



Oak Hill Academy West London
an Aspirations Academy

Anti-Bullying Policy

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Review: Annually

Oak Hill Academy

Anti-Bullying Policy

Aims:

- To prevent bullying
- To make the whole school community aware of the agreed definition of bullying through actions such as publicising in newsletters, parents leaflets, activities with children
- To ensure there are procedures in place to deal with incidences of bullying and that everyone knows them
- To ensure happiness and safety of all pupils whilst at OHAWL
- To develop a sense of responsibility in our pupils
- To hold anti bullying assemblies annually

Introduction

Bullying happens in all schools and Oak Hill Academy is no exception, although incidences are rare, they are still potentially damaging. We are absolutely committed to recognising it and dealing with it seriously. It is everybody's duty to act in accordance with this policy. It is crucial that the victim is given immediate support.

All staff should be prepared to seek advice and accept, when appropriate, the need for support after dealing with incidents of bullying. Such incidents can leave any of us feeling inadequate, frustrated, angry and / or upset.

What is bullying?

Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.

One of the defining features of bullying is its persistence, and involves misery making over a long period of time. It does not apply to one off incidents of nastiness.

Bullying makes those being bullied feel powerless to defend themselves.

In bullying there is a deliberate, conscious desire to hurt another and put him or her under stress.

What types of bullying are there?

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chat room misuse.
Mobile threats by text messaging and calls.
Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

The procedures for dealing with reports of racial or sexual harassment are the same as those for dealing with reports of other forms of bullying.

Children need to be reassured that the matter is being dealt with sensitively and that the victim will be given support.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Began to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber-message is received
- Gives improbable excuses for their behaviour.

Principles for Adults in School

It is the responsibility of all adults to:

- Reject bullying in all its forms
- Provide care and support for the victim of the bullying
- Treat seriously and follow up every report or allegation of bullying
- Follow the procedures of the school policy
- Help towards making the school a pleasant place to be in, where children can feel safe and are able to tell when something is worrying them or has happened to them
- Use the curriculum to nurture trust, caring and a feeling of collective responsibility
- Provide direction to the bully on how such misbehaviour can be stopped

Ways that incidents of Bullying might be hidden from us

- They take place out of school
- They are done furtively
- The covering of poor behaviour with positive behaviour
- The denial that there is anything wrong

- The victim is afraid to tell or tells once and is ignored
- The victim has previously been the bully and is therefore less likely to be believed

What can we do to find out more?

- Encourage social interaction between teachers, adults and children to make us more approachable
- Encourage social responsibility
- Encourage an atmosphere of honesty
- Use informal times to talk to children
- Children can be given the option of writing down what they are worried about
- Ensure that all children are aware that bullying will be acted upon and not ignored
- Anti-bullying days / weeks to be held once a term to include assemblies, stories, drama and videos
- Use circle time, role play
- Read stories with examples of bullying and resolutions
- Behaviour Learning Mentor interventions

Intervention Techniques

At OHAWL we use many strategies to combat bullying, these include:

- Exploring friendship issues and bullying in PSHCE
- Class and School Councils
- Co-operative group work
- Circle Time
- Social Skills Groups
- Behaviour Support Assistant
- Peer Supporters and Mini Mentors
- Clear behaviour policy based on positive recognition
- Thinking skills

Procedures for dealing with bullying

The role of the LAB

- The LAB supports the Principal in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the LAB takes incidents of bullying very seriously.
- The LAB monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Principal to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the Principal

- It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Principal reports to the governing body about the effectiveness of the anti-bullying policy on request.
- The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Principal may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

- The Principal sets 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 role of staff

- Be available – make sure the child / children know you are ready to listen. Ensure that the immediate environment is calm and one which gives maximum support to the victim.
- Keep a written log of the details of all involved on SIMs records
- Decide whether you further investigate the matter yourself or whether you need to involve another member of staff, report the matter to the class teacher or refer it to a member of the SLT
- The incident should be looked into as soon as possible. All those involved should be seen as soon as possible individually, in a quiet area of the school, to give them each a chance to report accurately.
- Bring the children together - at all times giving support to the victim. If what is recorded does not match up, we should aim to re-negotiate until all are satisfied that an accurate account has been reached.
- Each member of the group should be encouraged to suggest a way in which the victim could be helped to feel happier.
- Arrange to check on how things are going a week later. Make it clear that the school supports each child's efforts to give encouragement, praise and to correct inappropriate behaviour.
- Contact the parents of the victim of bullying to let them know what you have found out and what is being done about it. Arrange to meet with them or contact them by phone on a set day in two weeks time to review the situation. It is important to discuss with the parents and the victim useful strategies, which the victim could begin to adopt to try to help themselves.
- A member of the SLT will contact the parent of the child who has been bullying. Appropriate punishment will be discussed but may include a letter of apology being written to the victim of the bullying and withdrawal of playtime. In extreme cases of bullying the child may be excluded from school during the lunch period for an agreed length of time, or excluded from school, as appropriate.

The role of parents

- Parents 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. If parents feel that the matter has not been resolved, they should discuss the matter with the Principal or Vice Principal
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

This policy will be regularly evaluated and updated in accordance with the School Development Plan to ensure that

- New developments and initiatives are taken into account
- Ideas of new staff are incorporated
- Policy and practice in the school are the same.

This policy is monitored on a day to day basis by the Principal, who reports to governors about the effectiveness of the policy on request. Also their review of incidents and through informal discussion with parents.

