



Anti-Bullying Policy

This policy applies to the whole school including the EYFS.

Oakwood School is committed to fostering a spirit of mutual trust between pupils, parents and staff and to creating and sustaining a friendly, supportive, safe, caring and structured environment in which pupils develop confidence and self-esteem and in which they show consideration for the dignity of others. We expect our pupils and their parents to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Oakwood School recognises that bullying, victimisation and discrimination is wholly unacceptable in any form whether physical, verbal, mental or in the form of cyber bullying. All forms of racial, religious, cultural, sexual, sexist, homophobic, disabilities and cyber bullying are included in this. The school takes regular steps to address cyber bullying including staff, child and parent training on the use of social websites, mobile telephones, text messages, digital images and email.

Oakwood School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Oakwood in maintaining high standards of behaviour. It is essential that school and homes have consistent expectation of behaviour and that they co-operate closely together. This policy is available to parents of pupils and prospective parents on our website. It is also communicated to all staff and pupil.

Any pupil or parent with concerns is advised to come forward to speak to a member of staff, who will usually be that pupil's form teacher. All such concerns will be taken most seriously and will be investigated straight away. Oakwood School recognises the seriousness of any behaviour which is threatening or harassing, particularly in causing psychological damage, and will always seek to protect its pupils and staff robustly from such behaviour. Any kind of bullying is unacceptable. This policy applies to all pupils in the school, including those in EYFS. We refer to bullying as persistent unkindness and have follow a clear and transparent staged approach to Unkindness & Bullying (Appendix 1: Unkindness & Bullying: What happens if you get it wrong').

All pupils should care for and support each other.

The school recognises anti-bullying seriously and aims to:

- Demonstrate that bullying will not be tolerated.

- Take measures to prevent all forms of bullying in the school and on off-site activities.
- Support everyone in identifying and protecting those who might be bullied.
- Demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- Encourage pupils to tell someone if they or others are being bullied.

To achieve these aims all staff are issued with detailed information about procedures, and pupils informed of the following principles following the school's staged approach to Unkindness & Bullying (Appendix 1: Unkindness & Bullying: What happens if you get it wrong'):

- Bullying is unacceptable.
- Every member of the school can expect to be treated with respect, dignity and tolerance irrespective of their religious beliefs, sexuality, ethnic background, aptitude or disability.
- Pupils are expected to treat others as they would wish to be treated themselves.
- Members of the school community have both an individual and collective obligation to report any incident of bullying whenever or wherever it might occur, and have a right to expect that appropriate action will be taken to prevent its repetition.
- Those who bully should be aware that action will always be taken, though this may include help and guidance.
- Victims will be entitled to appropriate counselling and support.

1 Definition of Bullying

- 1.1** "Bullying may be defined as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally*". (Guidance on Preventing and Tackling Bullying Advice for school leaders, staff and Governing Bodies (DfE)). At Oakwood, we refer to repeated bullying as persistent unkindness.
- 1.2** Bullying is the intentional hurting, harming or humiliating of another person by physical (including any threats of or use of violence of any kind), sexual, verbal (including email, social media and SMS or instant messages), and emotional means (by excluding, tormenting, name calling, being sarcastic or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation where someone encourages others to bully or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be intimidating.
- 1.3** Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural or family background, disabilities, SENDs, other physical attributes (such as hair colour or body shape) nor because a child is adopted or is a carer. It may also be unpleasant in other ways. Bullying can

happen anywhere and at any time and can involve everyone – pupils, other young people, staff and parents.

- 1.4** Cyber bullying is defined as involving ‘the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.’

(<http://www.cyberbullying.org>) Cyber-bullying is unacceptable and will not be tolerated.

Cyber-bullying examples may include:

- Text, instant messages or call on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using email to message others in a threatening or abusive manner, or
- Hijacking/cloning email accounts.

- 1.5** Common features of bullying include deliberately hurtful behaviour which can be repeated over time. It is often difficult for the victim to defend him/herself.

- 1.6** Pupils who are being bullied often look unhappy or angry and will often try to move away from their aggressor.

2 The School’s Response to Bullying and Signs of Bullying

At Oakwood School, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school’s policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanctions and will also, where possible, be supported in learning difference ways of behaving.

Bullying which occurs on school trips or outside of the school’s premises, will not be tolerated any more than bullying on school premises. Teachers will, where appropriate, discipline pupils for misbehaviour outside school premises and outside school hours.

Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school

- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the staff for medical treatment symptoms such as stomach pains, headaches etc
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers and reported as appropriate (as stated below).

3 Preventative Measures

It is the responsibility of the whole community, pupils and adults alike, to uphold the values of integrity, morality and concern for others. All members of Oakwood School have the right to remain free from bullying or the fear of bullying. All members should feel free to be able to report any concerns related to bullying in the certain knowledge that those concerns will be listened to and the matter investigated by those competent to do so. Those who report an incident of bullying or suspected bullying will be able to do so in safety. Oakwood School does not tolerate bullying and prides itself on its respect and mutual tolerance.

We take the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with Oakwood School.

- 3.1** All new pupils (including the EYFS), are briefed thoroughly on the school's expected standards of behavior and the school's staged approach to Unkindness & Bullying. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalized and will be supported.
- 3.2** Upon induction, all new members of staff are given guidance on the school's anti-bullying policy and in how to react to allegations of bullying in their induction at Oakwood School. They are required to read the school's policy as part of their induction programme. We use appropriate assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.

- 3.3** Other lessons, particularly PSHE, RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- 3.4** All our pupils are encouraged to tell a member of staff at once if they know, or suspect, that bullying is taking place in line with our policy on whistle-blowing.
- 3.5** All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely by the Head of Pastoral Care in order that patterns of behaviour can be identified and monitored.
- 3.6** We have a strong and experienced pastoral team of form tutors and staff who support the Head of Pastoral Care and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- 3.7** Our pastoral team and staff welfare officers give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held regularly using outside experts.
- 3.8** Pupils families are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's website.
- 3.9** We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving the pupils.
- 3.10** We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

4 The role of the Headteacher

- 4.1** It is the responsibility of the Headteacher, and the Head of Pastoral Care, alongside the school's Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL), and Designated Safeguarding Officers (DSOs) to implement the school's 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.
- 4.2** The Headteacher and the Assistant Head ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher and the Assistant Head draw the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher or Assistant Head may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 4.3** The Headteacher 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.

5 The role of the teachers

- 5.1** Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers are expected to be vigilant during all break time duties and ensure that changing rooms are checked regularly. Staff are trained to be alert to inappropriate language or behaviour.
- 5.2** If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied the Headteacher will inform the child's parents to enable cohesive action to be taken.
- 5.3** The school operates a **"No Blame"** policy whereby the victim explains to the perpetrators what it is that has upset them. The "bullies/teasers" are asked to suggest how they can help the "victim" to feel better. If the behaviour continues parents are involved. It may be necessary to counsel the "victim" if there is behaviour that invites negative reactions from other children.
- 5.4** If a child is repeatedly involved in bullying other children, we invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proved ineffective, the Headteacher may exclude the child for a fixed term or permanently.
- 5.5** There is ongoing staff support, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 5.6** Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

6 The role of parents

- 6.1** 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, the Head of Pastoral Care, Assistant Head or the Headteacher immediately.
- 6.2** 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. Parents should acknowledge the feelings of all children and parents involved in an incident of alleged bullying, considering carefully the perspective of others during the process of resolving a concern.

7 Procedures for dealing with bullying in the Prep School

- 7.1** Pupils: if a pupil is being bullied or suspects that someone else is being bullied it is important that they tell someone who may be able to help. This may be a friend, class teacher or any adult they feel they can confide in. Oakwood guarantees that whistle-blowers who act in good faith will not be penalised and will be supported.
- 7.2** Staff: those adults who have concerns about bullying should tell an appropriate colleague (in most cases this will be the DSL/DDSL or the Head of Pastoral Care).
- 7.3** Parents: those parents who have concerns about their son/daughter or about any other pupil in the school should inform an appropriate member of staff (in most cases this will be the class teacher or Head of Pastoral Care).
- 7.4** Procedures/strategies for combating bullying will be continually monitored.

8 Procedures for dealing with bullying / unacceptable behaviour in the Pre-Prep (including EYFS).

- 8.1** Pupils: if a pupil is being bullied or suspects that someone else is being bullied it is important that they tell any member of staff in the Pre-Prep they feel they can confide in.
- 8.2** Staff: those adults who have concerns about bullying should tell an appropriate colleague (in most cases this will be the DSL/DDSL or the Head of Pastoral Care).
- 8.3** Parents: those parents who have concerns about their son/daughter or about any other child in the school should inform an appropriate member of the Pre-Prep staff. This will normally be through the child's Key Person or Class Teacher.
- 8.4** Procedures/strategies for combating bullying will be continually monitored.

9 Cyber Bullying – Preventative Measures

- 9.1** In addition to the preventative measures described above, Oakwood School:
 - Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
 - May impose sanctions for the misuse, or attempted misuse of the internet.
 - Issues all pupils with their own personal school email address. [Access to sites such as 'hotmail' is not allowed inside school].
 - Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
 - Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

- Mobile phones are not permitted in classrooms (no pupil mobile phones in school), public areas of the school, or where they may cause annoyance to others.
- The use of cameras on mobile phones is not allowed in washing and changing areas.

10 Action - Procedures for dealing with reported bullying

10.1 It is the responsibility of the school to deal effectively with cases of bullying on its premises and on official off-site activities. The school will seek, as far as is practicable, to minimise bullying outside its immediate premises but cannot be expected to deal with cases of bullying off premises. However, where this is shown to involve fellow pupils, the school will investigate and assist in resolving the issue as far as is possible, ensuring the behaviour does not transfer into the school setting.

10.2 Cases of bullying or suspected bullying will be carefully and thoroughly investigated in accordance with our staged approach to Unkindness & Bullying (Appendix 1: 'Unkindness & Bullying: What happens if you get it wrong'). All those involved will be given a fair opportunity to talk about the matter with an appropriate person. Incidents of bullying or suspected bullying will be recorded by the senior member of staff of the relevant section of the school, who will report to the Headteacher and the Head of Pastoral Care. Where an incident of bullying is proven, a written record of all relevant matters will be kept and subsequently stored centrally in the school's MIS.

Written records of related incidents and meetings will be kept on the school's MIS. All relevant persons will be kept informed at all times in writing. Appropriate action will be taken and this might include a range of sanctions or responses including permanent exclusion from the school.

10.3 All staff receive regular training on Safeguarding and Child Protection which includes bullying are involved in the regular review of pupils at the school. All staff are involved in a supervisory capacity, including school duties, to reduce the incidence of bullying around the school.

10.4 If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved using the staged approach to Unkindness & Bullying.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.

- The incident should be recorded on the school's MIS and referred to the HPC and/Assistant Head for immediate attention.
- The Head of Pastoral Care will inform the tutors of both the bully/bullies and the victim[s] as soon as possible. In very serious incidents, the Headteacher should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself in line with the school's staged approach to Unkindness and Bullying.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school's Behaviour Management Policy; for example, 'reflection time', withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed.

10.5 This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Management Policy.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Headteacher has been involved, it may be necessary to make a report to the Police or to the Social Services with the DSL present. However, it is the policy of Oakwood School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.

11 Monitoring and review

11.1 The Headteacher or Head of Pastoral Care will be made aware of all reported incidents of bullying, whether confirmed or otherwise, through regular meetings. The Senior Leadership Team will address procedures for consideration of what can be learned from bullying incidents. The guidelines in this policy apply to all members of the school community.

12 Preventing Bullying

- 12.1** Nobody is immune from the potential of being bullied and indeed being seen as a bully by their actions. The school aims to educate all pupils and staff as to the consequence and repercussions of their actions in the eyes of others. All members of the school community should expect to be treated with respect and decency and to be free from an intimidatory approach.
- 12.2** Responsible behaviour and anti-bullying guidance is a common theme in the annual programme of Assemblies led by the Headteacher and staff. Class teachers regularly promote work on friendship across their respective groups and foster support for pupils within the Class. Anti-bullying is specifically addressed within the PSHE programme, highlighting the issue through assemblies and national awareness days. Individual 'buddies' are used to integrate new pupils to school and classes. Year 6 Peer Mentors offer peer support to younger pupils in the Pre-Prep. The Head of Pastoral Care is available to talk with pupils and will also make himself available when contacted by parents or staff. When appropriate the Headteacher may also write to individual families, Year groups or the whole school in relation to specific concerns or wider anti-bullying initiatives.
- 12.3** Staff guidelines regarding appropriate behaviour towards pupils and sanctions to be used are included in the Staff Handbook. Staff conduct duties around the school during break times, assisting in reducing the potential for bullying. This policy covers incidents of bullying throughout the school including the Boarding facility. This policy also links to our Behavior Policy.

13 Anti-Bullying Resources

A Legal Requirement, an ISI Reporting Standard and
OFSTED Standards for Boarding Schools and EYFS providers

References and guidance:

- A. ["Preventing and Tackling Bullying", DfE, October 2014](#)
- B. ISI Handbook for the Inspection of Schools: The Regulatory Requirements, January 2015 (<http://www.isi.net/home/>)
- C. Reference Guide to the key standards in each type of social care service inspected by Ofsted (Reference 080117) (<http://www.ofsted.gov.uk/>)
- D. The Early Years Foundation Stage Statutory Framework 2014, (<http://www.foundationyears.org.uk/eyfs-statutory-framework/>)
- E. "Bullying": An ISC Child Health and Wellbeing Working Party Guidance Update Five
- F. "Where You are NOT Alone" <http://www.bullying.org/>
- G. "Cyberbullying" A briefing note on the ISBA website by Farrer & Co
- H. "Child Protection and New Technologies" - Childnet International <http://www.childnet-int.org/>
- I. "[Cyberbullying Guidance: Supporting School Staff](#)" - Childnet International <http://www.childnet-int.org/>

14 EYFS

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect others possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Mrs Emma Tarry, Head of EYFS is in day-to-day charge of the management of behaviour in the EYFS Department, supported by both the Head of Pastoral Care and Assistant Head of the whole school. At least one member of the staff on the premises and at least one staff member on outings must have a paediatric first aid certificate

We explain to children who forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions; but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see Miss Yvonne Lee, Assistant Head, who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed personally when any sanctions or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Assistant Head to agree a joint way of handling the difficulty.


This policy is upheld and maintained in the EYFS Department, both in and outside the school grounds. Copies of our EYFS Behaviour Management Policy is also on the school website for parents and children to read together.

15 Complaints Procedure

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to ISI, if they are unhappy with the way their complaint has been handled. (The complaints policy explains how to complain to ISI).

16 Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, Assistant Head and Head of Pastoral Care.

Reviewed: January 2016	By:	Yvonne Lee, Assistant Head and Felix Page, Head of Pastoral Care
Reviewed: October 2016	By:	Yvonne Lee, Assistant Head and Felix Page, Head of Pastoral Care
Reviewed: October 2016	By:	Felix Page, Head of Pastoral Care
Reviewed: January 2018	By:	Yvonne Lee, Assistant Head and Felix Page, Head of Pastoral Care
Reviewed: October 2018	By:	Felix Page, Head of Pastoral Care and Clare Bradbury, Headteacher
Signed: 	By:	Clare Bradbury Headteacher
Next Review Date:		August 2019

Appendix 1: Unkindness & Bullying: What happens if you get it wrong

