



Localised Anti-Bullying Policy

1 Introduction

- 1.1. We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy, whether it is in the Academy or in off-site activities. If bullying or harassment does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying or harassment is happening is expected to tell a member of staff.
- 1.2. All members of the staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying/harassment.
- 1.3. As an Academy we take bullying and harassment seriously. Students, staff and parents and anyone associated with the Academy should be assured that we do not tolerate bullying or harassment and that they will be supported when such behaviour is reported.

2 What is bullying/harassment?

- 2.1. Bullying or harassment as defined in article 2.2 is the use of deliberate aggression repeated over time with the intention of hurting another person.
- 2.2. Bullying or harassment can be:
 - **Emotional** - being unfriendly, excluding, tormenting (hiding belongings, making threatening gestures)
 - **Physical** - pushing, kicking, hitting, punching or any use of violence;
 - **Racist** - racial taunts, graffiti, gestures;
 - **Disability** – because of learning or physical difficulties;
 - **Sexual** - unwanted physical contact or sexually abusive comments;
 - **Trans** - bullying based on prejudice or negative attitudes, views or beliefs about transpeople;
 - **Sexist** - bullying because of their sex or because they may not be perceived to conform to typical gender norms;
 - **Faith based** – taunts about a person's beliefs or symbols of their religion;
 - **Social class** – because of their background or social class;
 - **Homophobic** - because of, or focussing on the issue of sexuality;
 - **Ability** - because of, or focusing on learning and/ or physical disabilities;
 - **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
 - **Cyber** - all areas of internet use, such as e-mail and internet chat room misuse,
 - **Mobile** - threats by text messaging, MSN, including sexting & calls, misuse of associated technology i.e. camera and video facilities.

3 Why is it important to respond to bullying/harassment?

Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Article 8 of the Human Rights protects your right to respect for private and family life, your

home and correspondence.

- 3.1. Those who bully need to learn different ways of behaving and the Academy will take necessary steps to assist this change in behaviour including sanctions as deemed appropriate.
- 3.2 We all have a responsibility to respond promptly and effectively to issues of bullying and harassment. The Academy has a proactive approach to identifying and acting upon potential signs of bullying which will assist in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but could be due to being bullied or harassed. Other signs may also manifest themselves not mentioned here.

- Is frightened of walking to or from school;
- Doesn't want to go to school by public/school transport;
- Insists on being driven to school;
- Changes their usual routine;
- Is unwilling to go to school after previously enjoying being part of the school community;
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide or runs away;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to do poorly in school work;
- Comes home with clothes torn or books damaged;
- Has possessions which are damaged or unexpectedly go missing;
- Asks for money or starts stealing money (to pay bully);
- Has dinner or other monies continually "lost";
- Has unexplained cuts or bruises;
- Comes home starving (money / lunch has been stolen);
- Becomes aggressive, disruptive or unreasonable;
- Is bullying/ harassing other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above;
- Is afraid to use the internet or mobile phone;
- Is nervous & jumpy when a cyber message is received;

4 Responsibilities

4.1. The Principal

The Principal has a legal duty to draw up procedures to prevent bullying and harassment among students.

The Principal will:

- Ensure that all staff have an opportunity to discuss effective ways of tackling and dealing with bullying and harassment;
- Determine the strategies and procedures taken and ensure a regular review is undertaken;
- Discuss development of the strategies with the Academy Leadership Team;
- Ensure appropriate training is available;
- Ensure that a system for recording bullying incidents is in place;
- Ensure that the procedures are brought to the attention of all staff, parents and students on a regular basis in a clear manner;
- Ensure that sanctions imposed for bullying reflect the serious nature of the incident; and
- Report at least annually to the Regional Director.

4.2. The designated senior staff member will:

- Be responsible for liaising with the appropriate member of staff over all incidents involving students;
- Ensure that all incidents of bullying are reported to the responsible senior member of staff;
- Be involved in coordinating any agreed approaches to resolving issues of bullying and harassment;
- Ensure delivery of effective PSHE around anti-bullying and harassment;
- Know the policy and procedures;
- Be observant and ask students what is happening to them;
- Deal with incidents according to the policy;
- Never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity;
- Ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- Arrange relevant staff training;
- Determine how best to involve parents in the solution of individual problems;
- Make a termly report to the Principal;
- Promote a culture of anti-bullying/harassment;
- Be responsible for ensuring that the Academy's positive strategies are put into practice; and
- Maintain the Academy's record of incidents of bullying and keep the Principal informed of incidents.

4.3. Staff responsibilities:

- All staff will be responsible for the day-to-day management of the anti-bullying/harassment policy and systems;
- All staff will promote a culture of anti-bullying/harassment;
- All staff will be involved in any agreed strategy to achieve a solution
- All staff will know the anti-bullying/harassment policy and procedures;
- All staff will be observant and ask students what is happening to them;
- All staff will deal with incidents according to the policy; and
- All staff will never let any incidences of bullying pass by unreported, whether on-site or during an off-site activity.

5 Anti-Bullying/harassment Education in the Curriculum

- 5.1. The Academy will raise the awareness of the anti-social nature of bullying/harassment through a PSHE programme, Academy assemblies, use of tutor time, through the Student Council and Student Leadership Team, anti-bullying/harassment ambassadors and through the national curriculum programme as appropriate.
- 5.2. The Heads of Year and other appropriate staff are responsible for introducing anti-bullying/harassment materials in assemblies and in tutor time.

