



## **School Anti - Bullying Policy including Anti Cyber Bullying Policy**

### **Oakgrove School has adopted the Stockport Model School Anti-Bullying Policy**

This Policy was agreed at Training & Learning Committee on 7<sup>th</sup> February 2024 and was ratified by the FGB in the Spring Term 2024  
It will be reviewed again in the Spring Term 2025

Chair of Governors - Eloise Scroggie \_\_\_\_\_ Date \_\_\_\_\_

Headteacher – Rob Metcalfe \_\_\_\_\_ Date \_\_\_\_\_

#### **Aims & purpose of the policy**

At Oakgrove school we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school’s approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

#### **We define bullying as:**

**Bullying is the, wilful, conscious desire to threaten, intimidate or hurt someone, which may be repeated overtime, which involves a real or perceived power imbalance.**

## **Identifying and supporting vulnerable children**

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBTQ+ pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

### **Who is bullied?**

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

### **Below are some factors that can make people vulnerable:**

#### **Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.**

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (cared for children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

## **Methods of bullying:**

**There are a number of methods of bullying which can be summarised as:**

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care, parents in prison
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care**

## **Types of Bullying**

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobia bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people, for example young carers.

No form of bullying will be tolerated and all incidents will be taken seriously.

## **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on [SIMS or other school database or central recording system] and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log. Staff should be encouraged to report the use of derogatory language through their own school systems. (non physical intervention incident form.)

## **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher

regularly reporting incidents to the Governing Board. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

**Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

**School initiatives to prevent and tackle bullying:**

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy has been written by the school council and ensures all pupils understand and uphold the anti-bullying policy and the children have had ownership of its content.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBTQ+ History Month
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Restorative Approaches provide support to victims of bullying and those who show bullying behaviour.

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, for example through the school council or and through the anti-bullying survey

## **Reporting – roles and responsibilities**

### **Staff:**

All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

### **Senior Staff:**

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, all staff are responsible for anti-bullying.

### **Parents & Carers:**

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

**We find that it is much more effective to speak to the school direct when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.**

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

**Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents**

Non-school staff, volunteers and outside organisation (Sports Coaches, etc) also need to be made aware of the schools policy and the reporting of incidents

### **Dealing with an Incident**

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on the schools incident reporting form and also record the incident centrally in the electronic pupil file.

**Restorative meetings MUST be held for any incident, which is deemed to be Race or Hate related including homophobic and transphobic incidents and a Hate Crime Form submitted to the local authority.**

- Designated school staff will monitor incident reporting forms and information recorded.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the Governing Board

- Staff will offer support to the victim with the pupil's class teacher/ form tutor. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault, this may involve a restorative meeting. Action plans will make use of, for example, staff briefings to share information, peer support.
- Staff will pro-actively respond to the perpetrator bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

*Safeguarding procedures must be followed when child protection concerns arise.*

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, Parents, Carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

School will use their sanctions when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

### **Training and Awareness**

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including outside agencies and volunteers, parents and governors) receive regular training on all aspects of the anti-bullying policy.

### **Recording and Reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

### **Monitoring and Evaluation:**

The head teacher is responsible for reporting to the Governing Board (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 12 months, and a committee set up to oversee the review process.

### **Links to other school policies:**

This anti-bullying policy links to a range of policies/strategies, including:

Equality Act 2010  
Behaviour policy  
Care and control policy

PSHE policy  
Safeguarding policy  
Responsible Use policy  
School Development plan  
Restorative Approaches strategy

## Appendices

- Frequently asked questions
- Stockport's Anti-bullying Charter
- Oakgrove Anti Bullying Audit
- Anti-bullying Checklist for schools
- Organisations that can offer support

## Frequently Asked Questions

### **Q: Should we prioritise tackling some types of bullying over others?**

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

### **Q: Should we investigate bullying incidents involving our pupils when they occur outside of school?**

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken.

### **Q: How can we involve parents more in our anti-bullying work?**

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

### **Q: Should I record incidents of bullying?**

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils.

