

# Oakfield Primary School

## Policy for Anti-Bullying (includes cyber-bullying)



### Statement of Intent

Oakfield Primary School believes that all pupils are entitled to learn in a safe and supportive environment. This means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures used to try and reduce the occurrences of bullying.

These strategies, such as learning about tolerance and differences as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

All staff, parents/carers and pupils work together to reduce any instances of bullying in school.

Our aim is to create and provide a happy, secure and **safe** environment for all. Our staff are aware that bullying can and does take place in all schools.

This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- Acceptable Use ICT Policy
- E-Safety and Acceptable Use Policy

### The Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.

All governors, teaching and non-teaching staff should know what the Oakfield Policy is on bullying, and follow it, when bullying is reported.

All pupils and parents should know what the Oakfield Policy is on bullying and what they should do if bullying arises.

Pupils and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated at Oakfield.

### What is bullying?

Bullying can be described as being a **repeated deliberate act done to cause distress**. The children are taught that bullying means **Several Times On Purpose**. Bullying can be:

### Types of bullying:

Type of bullying	Aspect
<b>Physical</b>	A child can be repeatedly punched, kicked, hit, spat at or pinched.
<b>Psychological</b>	Reduction of a person's self-esteem or confidence through repeated threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
<b>Extortion</b>	Damage to property or theft – pupils may have their property repeatedly damaged or stolen
<b>Social</b>	A child can be bullied by being repeatedly excluded from discussions/activities, which can cause emotional distress.

<b>Verbal</b>	This can take the form of repeated use of language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
<b>Homophobic</b>	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.
<b>Racist</b>	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
<b>Repeated physical threats</b>	May be used by the bully in order that the pupil hand over property or money to them.
<b>Sexual</b>	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact, abusive comments.
<b>Cyber</b>	<p>The use of information communications technologies, particularly mobile phones, social communication sites and the internet, deliberately used to upset someone else.</p> <p><b>Text message bullying</b> involves sending unwelcome texts that are threatening or cause discomfort.</p> <p><b>Picture/video-clip bullying via mobile phone cameras</b> is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.</p> <p><b>Phone call bullying via mobile phone</b> uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.</p> <p><b>Email bullying</b> uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.</p> <p><b>Chat room bullying</b> involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.</p> <p><b>Bullying through instant messaging (IM)</b> is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. MSN, Bebo, etc.).</p> <p><b>Bullying via websites</b> includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.</p> <p><a href="http://www.kidscape.org.uk/cyberbullying/">http://www.kidscape.org.uk/cyberbullying/</a></p>
<b>Other</b>	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or gifted and talented.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasional falling out with friends, name calling, arguments or when the occasional "joke" is played on someone. Children do sometimes fall

out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the occasional name calling or childish prank. We all have to learn to deal with these situations and develop social skills to repair relationships.

Two or more children or young people of a similar age and size involved in verbal or physical contact, including name-calling and fighting where there is no imbalance of power and 'One-off Events.' Such instances can escalate to bullying and need to be addressed through the school's behaviour code. Bullying is targeted and repeated.

### What Can Children Do If They Are Being Bullied?

- Each term, or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:
- Remember that your silence is the bully's greatest weapon
- Tell yourself that you do not need to be bullied and that it is wrong
- Be proud of who you are. It is good to be individual
- Try not to show that you are upset. It is hard, but a bully thrives on someone's fear
- Stay with a group of friends/people, there is safety in numbers
- Be assertive – shout 'No!', walk confidently away and then go straight to a teacher or a member of staff
- Fighting back may make things worse
- It is best to tell an adult straight away, you will get immediate support
- Teachers will take you seriously and will deal with the bullies – they will need to know:  
Who is bullying you?  
How are they bullying you?  
How long have they been bullying you?  
Has anyone seen this happen?
- Children are encouraged to **SPEAK OUT STRAIGHTAWAY**
- Children may post a message in the SOS box in the library to voice any concerns. The boxes will be checked daily by an adult.
- Children are encouraged to use Bubble Time to discuss with their class teacher if they are worried.

