



Orsett Heath Academy
Anti-Bullying Policy
January 2020

Key Contact Personnel

Nominated Member of Leadership Staff Responsible: Miss S Rawson

Date written: January 2020

Date agreed and ratified: 5th February 2020

Date of next review: January 2021

This policy will be reviewed at least annually, and following any concerns and / or updates to national / local guidance or procedures

Designated Safeguarding Lead: Miss S Rawson

Deputy Safeguarding Lead: Miss S McGrane

Named Governor with lead responsibility: Ms V Northall

1) Introduction

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also considers the DfE guidance 'Keeping Children safe in Education' 2019 and 'Sexual Violence & Sexual Harassment between Children in Schools & Colleges' guidance. The setting has also read Childnet's 'Cyberbullying : Understand, Prevent & Respond : Guidance for Schools', and subscribes to the NSPCC & CASPAR online updates.

The following site has also been used when refining policy and practice:
www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying

2) Policy Objectives:

This policy outlines what Orsett Heath Academy will do to prevent and tackle all forms of bullying.

The policy has been adopted with the involvement of the whole school community.

Orsett Heath Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

3) Links with other school policies and practices:

This policy links with several school policies, practices and action plans including:

- Behaviour Policy
- Safeguarding Policy
- Equality Objectives
- PSHE and RSE Policy
- SMSC and British Values Policy

4) Legislation:

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The SEN&D Code of Practice 2015
- The Education & Inspection Act 2006, 2011

- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

5) Responsibilities:

It is the responsibility of:

- the Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of senior staff has been identified to take overall responsibility;
- the Head of School to take a lead role in monitoring & reviewing this policy;
- all staff, including senior leadership, teaching and non-teaching staff, to uphold and implement this policy accordingly;
- parents /carers to support their children & work in partnership with the school;
- pupils to abide by the policy and contribute to its review at appropriate intervals.

6) Definition of bullying:

- Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”* (DfE ‘Preventing & Tackling Bullying’ July 2017);
- Bullying can include name calling, taunting, mocking, making offensive comments, unwanted physical contact, taking belongings, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful or untruthful rumours;
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyber bullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos;
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

7) Forms and types of bullying covered by this policy:

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- bullying related to physical appearance;
- bullying of young carers, children in care or otherwise related to home circumstances;
- bullying related to physical / mental health conditions;
- physical bullying;

- emotional bullying;
- sexual bullying;
- bullying via technology, known as online or cyber bullying;
- prejudicial bullying (against people pupils with protected characteristics)
 - bullying related to race, religion, faith & belief and for those without faith;
 - bullying relate to ethnicity, nationality or culture;
 - bullying related to special educational needs or disability (SEND);
 - bullying related to sexual orientation (homophobic / biphobic bullying);
 - gender based bullying, including transphobic bullying;
 - bullying against teenage parents (pregnancy and maternity under the Equality Act).

8) School Ethos

Orsett Heath Academy recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

In our school we:

- monitor and review our Anti Bullying Policy on a regular basis (at least annually, and in light of any national / local influences);
- support staff to promote and model positive relationships to help prevent bullying;
- recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;
- will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- ensure that our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti – bullying policy;
- require all members of the school community to work with the school to uphold the anti-bullying policy;
- recognise the potential impact on the wider family of those affected by bullying, so will work in partnership with parents / carers regarding all reported bullying concerns and will seek to keep them informed at all stages;
- will deal promptly with grievances regarding the school response to bullying in line with our Complaints Policy;

- seek to learn from good anti – bullying practice elsewhere;
- utilise support from the Local Authority and other relevant organisations when appropriate.

9) Responding to bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- The member of staff who has witnessed the incident or heard the disclosure will log the matter on CPOMS under the heading ‘alleged bullying’;
- The school will provide appropriate support for the person allegedly being bullied – making sure they are not at risk of immediate harm, and involving them in any decision making as appropriate;
- The DSL / DDSL will ensure all parties involved are interviewed and evidence gathered;
- The DSL / DDSL will speak with / inform other members of staff where appropriate;
- The school will ensure that parents / carers are kept well informed about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies;
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned;
- If necessary, other agencies (such as MASH or assigned social workers) may be consulted or involved, if a child is felt to be at risk of significant harm;
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyber bullying), the school will endeavour to fully investigate the concern, and if appropriate the DSL/DDSL will collaborate with other schools;
- A clear and precise account of alleged bullying incidents / outcomes that confirm bullying will be recorded by the school on CPOMS – this will include recording appropriate details regarding decisions and action taken.

Cyberbullying

When responding to cyber bullying the school will:

- act as quickly as possible after an incident has been reported;
- provide appropriate support for the person who has experienced cyber bullying and work with the person who has carried out the bullying to ensure that it does not happen again;
- encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- take all available steps where possible to identify the person responsible. This may include
 - looking at use of the school systems;

- identifying and interviewing possible witnesses;
- contacting the service provider.
- referrals to MASH will be made if there is concern that the matter needs reporting to the Police;
- work with the individuals and online service providers (where possible) to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include confiscating and searching pupils' electronic devices, such as mobile phones;
- ensure that sanctions are applied to the person responsible for the cyber bullying, and take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that person may need;
- provide information to staff and pupils regarding steps they can take to protect themselves online, such as
 - advising those targeted to avoid retaliating or replying
 - providing advice on blocking or removing people from contact lists
 - helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- reassuring the pupil and providing ongoing support – this may include offers of support through nurture groups, from Pupils as Listeners, and mentoring from appropriate staff members;
- being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate;
- working towards restoring self – esteem and confidence;
- engaging with parents and carers;
- where necessary liaising with external professionals such as EWMHS practitioners and social workers to provide joined up support.