# **An Anti-Bullying Charter for Stockport Schools**

## **This charter is awarded to Oakgrove School**

**'Bully is willful, conscious desire to threaten, intimidate or hurt someone, which may be repeated over time, which involves a real or perceived power balance.**

### **Our school community will:**

- **Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated**
- **Discuss, monitor and review our anti-bullying policy every two years**
- **Keep a high profile in and around school to prevent bullying behaviours developing**
- **Support staff to promote positive relationships and identify and tackle bullying appropriately**
- **Investigate incidents of bullying and take action where necessary, supporting individuals at all times**
- **Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**
- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**
- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Chair of Governors:

Headteacher:

Representative of pupils:

Date:



**STOCKPORT**  
METROPOLITAN BOROUGH COUNCIL



## Appendix 2 - A self-review tool for challenging bullying in schools



### A self review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means. Also discuss feelings associated with feeling like this.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Children put a blue dot outside the school building for any concerns related to online safety or cyber bullying.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

## Oakgrove Anti-bullying Audit

Date: 4<sup>th</sup> July 2022

Feedback	Reasons given
<p><b><u>Acorns</u></b> – all of the children said they felt safe everywhere in school. One child said he didn't like it when other children sometimes shouted or swore. All of the children knew the school rules and could all refer to what is in place to keep children safe.</p>	<p>The child who made this comment is most likely to be the child who suddenly shouts or swears. His needs are very complex and he would be unaware that when he suddenly shouts or swears, it may distress others.</p>
<p><b><u>Maples</u></b> – All of the children except one knew what the school rules were. None of the children felt bullied and all felt safe in school. They all knew the consequences for both positive and negative behaviour. No concerns about bullying. There were some comments about irritating classroom behaviour of others.</p>	<p>No concerns around bullying.</p>
<p><b><u>Sycamores</u></b> All of the children felt safe with the exception of one. She said she didn't feel safe in the toilet as she felt she was being watched.</p>	<p>No concerns around bullying but some work needs to be done with this child around her worries.</p>
<p><b><u>Willows</u></b> No children felt unsafe. Some felt minor irritation at the behaviour of others. All the children talked about the golden rules, 3 R's (respect, resilience and responsibility) and key adults in school ensuring they are safe.</p>	<p>No concerns around bullying.</p>
<p><b><u>Oaks</u></b> All children except one felt safe in school. They are aware that the grown ups are here to keep them safe. The one child that felt unsafe felt so because of one other child. This was not related to bullying but more so the unpredictability of his behaviour.</p>	<p>No concerns around bullying. Reassurance for the child that is unsettled by the sudden high volume outbursts from one other child.</p>

### Whole school Anti-bullying Audit & Plan

**School: Oakgrove**

**Antibullying lead: Helen Hammersley**

**July 2022 – there are no concerns around bullying. But 2 issues have been identified and can be followed up as below.**

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation
Toilets – Sycamores class	Feeling as if someone is watching her.	Conversation with DHT to remind her that a toilet pass is issued and only one child can go in at a time.	July 2022	
Oaks classroom	Feeling unsafe due to occasional high-volume outbursts from one particular child in the same class.	Conversation with DHT to reassure him that ALL staff in school are aware of the other child and his unpredictable behaviour and have a plan in place to ensure the safety of others.	July 2022	

## Anti-bullying checklist for schools–

Issue	Evidence	In place	Partly in place	Not in place	Action
<b>POLICY</b>					
A clear definition of bullying is included in our school policy	1 <sup>st</sup> page of policy	Y			
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors	Policy Pupil voice Website Class circles Assemblies Emotional interventions such as ELSA	Y			
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic & transphobic bullying Cyber-bullying Disability based bullying	Referenced within the policy	Y			
Policy is reviewed annually by Governing Board in consultation with school community	Governing Board minutes	Y			
We have a Governor (or group) with a nominated responsibility for anti-bullying				Y	To be agreed at next meeting.
Policy is communicated effectively to the school community using a range of methods eg: the school website, posters, leaflets, logos around school	Website, posters designed by children.	Y			
<b>DEALING WITH INCIDENTS</b>					
Children and young people are clear about how to report bullying in our school	Class circles. Pupil voice	Y			
Children and young people are confident to report bullying in school	Audit Circles	Y			
We have clear structures in place which identify who deals with incidents of bullying that emerge in school	Within policy	Y			
We have clear mechanisms in place for recording incidents of bullying	Non RPI incident form. Hate reporting form if appropriate	Y			
Records of bullying incidents include the support provided to: The victim(s) The bully	RA conversation where all parties are heard.	Y			