### Whole School Strategies to Reduce Bullying

- As a staff, we will use our own adult behaviour as a model of what we expect of our children
- To minimize bullying we aim to build on our school good behaviour policy
- We will raise awareness of bullying through our PSHCE curriculum, encompassing circle time, co-operative games and assemblies
- We actively promote a school ethos that encourages positive attitudes towards others and emphasises that every pupil is of equal worth, irrespective of age, gender, ethnic background or academic attainment – VIP is a good vehicle to demonstrate this
- We will provide a safe and stimulating environment in which our children can work and play
- Every classroom will display a copy of the Oakfield Values Charter which has been produced and agreed by governors, teachers, parents and children. All pupils will sign the class copy each September to show their commitment to keeping the promises
- The school tries to work in a proactive manner and will invite the local community police officer to speak with children and theatre groups to explore sensitive matters such as bullying

- Children will be taught about internet safety and how to react to bullies
- Peer support is strongly emphasised: peer mediators training includes how to effectively support a bullied child and how to resist 'joining in' with bullying
- Peer mediation, which enables children to deal with minor incidents themselves before they escalate into bullying

## **Cyber Bullying**

Technology allows the user to bully 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 very 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 – Parents Over Shoulder, TUL – Tell you Later) make it difficult for adults to recognise potential threats.

**At Oakfield Primary School, pupils are taught to:**

### **SPEAK OUT STRAIGHTAWAY**

- 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 do have a problem, they can talk to the school, parents, the police, the mobile network (for phone) or the Internet Service Provider (ISP) to do something about it.

Oakfield Primary School has:

1. An Acceptable Use Policy (AUP) that includes clear statements about e-communications.
2. Information for parents on: E-communication standards and practices in schools, what to do if problems arise, what's being taught in the curriculum.
3. 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.

## **Information For Pupils:**

**If you're being bullied by phone or the Internet**

### **SPEAK OUT STRAIGHTAWAY**

- Remember, bullying is **never** your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
- Don't give out your personal details online – if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- There is plenty of online advice on how to react to cyber bullying. For example, [www.kidscape.org](http://www.kidscape.org) and [www.wiredsafety.org](http://www.wiredsafety.org) have some useful tips.

### Text/video messaging

#### **SPEAK OUT STRAIGHTAWAY**

- You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you've changed your phone number.
- If the bullying persists, you can change your phone number. Ask your mobile service provider about this.
- Don't reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Don't delete messages from cyber bullies. You don't have to read them, but you should keep them as evidence.
- Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you've received.

### Phone calls

#### **SPEAK OUT STRAIGHTAWAY**

- If you get an abusive or silent phone call, don't hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off.
- Once they realise they can't get you rattled, callers usually get bored and stop bothering you.
- Always tell someone else: a teacher, youth worker, parent, or carer. Get them to support you and monitor what's going on.
- Don't give out personal details such as your phone number to just anyone. Never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they've got the right number or not. You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you don't, let it divert to voicemail instead of answering.
- Don't leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again. Almost all calls nowadays can be traced. If the problem continues, think about changing your phone number. If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

### Emails

#### **SPEAK OUT STRAIGHTAWAY**

- Never reply to unpleasant or unwanted emails ('flames') – the sender wants a response, so don't give them that satisfaction.
- Keep the emails as evidence and tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse @ and then the host, e.g. [abuse@hotmail.com](mailto:abuse@hotmail.com).
- Never reply to someone you don't know, even if there's an option to 'unsubscribe'.

- Replying simply confirms your email address as a real one.

## Web bullying

### **SPEAK OUT STRAIGHTAWAY**

- If the bullying is on a website (e.g. Bebo) tell a teacher or parent, just as you would if the bullying were face-to-face – even if you don't actually know the bully's identity.
- Serious bullying should be reported to the police – for example threats of a physical or sexual nature. Your parent or teacher will help you do this.

