OAKLANDS CATHOLIC SCHOOL
AND
SIXTH FORM COLLEGE

**With delegated responsibility from the
Edith Stein Catholic Academy Trust**

ANTI-BULLYING
POLICY

APPROVED BY ETHOS & STRATEGY COMMITTEE	**FEBRUARY 2023**
SCRUTINISED BY SENIOR LEADERSHIP TEAM	**FEBRUARY 2023**
DATE LAST REVIEWED	**FEBRUARY 2023**
MEMBER OF STAFF RESPONSIBLE	**DEPUTY HEAD**
STATUTORY / NON-STATUTORY	**NON-STATUTORY**

Community   Unity   Opportunity

Policy Amendments

Version date	Section / Page	Amendment
February 2023	Throughout	Change from Diana Award to Students for Oaklands Students
	5.1 / Page 4	Removal of specific room N16
	7.1 / Page 5	Change to use of Classcharts to report incidents of bullying
March 2020	2	Addition of scripture
	2 & 4	Additional statements relating to the Diana anti-bullying ambassadors
	3	Addition of sentence on relational conflict
	3	Sentence added about protected characteristics
	4	Sentence added about the use of N16 Statement added about collaboration with Federation
	7 & 8	Removal of the word 'discipline' from the sentences about the Behaviour Policy
	7	Removal of phrase relating to 'in consultation' as the school does not consult parents as to an appropriate sanction but it does advise parents when sanctions have been applied in accordance with the Behaviour Policy Addition of sentence about restorative practice

Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body. And be thankful. Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him. Colossians 3:14-17

1.0   Introduction

1.1   Oaklands Catholic School is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a relaxed and secure atmosphere. It is of utmost importance that all our students feel safe, feel supported and look forward to coming to school. We believe that how we feel affects how we learn and we want all students to have the opportunity to achieve their full potential. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

1.2   *Community 'No-one gets left behind' (Oaklands Mission Statemen*t)

1.3   *'Oaklands students will grow up as determined, courageous and humble individuals who will embody the gospel values throughout their lives with a deep appreciation of the beauty of God's world around them.'*
       (Strategic Priority 5)

1.4   This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017
       https://www.gov.uk/government/publications/preventing-and-tackling-bullying and
       '*Cyberbullying: Advice for headteachers and school staff'* November 2014

2.0   Aims of this Policy

2.1   This aim of this policy is to ensure that all governors, teaching and non-teaching staff, pupils and parents:
   • have an understanding of what bullying is;
   • are aware of our School Code of Conduct
   • know that: **Bullying will not be tolerated at Oaklands.**
   • promote discussion on the topic within PDC and ensure parents are aware of our stance. The underlying theme should be that of rights and responsibilities – students have a right to learn in a safe environment and a responsibility to treat others in a respectful manner;
   • know that as school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported;
   • encourage promotion and development of Anti-Bullying Campaigns;
   • are aware of the Students for Oaklands Students anti-bullying ambassadors and their role in school
   • encourage an atmosphere in which students feel comfortable to confide in staff with a promise of investigation;
   • to prevent or stop any continuation of harmful behaviour;
   • to safeguard the student who has experienced bullying and to implement support where necessary for the family;
   • to apply consistent and robust sanctions where deemed necessary and appropriate in order to deter harmful behaviour and repeat bullying;

2.2   In addition to this we will aim to create an atmosphere in which there is mutual respect and tolerance of an individual's right:
- not to be bullied, emotionally, verbally or physically, will thrive;
- to encourage pupils to take responsibility for their own freedom from intimidation and the freedom of others in the same respect;
- to encourage a consistent approach and attitude by all adults which creates an environment in which incidents can be dealt with appropriately and promptly;
- to create an open atmosphere within the school where pupils can go to a variety of listeners for support.
- advise all staff of our policy, procedures and sanctions

3.0   Definition of Bullying

3.1   **"**Bullying is 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences". (DfE "Preventing and Tackling Bullying", July 2017)

3.2   Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

3.3   Bullying is not a one off fight or argument; a friend sometimes being nasty or an argument with a friend. This is known as **relational conflict** and is dealt with differently to bullying, using mediation and restorative justice.

4.0   Forms of Bullying covered by this Policy

4.1   Throughout the years of secondary education students have the opportunity to meet and mix with many students. At this time, for some students, there can be relational conflict, i.e times when students do not get on socially which can result in occasional or one off behaviours such as name calling, pushing each other, taking each other's property and ignoring someone deliberately. This kind of behaviour is common amongst younger students and in families and as students get older it becomes less frequent and less of a problem. **Bullying** is something that happens in all schools but it is very different from **relational conflict** and it is less common**.**

4.2   Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical /mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –"cyberbullying"

These aspects of a person's identity are known as protected characteristics.