Pupils who have perpetrated bullying will be helped by:

- discussing what happened, establishing the concern and the need to change the behaviour;
- informing parents / carers to help change attitudes and behaviours of the pupil;
- providing appropriate education and support regarding their behaviour or actions;
- if online, insisting that content be removed and being shown evidence of this;
- sanctioning, in line with the school behaviour policy;
- where necessary, working with external agencies to provide the appropriate support for the child.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is also unacceptable.

Adults who have been bullied or affected will be supported by:

- offering a timely opportunity to discuss the matter with an appropriate school leader;
- advising the person to maintain a record of bullying incidents, including cyber bullying and any off site / after-hours incidents, as evidence for investigation;
- reassuring and offering appropriate support;
- working with the wider community and local/ national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- discussing what happened with an appropriate school leader to establish the concern;
- establishing whether a legitimate grievance or concern has been raised as quickly as possible, and signposting to the school's official complaints procedures;
- if online, insisting that the content be removed;
- instigating disciplinary, civil or legal action as appropriate or required.

Specific guidance available for leaders regarding dealing with complaints made on social networking sites: www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

10) Preventing bullying

Environment

The whole 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;
- recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse);
- recognise the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required;
- openly discuss differences between people that could motivate bullying, such as – children with different family situations, such as looked after children or young carers, religion, ethnicity, disability, gender, sexuality, or appearance related differences;
- challenge practice and language (including 'banter') which does not uphold the school values of respect towards each other;
- be encouraged to use technology, especially mobile phones and social media, positively and responsibly;

- work with the wider community & outside agencies to prevent and tackle concerns including all forms of prejudice – driven bullying;
- actively create ‘safe spaces’ for vulnerable pupils;
- celebrate success and achievements to promote and build a positive school ethos.

Policy & Support

The whole school community will:

- provide a range of approaches for pupils, staff and parents / carers to access support and report concerns;
- regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school’s attention, which involves or affects pupils, even when they may not be on the school site (such as when using transport to school, online, or on school trips);
- implement appropriate disciplinary sanctions – the consequences of the bullying will reflect the seriousness of the incident, and the level of intent, so that others see that bullying is unacceptable;
- use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education & Training

The school community will:

- train all staff who interact with pupils to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents;
- staff will be given a summary approach guide to support all training throughout the academic year (see Appendix 1);
- consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities – e.g. wall displays, assemblies, anti – bullying week, PALs (Pupils as Listeners), peer mentoring and support, Student Voice, focus days and PSHE / SMSC / RSE spiral curriculum;
- collaborate with other local educational settings as appropriate, and during key times of the year, e.g. transition;
- ensure anti – bullying has a high profile throughout the year, reinforced through key opportunities such as anti – bullying week;
- provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self – esteem.

11) Involvement of pupils

We will:

- involve pupils in policy discussion and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying;
- regularly survey pupils about their experiences in school, including their experience of bullying;
- ensure that pupils know how to express their worries and anxieties about bullying, including through the provision of a confidential app facility - Tootoot
- ensure that all pupils are aware of the range of sanctions that may be applied against those engaging in bullying;
- involve pupils in anti – bullying campaigns in school and embed messages in the wider school curriculum;
- utilise Student Voice in providing pupil led education & support;
- publicise the details of internal support, as well as external helplines and websites;
- offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

12) Involvement with parents and carers

We will:

- take steps to involve parents and carers in developing policies that ensure that parents are aware that the school does not tolerate any form of bullying;
- make sure that key information about bullying (including policies and named points of contact) is available to parents / carers via the school website;
- ensure that all parents / carers know who to contact if they are worried about bullying, and also where to access independent advice;
- work with all parents / carers and the local community to address issues beyond the school gates that may give rise to bullying;
- expect that parents / carers work with the school to role model positive behaviour for pupils, both on and off line;
- ensure that all parents / carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

13) Monitoring & Review

The school leadership will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

14) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
 - A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Additional links can be found in 'Preventing and Tackling Bullying' (July 2017):

www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendix 1 – Staff Support Sheet

Bullying

OHA Approach

What is bullying?

Bullying is the term given to a person or a group of people being purposely unkind or nasty to another. These people seek a sense of enjoyment from repeatedly being mean to someone over an ongoing amount of time.

What are the different types of bullying?

- Emotional – unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet, social media, and mobile phone use

Is a student being bullied if...

- ...someone pushes past them in a line?
- ...someone is in a bad mood and calls another student a name?
- ...a student argues with their friends?
- ...a classmate is teasing another about their new haircut?

If any of these things happen during your lesson, at break, or in lesson change it can be upsetting for the victim. However, it can be sorted quickly and immediately to prevent the situation from escalating.

It is only bullying if it occurs repeatedly and over an ongoing amount of time.

How do we log bullying at WES?

1. If a staff member has concerns of bullying, they should report the incident by logging as BULLYING - ACCUSATION on CPOMS
2. Incident is investigated by the Head of School / Assistant Headteacher, with statements collected
3. The Head of School / Assistant Headteacher will update CPOMS incident via ACTIONS to inform of outcomes of investigation
4. Support will be given to the victim of the incident
5. The Head of School / Assistant Headteacher will sanction the perpetrator and log the incident on SIMS as BULLYING (where appropriate)