## Chat rooms and instant messaging

- Never give out your name, address, phone number, school name or password on line.
- It is a good idea to use a nickname and don't give out photos of yourself.
- Don't accept emails or open files from people you don't know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; don't leave yourself open to bullying.
- Don't ever give out passwords to your mobile or email account.

## Three steps to stay out of harm's way

1. *Respect other people – online and off. Don't spread rumours about people or share their secrets, including their phone numbers and passwords*
2. *If someone insults you online or by phone, stay calm - and ignore them*
3. *'Do as you would be done by'. Think how you would feel if you were bullied. You're responsible for your own behaviour – make sure you don't distress other people or cause them to be bullied by someone else.*

## Signs of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Staff should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs 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
- 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 "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 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 and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Guidance for Staff

- Staff must be aware of the policy on bullying
- All staff must challenge any bullying behaviour
- All staff must be diligent in reporting incidents-even apparent 'one offs'
- Incidents must be dealt with and seen to be dealt with
- When investigating an incident of apparent bullying, staff must be aware that this may not be the underlying cause of the incident
- Separately, pupils must each be given the opportunity to present their version of events
- Teachers need to be aware of whether the bullying is by an individual or a group of pupils
- Staff must not walk past any incident and leave it unchallenged.
- Cases of bullying are reported to the Governing Body. The Governing Body monitors the quantity and type of bullying that is reported. It must ensure that the school is taking robust steps to deal with and prevent cases of bullying.

## **Procedures When Bullying Occurs**

Minor incidents are reported to the pupil's class teachers, who investigates the incident, sets appropriate sanctions for the perpetrator, and informs the Head Teacher in writing of the incident and the outcome.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is not possibility of contact between the pupils interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to first aid room for a medical opinion on the extent of their injuries
- A witness is used wherever possible
- If appropriate, all parties (bully, victim, witnesses) are asked to write down details of the incident, this may need prompting with questions from the member of staff to obtain the full picture (pupil incident form to be completed).
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation has been completed
- All concerned pupils are informed that they must not discuss the interview with other pupils
- Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## **Sanctions**

If the Head Teacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

The Head Teacher informs the pupil of the type of sanction to be used in this instance in accordance with the school's behaviour policy and future sanctions if the bullying continues.

If possible the Head Teacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and / or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims should not feel pressurised to meet with the bully face-to-face.

The bullying pupil is made to realise that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.

Parents / carers are informed of bullying incidents and what action is being taken.

The Class Teacher informally monitors the pupils involved over the next half term.

## **Support**

The Class Teacher informally checks whether the bullying has stopped on a weekly basis for a month after the initial complaint of bullying

If necessary, group dynamics are broken up by members of staff by assigning places in the class

The victim is encouraged to tell a trusted adult in school if bullying is repeated

The victim is encouraged to broaden their friendship groups



## Follow up support

The progress of both the bully and the victim are monitored by their class teacher. One to one sessions to discuss how they are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents / carers one month after the incident

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their phase leader or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what has happened
- Reflecting on why they became involved
- Understanding what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents / carers

## Bullying outside School

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The Head Teacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate pupils conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member.

The Head Teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

## What you can do as a parent

- Don't wait for something to happen before you act. Make sure your child understands how to use technologies safely and knows about the risks and consequences of misusing them.
- Make sure they know what to do if they or someone they know are being cyberbullied.
- Encourage your child to talk to you if they have any problems with cyberbullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are.
- It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

***Some suggestions for parents to stay involved are:***

- Keep the computer in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of Internet activities your child enjoys.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file.

Agreed at FGB May 2018  
To be reviewed May 2019

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 1

# Parental Guidance

### BULLYING – POSSIBLE SIGNS

Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried. Your child's behaviour may change which may indicate that he or she is being bullied. If you are concerned and become aware of any of the following, you may wish to contact the school.

