Policy Name	**Anti-Bullying Policy**
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Contents:

OHA – Anti-Bullying Policy –September 2023

1) Statement of Intent

Orsett Heath Academy 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 to prevent occurrences of bullying.

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

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

This policy is based on DfE guidance 'Preventing and Tackling Bullying' July 2017 and supporting documents. It also reflects the DfE guidance 'Keeping Children Safe in Education 2023' and 'Sexual Violence and Sexual Harassment between Children in Schools & Colleges'. The setting has also referred to Childnet's 'Cyberbullying : Understand, Prevent and Respond : Guidance for Schools', used Anti-Bullying Alliance training programmes with staff and pupils, and subscribes to the NSPCC & CASPAR online updates. In addition, a specific Child on Child Abuse Policy sits alongside this document.

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, especially Student Voice;
- 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) Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'

- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- Searching, Screening and Confiscation Policy
- PSHE and RSHE Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy

4) Definitions

Bullying can be defined as "behaviour by an individual or a group, repeated overtime 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 offensivegraffiti, gossiping, excluding people from groups, and spreading hurtful or untruthful rumours;

This includes the same unacceptable behaviours expressed online, sometimescalled online or cyber bullying. This can include : sending offensive, upsetting or inappropriate messages by phone, text, instant messenger, gaming, websites, social media sites and apps, and / or sending offensive or degradingphotos or videos;

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

5) Types of bullying

Bullying can happen to anyone.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

6) **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 pupils 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 inline 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

7) 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 suppprt 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 assign an appropriate person from the Safeguarding Team to interview all parties involved and gather evidence;
- The Safeguarding Team 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's 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 away from the 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.

8) Cyber Bullying

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 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 neds 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, and helping those involved to think carefully about what private information they may have in the public domain.

9) Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).

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- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school's Child-on-child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10) Supporting pupils

Pupils who have been bullied will be supported by :

- Reassuring the pupil and providing ongoing pastoral support – this may include offers of support through nurture groups, from Student Voice / PALs, or mentoring from pastoral managers;
- 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 CAMHS 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.

11) 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 cyberbullying and any off site / after hours incidents, as evidence for investigation;
- Reassuring and offering approp5riate support;
- Working with the wider community and local / national organisations to providefurther or specialist advice and guidance.

Adults who have perpetrated 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.

www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

12) Preventing bullying

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

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 (child on child abuse);
- Recognise the potential for children with SEND to be disproportionally impactedby bullying and implement additional pastoral support as required;
- Openly discuss difference 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 theschool 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 and 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.

All types of bullying will be discussed as part of the RSE and health education curriculum, in line with the Secondary Relationships, Sex and Health Education (RSHE) Policy.

This curriculum will explore and discuss issues at age-appropriate stages such as:

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- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

The school will also consider a range of other opportunities and approaches for addressing bullying throughout the curriculum and other activities – eg. Wall displays, assemblies, anti bullying week, PALs (Pupils as Listeners), peer mentoring and support, Student Voice, focus days.

13) 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 reporting app (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 thewider school curriculum;
- Utilise pupil voice in providing pupil led education and 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 toaddress the problems they have.

14) Involvement with parents and carers

We will :

- Take steps to involve parents and carers in developing policies that ensure thatparents are aware that the school does not tolerate any form of bullying;

- Make sure that key information about bullying (including policies and namedpoints of contact) is available to parents/carers via the school website;

- Ensure that all parents / carers know who to contact if they are worried aboutbullying, and also where to access independent advice;

- Work with all parents / carers and the local community to address issuesbeyond the school gates that may give rise to bullying;

- Expect that parents / carers work with the school to role model positivebehaviour for pupils, both on and off line;

- Ensure that all parents / carers know about our complaints procedure and howto use it effectively, to raise concerns in nan appropriate manner.

15) Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

16) Monitoring and review

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