6 Anti-bullying/harassment Procedures

Parents

- 6.1. Parents should encourage their child to talk to their tutor or to the Year Group Mentor in the first instance, or a student trained as an anti-bullying/harassment ambassador.

If parents suspect their child is being bullied, they should contact their tutor, Year Group Mentor or Head of Year at the Academy by telephone or email. Alternatively, you can contact:

Harry Morse Operational Designated Safeguarding Lead harry.morse@oasissholing.org or
Emma Rolls Designated Safeguard Lead emma.rolls@oasissholing.org
Telephone 02380448861.

Year Group Mentors

Emily Douglas	Year 7	emily.douglas@oasissholing.org
Louise Andrews	Year 8	Louise.andrews@oasissholing.org
Rachel Ling	Year 9	rachel.ling@oasissholing.org
Lynsey Riddell	Year 10	lynsey.riddell@oasissholing.org
Laura Ahern	Year 11	laura.ahern@oasissholing.org

Heads of Year

Lucy Fowles	Year 7	lucy.fowles@oasissholing.org
Maggie Ballard	Year 8	Maggie.ballard@oasissholing.org
Helen Sydenham	Year 9	Helen.sydenham@oasissholing.org
Tom MacDonald	Year 10	tom.macdonald@oasissholing.org
Tony Bright	Year 11	Tony.bright@oasissholing.org

- 6.2 Parents must allow the Academy to conduct the initial investigation. Any attempt to resolve the issue themselves is likely to make the matter worse.
- 6.3. Once a concern has been raised, the Year Group Mentor and/or the Head of Year will respond to the parents by phone, letter or email within 5 Academy working days updating them on the case. Parents will be updated in accordance to the anti-bullying flow chart and the Academy's Category 1 – 3 rubrics if appropriate detailing the reasons for the outcome upon investigation.

7 Students

- 7.1. If a student thinks they are being bullied they must tell a member of staff, a significant adult or parent and be prepared to explain what form the bullying/harassment is taking and how it affects them. In the absence of the above, or if a student prefers, they can also report bullying on their ipads using the self-reporting application installed, which will go directly to the DSL and be triaged appropriately to the pastoral team.
- 7.2. Students who witness bullying or an incident they feel may be bullying or harassment they must report as per 7.1.
- 7.3. Students are expected and encouraged to take responsibility for reporting to staff any incidents that have not been witnessed so that the school can support and take appropriate action. Students must inform their tutor if an incident, that may seem minor, is repeated. Any incident that has a negative impact on the student (victim) must be reported.

The example below should help explain the rationale behind placing ownership on reporting incidents onto students if staff are unaware:

Example 1: George had his pen deliberately knocked off his desk. The teacher has seen the incident, reprimanded the student and given them a verbal warning. This incident on its own, albeit unpleasant and unacceptable is not bullying. It becomes bullying if the following situation occurs: the perpetrator has knocked George's pen off his desk in every lesson that day and repeats this on a daily basis. This incident on its own without it being repeated is not bullying. However, the persistent and repeated nature of this act makes it bullying.

8 Support Strategies

- 8.1. Following a reported incident staff will investigate using the 'Restorative Practice' approach, with the support of other members of staff, including the Designated safeguarding Lead, as

appropriate:

Reflection – What has happened? Could it have been different?

Resolution – How can we try to ensure this doesn't happen again?

Reconciliation – How we put things right between those involved?

- 8.2. This includes reference to restorative practices and emotional regulation in line with the Oasis Sholing Academy Way Localised Plan.
- 8.3. Care must be promoted for the victim and the bully, not just one.

9 Links with other policies

- [Action for Dealing with Bullying Flow Chart](#)
- [Oasis Sholing Academy Way Localised Plan](#)

9.1. Sanctions may be applied where bullying is identified.

10 Students who have been bullied will be supported. Possible support includes:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice;
- Reassuring the student;
- Offering continuous support with a designated member of staff;
- Restoring self-esteem and self-confidence;
- Referral to a Peer Mentor if appropriate;
- Referral to a counsellor;
- Offering continuous support and advice to parents;
- Including Children's Services where appropriate (e.g. where there are linked safeguarding concerns)

11 Students who have been involved in bullying or harassing other students will be supported. Possible options include:

- Discussing what happened;
- Discovering why the student became involved;
- Establishing the wrong-doing and the need for change;
- Informing parents to help change the attitude of the student;
- Involving other agencies, including Police and Children's Services, to support a change in behaviour;
- Referral to a counsellor (if necessary);
- Attend a mediation (restorative justice) meeting with the effected student to resolve issues and prevent recurrence.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the Academy recognises that sanctions will also have to be used.

12 Sanctions

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the Academy's Behaviour policy. For persistent offenders, permanent exclusion may be an appropriate sanction.

13 Complaints

If a parent or carer is dissatisfied with the response made by the Academy following a reported incident of bullying, he/she may make a complaint in accordance with the Academy's Complaints Policy.

14 Equal Opportunities

In implementing this policy all members of staff must take into account the Academy's Equal Opportunities policy. Staff must ensure that no student involved in any incident of bullying/harassment is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

15 Monitoring, Evaluation and Review

The Academy will review this policy annually and assess its implementation and effectiveness.