.education	www.youngminds.org.uk
www.youngstonewall.org.uk	www.nspcc.org.uk	www.stoptextbully.com
www.beyondbullying.com	www.childnet-int.org	www.cyberbullying.org
www.chatdanger.com	www.thinkuknow.co.uk	https://www.nationalbullyinghelpline.co.uk/

Appendix 1:

Bullying Investigation Form



Name of alleged victim	
Name of alleged bully(ies)	
Investigated by	
Reported by	
Date of allegation	

Definition of Bullying

	The Department for Education (DfE) defines bullying as: “ Behaviour by an individual or group, usually repeated over a period of time that intentionally hurts another individual or group either physically or emotionally ”
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Bullying is likely to be considered ‘**Founded**’ if the following statements are true

	Harm has been deliberately/knowingly caused (physically or emotionally).
	It is a repeated incident or experience e.g. multiple incidents/cyber bullying or the involvement of a group.
	Involves an imbalance of power: <ul style="list-style-type: none">• Target feels he/she cannot defend himself/herself OR• Aggressor/s exploiting their power (size/age/popularity/coolness/abusive language/labelling/name calling, etc

Bullying is likely to be considered as **‘Unfounded’** on this occasion if the following statements are true

	The first or an isolated harmful incident between these children
	Teasing/banter between friends without causing intention to hurt (it should not happen again)
	Falling out between friends after a quarrel, disagreement/misunderstanding
	Conflict that got out of hand (it is not likely to happen again)
	Unintentionally causing harm by a single act of telling a joke about someone
	Expression of unpleasant thoughts or feelings regarding others (it should not happen again)
	Not liking someone and articulating this without intention to upset
	Accidentally causing physical harm i.e. bumping in to someone or accidentally tripping (for example, during football or a playground game)
	Making other children play things a certain way
	Isolated acts of harassment, aggressive behaviour, intimidation or meanness
	Activities that all parties have consented to and enjoyed (check for subtle coercion or SEND needs): <ul style="list-style-type: none"> • got out of hand • parental concern
	Other:

FORM A: Initial Reporting Form & pupil voice for victim

(Check CPOMs for any previous incidents/concerns raised)



Nature of allegation:

Where did it happen? Who was involved? What happened? Do you think anyone else saw it or heard it? Has anything like this happened before? If it has were the same people involved? Information may be taken from initial CPOM log

Pupil account:

Where did it happen? Who was involved? What happened? Do you think anyone else saw it or heard it? Has anything like this happened before? If it has, were the same people involved?

What do you want to happen now?

Is there someone in school you feel comfortable to talk to and be supported by?

Next Steps: Please share what you plan to do next as part of the investigation:

FORM B: Investigating the allegation of bullying: perpetrator(s)



(Check CPOMs for any previous incidents/concerns raised)

Date		Time	
Name of adult speaking to pupil			

Set out nature of the allegation made:

Pupil account/report:

Where did it happen? Who was involved? What happened? Do you think anyone else saw it or heard it? Has anything like this happened before? If it has, were the same people involved?

What do you want to happen now?

Is there someone in school you feel comfortable to talk to and be supported by?

FORM C: Witness Reports (if applicable)



Witness spoken to: Please detail who and information gained from each one

Pupil name		Date		Time	
Details					
Pupil name		Date		Time	
Details					
Pupil name		Date		Time	
Details					

Final Outcome of Investigation



Was this bullying?	Yes (Founded)	No (Unfounded)
Types of bullying (see appendix A)		
Reasons/rationale for decision		

ACTIONS

Actions/Support to be taken for the perpetrator:
Facilitated by:

Actions/Support to be taken for the victim:	
Facilitated by:	

Communication with parents of victim			
Date		Time	

Communication with parents of victim			
Date		Time	

Communication with parents of perpetrator			
Date		Time	

Follow up: Pupil voice of victim
Outcome meeting with pupil



Date	
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Have you shared investigation, actions taken and outcome with the victim?	YES	NO
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Set date for check in 1 _____ add to calendar

Check in 1			
Date		Time	
Any further concerns			

Set date for check in 2 _____ add to calendar

Check in 2			
Date		Time	
Any further concerns			

Were you happy with the support provided	YES	NO
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What did you find the most helpful?

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Was there anything you found unhelpful which we could improve?

**Follow up: Pupil voice of perpetrator
Outcome meeting with pupil**

Date	
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Have you shared investigation, actions taken and outcome with the perpetrator?	YES	NO
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Set date for check in 1 _____ add to calendar

Check in 1			
Date		Time	
Any further concerns			

Type of bullying identified

Type of bullying behaviour - rag relevant box/es



Physical: hitting, punching, finger jabbing, inappropriate touching, pinching, jostling, breaking or taking property	Cyber-bullying: Sending nasty phone calls, text messages or emails/chat rooms
Verbal: name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism, sarcasm	Indirect: Rumours or stories, exclusion from a group, shunning, graffiti designed to embarrass, withholding friendship or affection, coercion
Other: specify	

Type of cyber bullying - rag relevant box/es:

Flaming: online fights through emails, instant messages or chat rooms where angry or rude comments are made	Denigration: putting mean online messages through email, instant messaging, chat rooms or websites to make fun of someone	Exclusion: intentionally leaving someone out of a group such as instant messaging, friends sites, or other online group activities	Outing: Sharing secrets about someone including private information, pictures, videos
Trickery: tricking someone into revealing personal information and sharing it with others	Impersonation: pretending to be someone else when sending or posting mean or false messages online	Harassment: repeatedly sending malicious messages to someone online	Cyber stalking: continuously harassing and denigration including threats of physical harm

Where behaviour is regarded as identity-based bullying, discriminatory or prejudicial rag the relevant category:

Homophobic	Transphobic	Biphobic	Faith-related
Disability/SEND related	Racist		