The Governors in our school are aware of incidents via reports from the HT	Governing Board minutes and HT report.	Y			
Our school includes restorative approaches in its toolkit to address bullying behaviour	School uses RA to underpin values of Respect, Resilience and Responsibility	Y			
Our school provides access to self-help resources for children and young people				N	Due to the emotional vulnerability of our children, this is not relevant.
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.	Buddy Bench Yr 6 buddy to a younger child Informal peer – peer RA conversations	Y			
Our school takes care to ensure that the improvement for the victim is sustained	Pupil voice	Y			
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use MASSH/TAC where appropriate	No incidents have warranted this.	Y			
<b>PREVENTION</b>					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language	RA conversations underpin everything we do in school and would therefore be used as part of the process if needed.	Y			
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) <ul style="list-style-type: none"> <li>• PSHE</li> <li>• Assemblies</li> <li>• Respect/resilience/responsibility class circles and assemblies.</li> </ul>	We deliver a full PHSE curriculum.	Y			
Our commitment to the anti-bullying agenda is visible to our whole school community for example: <ul style="list-style-type: none"> <li>• The website</li> </ul>	Posters (Designed by children)	Y			

<ul style="list-style-type: none"> <li>• Posters displayed around school</li> <li>• References in newsletter</li> <li>• Anti-bullying charter</li> </ul>					
Participate in national programmes eg: Anti-Bullying week.	Lessons (poster on display around school) Assemblies. Class circles	Y			



# ANTI CYBER BULLYING POLICY

## Introduction

This school believes that all people in our community have the right to teach and learn in a supportive, caring and safe environment without fear of being bullied. We believe that every individual in school has a duty to report an incident of bullying whether it happens to themselves or to another person.

## What is Cyber Bullying?

Technology allows the user to use bullying behaviours anonymously or from an unknown location, 24 hours a day, 7 days a week. Cyber-bullying leaves no physical scars so it is perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it causes can be severe.

Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults. For example, the numerous acronyms used by young people in chat rooms and in text messages (POS – Parent over Shoulder, TUL – Tell You Later) make it difficult for adults to recognise potential threats.

There are many types of cyber-bullying. The more common include...

1. **Text Messaging** – that are threatening or cause discomfort – also included here is “bluejacking” (the sending of anonymous text messages over short distances using “Bluetooth” wireless technology).
2. **Picture/video-clips** – via mobile phone cameras – images sent to others to make the victim feel threatened or embarrassed.
3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible.
4. **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name.
5. **Instant messaging** – menacing or upsetting responses to children or young people when they are in web-based chat room.
6. **Bullying via websites** – use of defamatory blogs (web blogs), personal websites and online personal “own web space” sites such as Bebo and Myspace.
7. **Social Network misuse** - menacing or upsetting responses to children or young people when they are using e.g. Facebook, Twitter etc.

## Aims

At Oakgrove, all children will:

Understand how to use these technologies safely and know about the risks and consequences of misusing them.

Know what to do if they or someone they know are being cyber bullied.

Report any problems with cyber bullying.

If they have a problem they can talk about it.

Oakgrove has:

- An Acceptable Use Policy that includes clear statements about acceptable use and e- communications
- Information for parents on:  
e-communication standards and practices in schools, what is being taught in the curriculum.
- Support for parents and pupils if cyber bullying occurs by: assessing the harm caused, identifying those involved, taking steps to repair harm and to prevent recurrence
- Specific Internet Safety lesson plans which in Upper Key Stage 2 cover acceptable use of e-communications.

## Procedures

At Oakgrove, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

The **Protection from Harassment Act**, the **Malicious Communications Act 1988** and section 43 of the **Telecommunications Act** may be used to combat cyber bullying. People may be fined or sent to prison for up to six months.

**Monitoring and Evaluation**

This will be addressed via Staff Briefing Sessions and use of Incident Record Sheets, monitored termly.

**Review**

This policy will be reviewed on an annual basis during consideration of the school’s behaviour policy.