Your child may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Beg you to drive them to school
- Change their route to school
- Present a poorer standard in their school work
- Come home early or regularly with clothes or books destroyed
- Become stressed, stop eating
- Have unexplained bruises, scratches, and cuts
- Have their possessions go 'missing'
- Ask for money or begin stealing money (to pay the bully)
- Continually lose their pocket money
- Refuse to say what's wrong

Talking with teachers about Bullying:

- Try and stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened – give dates, places, and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school; let them know if things improve or if problems continue.

No child deserves to be bullied. As well as dealing with the victims of bullying we also have a responsibility to help the bullies – we do bullies no favours by ignoring their behaviour. Our aim is to change the attitudes which allow bullying and to actively seek ways of stopping bullying.

### How Parents Can Help

- If your child is experiencing bullying then reassure her/him explain to your child that should any further incidents occur s/he should report them to a teacher immediately.
- If you are worried that your child is being bullied ask her/him directly.
- Take bullying seriously and find out the facts when told about an incident of bullying
- Don't agree to keep the bullying a secret.
- Give your child a chance to vent her/his feelings about being bullied
- Check that your child is not inviting the bullying by saying things which may upset others.
- Keep a written diary of all events.
- Talk with a teacher, the Assistant Head, or Head Teacher if it is school bullying.

### If you are not satisfied

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- Make an appointment to discuss the matter with the Assistant Headteacher and keep a record of the meetings.
- If this does not help, write to the Head teacher explaining your concerns and what you would like to see happening.
- Contact local or national parent support groups for advice.

## **IF YOUR CHILD IS A BULLY**

First of all, discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve difficult situations without using violence or aggression.

Sometimes children bully others because:

- They do not know it is wrong.
- They are copying older brothers or sisters or other people in the family whom they admire.
- They have not learnt other, better ways of mixing with their school friends.
- Their friends encourage them to bully.
- They are going through a difficult time and are acting out their aggressive feelings.

To stop your child from bullying others:

Talk with your child; explain

Appendix 2

## **ANTI – BULLYING CONTRACT**

Oakfield Primary School acknowledges that no school is free of bullying. We will strive to create an environment that is happy and supportive of all our pupils and staff.

In order to have the full commitment of every member of our community for our anti bullying policy we will ask everyone to sign this contract. This will help to ensure that bullying is kept to a minimum, if not eradicated altogether.

**Pupils Promise To:**

Support the aims of the school by reporting all incidents of bullying whether directed towards you or someone else.

**Parents / Carers Undertake To:**

Support the aims of school by watching for signs of bullying and communicate these to the relevant member of staff.

**Staff Undertake To:**

Investigate all reported or observed incidents and take the appropriate action.

Pupil's Signature\_\_\_\_\_

Parent/Carer's Signature\_\_\_\_\_

Class Teacher Signature\_\_\_\_\_

Head Teacher Signature\_\_\_\_\_

# Oakfield Primary Incident Investigation



To be completed by an adult

<b>Name of witness/es:</b>					<b>Class:</b>	
<b>Date of Interview:</b>				<b>Date of Incident</b>		
<b>People Involved in the Incident:</b>		<b>Time of Incident:</b>		<b>Where the Incident Took Place:</b>		
<b>Was there a mark on the child?</b>		<b>YES</b>		<b>NO</b>		
<b>Witness Statement</b> (Please add a drawing on the reverse to show where children state they were positioned when the event took place):						
<b>Reported by:</b>				<b>Signature:</b>		
<b>Type of Incident:</b>	Bullying	Racist	Homophobic	Physical	Class Disruption	Other
<b>10 Minute Check:</b>	<b>Is the Mark Visible?</b>		<b>YES</b>		<b>NO</b>	

# Oakfield Primary Incident Investigation

To be completed by the child



<b>Name:</b>		<b>Class:</b>	
<b>Date:</b>		<b>Date of Incident:</b>	
<b>People Involved in the Incident</b>			
<b>Witness Statement:</b>			
<b>What I saw:</b>			
<b>What I heard (not what other people told me they said):</b>			

**Please draw a diagram to show where you were and where the other witnesses and people were when the incident happened**

**Anything else you want us to know**

Signed \_\_\_\_\_