5.0   Preventing, identifying and responding to bullying

5.1   The school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Consistently foster a school culture in which students feel welcomed, valued and motivated (Strategic priority 5)
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Provide exceptional pastoral support for students and families so that young people can engage positively with Oaklands (Strategic priority 5)
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Ensure age-appropriate anti-bullying education at Key Stages 3, 4 and 5 through PDC, tutor periods, induction day activities and assemblies
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Ensure that Oaklands students know how to keep themselves and others safe online in a culture of dignity and respect (Strategic priority 5)
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Promote the use of the room where Students for Oaklands Students are as a place where students can meet with Anti-Bullying ambassadors
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Collaborate with the Havant Federation of Schools in issuing annual statements to parents about bullying and relational conflict and by sharing resources for Anti-Bullying Week
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Inspire ambition which will encourage Oaklands students to be successful. (Strategic priority 5)

6.0   Involvement of Pupils

6.1   We will:
- Listen to children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Train and support the work of the Students for Oaklands Students anti-bullying ambassadors
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Help students understand the role of bystander and how effective they can be in preventing, stopping and reporting bullying.

7.0 Responsibilities of Staff

7.1 We will:
- Listen and respond attentively
- Investigate the incident
- Record incidents of bullying on Classcharts and use the necessary Incident Forms and keep on file
- Where appropriate, liaise with members of the Pastoral Support Team to explore the options available to support the victim and/or the bully.
- If appropriate, facilitate a meeting between the bully and victim as an opportunity for the bully to understand how their actions have affected the victim
- Contact the parents of both the victim and bully to discuss the problem
- In more serious cases, or if a pupil is repeatedly bullying, involve the Designated Safeguarding Lead responsible for child protection who will support the investigation and actions that need to follow
- Uphold the policy

8.0 Liaison with Parents and Carers

8.1 We will:
- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that parents/carers know who to contact if they are worried about bullying.
- Ensure parents/carers know where to access independent advice about bullying.
- Work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

9.0 Links with other School Policies and Practices

9.1 This Policy links with a number of other school policies, practices and action plans including:
- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policy
- Mobile phone and social media procedures
- Searching and confiscation procedures

10.0 Links to Legislation

10.1   There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- The Communications Act 2003
- Public Order Act 1986
- The Computer Misuse Act 1990

11.0 Responsibilities of Leadership and Governance

11.1   It is the responsibility of:
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and non Teaching staff to be made aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.

Appendix A
Dealing with Incidents

A1.0 Dealing with Incidents

A1.1 The following steps may be taken when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the Head of Year
- The Head of Year or member of SLT will interview all concerned and will record the incident
- Form Tutors will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate
- Use of restorative practice where appropriate
- If necessary and appropriate, the police or other local services will be consulted

A2.0 Supporting Pupils

A2.1 *Pupils who have been bullied will be supported by:*
- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

A2.2 *Pupils who have bullied will be helped by:*
- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school Behaviour Policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

A3.0 Supporting Adults

A3.1 *Adults (staff and parents) who have been bullied or affected will be supported by:*
- Offering an immediate opportunity to discuss the concern with a member of SLT
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.

- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools Behaviour Policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

A3.2   Adults (staff and parents) who have bullied will be helped by:
- Discussing what happened with a member of SLT and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Appendix B
Further Guidance for Parents

B1.0 If your Child tells you they are being Bullied

B1.1   What to do:
- Listen to your child
- Try not to overreact
- Tell your child that bullying exists and it's not their fault
- Check all the facts – is it bullying or friendship problems, which may resolve naturally?
- Talk about possible strategies for your child to use – try the websites listed below
- Encourage your child to tell a teacher
- Do not involve yourself by contacting the child/parents (directly or via social media) as this makes it "personal";
- If the situation is serious, contact the Form Tutor or Head of Year yourself.

B1.2   **The school will deal firmly with bullying behaviour in a way that reflects our commitment to equality and justice for all.**

B2.0 Supporting Organisations and Guidance

B2.1   **General**
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tacklingbullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/nohealth-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

B2.2   **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

B2.3   **LGBT**
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

B2.4 **SEND**
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-codeof-practice-0-to-25

B2.5 **Racism and Hate**
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational