



OLDFIELD SCHOOL ANTI-BULLYING POLICY

Purpose

Oldfield School seeks to create a safe environment in which all members of the school community feel supported and free from bullying; we are working with staff, students and parents to create a school community where bullying is not tolerated. All types of bullying are harmful and can prevent students achieving their academic and personal potential. This policy follows the guidance in the Safe To Learn: Embedding Anti-Bullying Work In Schools document (DCSF, 2007) and reflects Oldfield School's commitment to upholding the Bullying – A Charter for Action publication.

As a school we endeavour to make sure that no one experiences any form of bullying, as described in Appendix 1. Oldfield School recognises that any student can be bullied but certain factors as listed below can make bullying more likely:

- A lack of close friends in school
- Shyness
- Race, religion, sexual orientation or social class
- A disability or some other obvious difference (for example acne or stammering)

This policy seeks to put into practice the shared values of the school community (students, parents, school staff and governors). It is shared with the community so that not only teaching staff are aware of their responsibilities in tackling bullying, but students are also responsible for the safety of each other too.

Content

As a school, we have expectations about acceptable standards of behaviour, (see Behaviour Policy).

We have a "No Blame" approach to the issue of bullying (Appendix 2).

We have "Don't Suffer In Silence" advice leaflets made by KS4 students, which are distributed to KS3 students in PSHE (examples shown in Appendix 3).

Procedures

Staff acknowledge that there are common signs that indicate bullying might be taking place and endeavour to make sure that bullying is prevented from happening. We use a stepped approach to sanctions given to students who have been exhibiting bullying behaviour and provide guidance to students on what constitutes bullying and what to do if they are being bullied. The procedures used are listed in detail as Appendix 4.

Monitoring

All members of staff will monitor the interactions that take place between students and act in accordance with this policy. The School Council will monitor the attitudes and experiences of students with regard to bullying by providing a yearly questionnaire to all students. The results of this questionnaire will be used to evaluate the effectiveness of this policy. PSHE lessons will allow all students to access this policy and make comments.

Evaluation

The policy is regularly reviewed. The review will include staff, students, parents and governors. Criteria for evaluation are listed in Appendix 5.

APPENDIX 1

TYPES OF BULLYING

- **Verbal Bullying** eg name calling, racist remarks, homophobic comments, derogatory comments about a student's disability;
- **Physical Bullying** eg hitting, kicking, spitting or any other deliberate bodily harm
- **Cyber Bullying** eg offensive text messages, publishing hurtful comments on the internet, unkind or threatening emails, misuse of chat rooms;
- **Indirect Bullying** eg deliberately excluding people from friendship groups on discriminatory grounds (for example sexuality or disability) or spreading malicious rumours.

APPENDIX 2

"NO BLAME" APPROACH TO BULLYING¹

A teacher or member of the support staff receiving a report of bullying should write down what they know and pass it to the student's Tutor, who will decide with the Head of Year who is to apply the procedure. In principle, any member of staff can follow the steps outlined here. In practice the Head of Year will always at least guide the teacher through the process. *The Head of Year in consultation with the Head of School, tutor and member of staff will also decide whether the incident should be considered as 'serious bullying' and is in need of further referral, possibly leading to exclusion.*

The teacher interviews the person who feels bullied (X), and records who was involved in the bullying, and how the speaker feels. The teacher asks for clearance to report these things to those concerned.

The teacher then meets all involved. He/she explains the problem, and the feelings of X. He/she promises that no-one is to be blamed or punished, but states that she knows that the group are responsible and can do something about the problem. He/she asks all concerned for their suggestions about how to change the situation so that X feels happier.

The group offers suggestions about how X could be helped to feel happier. The teacher responds positively but does not look for promises of improved behaviour. Then the problem is left with the group. An arrangement is made to see them again to see how things are going.

A week later or after a suitable agreed time, he/she checks how all the people concerned are getting on. A second meeting is occasionally needed.

¹ A more complete account of the "No Blame" Approach is to be found in the information booklets for parents (provided to all new students in Y7, any new student to the school, and to all students every July). A training video is available for staff, and this is kept in the Lower School Office. Teachers make themselves clear about every step of the approach before applying it.

APPENDIX 3

“Don’t Suffer In Silence” LEAFLETS (example of student work)

Bullying through texts or e-mails

If you are having nasty text messages or e-mails sent to you there are a few things you can do,

- Tell a parent, friend or teacher
- Be careful who you give your number or e-mail address to
- Make a note of exactly when a message was sent
- Do not delete the messages even though they make you upset.

Getting Help

If you find it difficult to talk to anyone at school or at home you can ring Childline on 0800 1111, its free. Also it may be hard to follow the instructions given but if you do the bullying will stop and you will be happier.

Bullying



Don't suffer in silence

BULLYING

Bullying is not just physical. Bullying includes the following:

- Name calling or teasing
- Threats
- Physical violence
- Damaged belongings
- Leaving people out of events
- Spreading rumours
- Nasty texts or e-mails.

If you are being bullied.

If you are being bullied you should do the following:

- Try to stay calm and look confident.
- Get away from the situation as quickly as possible.
- Tell an adult what has happened and ask for advice.

After you have been bullied.

After being bullied you should do the following:

- Tell a teacher or another adult.
- Tell your family
- If you are scared to tell an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to help.

When you are talking to an adult about bullying.

When you are talking to an adult about bullying you should be clear about:

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already.

APPENDIX 4

PROCEDURES USED TO DEAL WITH BULLYING ISSUES

1. Recognising the Signs of Bullying

Staff look out for the following signs that indicate bullying might be taking place:

- student becomes withdrawn or anxious
- student shows a deterioration in their work
- student's attendance becomes erratic
- student has spurious illnesses
- student arrives persistently late for school
- student prefers to stay with adults

2. Preventing Bullying

- We take every opportunity to demonstrate to students, through the PSHE curriculum and by example, that it is totally opposed to bullying
- Staff do not ignore bullying, they intervene to prevent bullying and report all suspected incidents of bullying
- Students are encouraged to report any incidents of bullying following the “No Blame” procedure
- Staff praise students when they show consideration and kindness to others

3. Dealing with Bullying Incidents

- Any incidents of bullying are taken seriously and are dealt with quickly
- Any student who is being bullied is encouraged to speak to a member of staff (normally the Tutor or Head of Year)
- Any bullying incidents observed by staff or students are reported to the Tutor or Head of Year
- All people involved complete a blue Incident Sheet, following the guidelines of the school's "No Blame" Approach. This approach encourages students to:
 - discuss what happened
 - identify why students were involved
 - establish what bullying is and why it is wrong (perpetrator)
 - feel reassured and restore self-esteem (victim)
- Students and parents will be kept informed by staff
- The following disciplinary steps may be taken:
 - official warning
 - detention
 - letter home
 - contract of good behaviour
 - exclusion from lessons
 - fixed term exclusion
 - permanent exclusion

4. Advice to Students

Students are given guidance on what to do if they are being bullied in PSHE lessons ("Don't Suffer In Silence" leaflets made by students in Upper School shared with students in Lower School). The tutorial system also encourages students to make positive interactions with each other. Assemblies and Year Meetings promote good behaviour and highlight the effects of antisocial and unjust behaviour. The Learning Mentor is used to support students who are experiencing difficulties in their relationships with others students.

APPENDIX 5

CRITERIA FOR EVALUATION

- Students' involvement in, and commitment to, the Anti-Bullying Policy;
- Students involvement in, and commitment to whole-school anti-bullying campaigns (eg Blue Friday);
- Evaluation of this aspect of the PSHE programme (staff and students);
- The extent to which students demonstrate good habits of work and behaviour;
- Students' self-esteem;
- Analysis of incidents of bullying with respect to patterns – people, places, group;
- Attitudes to one another, to teachers, to other staff, to visitors etc.