



Anti-Bullying Policy

Mission statement

- *"We are an inclusive Community school, proud to be valued citizens serving the borough of Rochdale."*
- *"We provide a captivating learning experience and foster a culture of the highest expectations for all"*
- *"We ensure every individual is challenged, motivated and inspired to be the absolute best they can be in all that they do."*

Date signed by Chair of Governors:
October 2019

Date to be reviewed:

September 2021

Oulder Hill's Anti-Bullying Policy

Definition of bullying

Bullying is behaviour by an individual or group usually repeated over a period of time, that intentionally hurts another individual or group either physically, materially or emotionally.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Statement of intent

Oulder Hill believes that:

Bullying, including cyber bullying, is undesirable and unacceptable
Bullying, including cyber bullying, is a problem to which solutions can be found
Seeking help and openness are regarded as signs of strength not weakness
All members of our community will be listened to and taken seriously
Everyone has the right to enjoy and achieve in an atmosphere that is free from fear
All of us have a responsibility to ensure that we do not abuse or bully others
Children and young people should talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously
~~Children and young people should be involved in decision-making about matters that concern them~~
We all have a duty to work together to protect vulnerable individuals from bullying, including cyber bullying, and other forms of abuse
We tackle bullying, including cyber bullying, best by encouraging an environment where individuality is celebrated and individuals can develop without fear.

(Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. DfES 'Preventing and Tackling Bullying')

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The aims and objectives of the policy

Following consultation with the Student Council, Parent Forum, Governors and members of the school and Grosvenor staff, Oulder Hill has agreed the following aims:

- To assist in creating an ethos in which attending Oulder Hill is a positive experience for all members of our community
- To make it clear that all forms of bullying, including cyber bullying, are unacceptable at Oulder Hill
- To enable everyone to feel safe while at Oulder Hill and encourage pupils/children/young people to report incidents of bullying, including cyber bullying
- To deal with each incident of bullying, including cyber bullying, as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change
- Use restorative practices to effectively resolve issues.
- To liaise with parents and other appropriate members of our community
- To ensure all members of our community feel responsible for helping to reduce bullying.

The objectives of the policy:

- Our whole community can evidence ownership of the school/setting anti-bullying policy and have signed our pledges.
- To maintain and develop effective listening systems for children, young people and staff within Oulder Hill Community School
- To ensure all staff deal with incidents of bullying, including cyber bullying, effectively and promptly.
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school/setting community (e.g. midday supervisors, part-time staff/volunteers, partners) in dealing effectively with, and if necessary referring, bullying, including cyber bullying, incidents
- To communicate with parents and the wider school/setting community effectively on the subject of bullying through leaflets and on the website.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying, including cyber bullying, are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

Prevention

Everyone involved in the life of the school/setting must take responsibility for promoting a common anti-bullying approach. At Oulder Hill Community school we use a wide range of strategies in order to try and prevent bullying across our school that could include:

- All students receive assemblies on Bullying and the implications/effects of this on others as well as additional assemblies on Cyber Bullying.
- All students in every year study a scheme of work on Bullying in PSHEE. Parts of this work are delivered by the anti-bullying team.
- Trained Peer Mentors (Year 10) are attached to Year 7 & 8 classes to support these students with any bullying and friendship issues.
- Peer Mentors run drop-in sessions at lunchtime for students who have bullying issues.
- All students see their Form Tutors at the start of the morning and afternoon session where they can disclose issues.

Student Leaders (Year 11) also support students who have any issues.
A 'Bullying Box' is available outside the Student Services office for students to write down their concerns. This is emptied by the Peer Mentors and they follow up issues.
During Anti-Bullying Week the students follow an additional scheme of work during Tutorial sessions. Peer Mentors also go into local primaries and deliver assemblies there.
Supervised rooms are made available at break and at lunchtime for students who feel vulnerable or who may have been victims of bullying.
Year Managers and Pastoral Managers are non-teaching staff so they are available at any Time of the day for students to come to them.
High staff presence on duty during non-teaching times such as break and lunch.
Peer Mentors act as playground pals and look out for vulnerable children at break and lunch.
Promote staying safe in Cyberspace during Cyber Bullying Week with assemblies and additional resources for tutorial.
Classroom intervention when any bullying takes place –a zero tolerance approach.
Peer mentoring of students who are suffering persistent bullying –who find it easier to talk to a [trained] peer mentor than a member of staff-all information fed back to staff
Identification of 'black-spots' in and around the school buildings - more staff on duty here.
Oulder Hill believes strongly in the use of restorative practices in resolving conflict situations and believes that this has the highest success rate and helps to prevent any further incidents.

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Reacting and responding to an incident

Before recording an incident it may be useful for staff to consider the following:

Has the incident with the same person or people occurred several times within a reasonable y short period of time?

Is it a disagreement or the result of play which has got out of hand?

Is it a 'falling out of friends' matter?

Are you sure that the child has not had at least partial responsibility for the incident? D Can you recognize a pattern to the incidents?

Have you noticed any change in the child's behaviour?

(Although incidents may not be bullying, including cyber bullying, they should always be followed up thoroughly in the school/setting and dealt with appropriately.) All incidents of bullying (as defined above) will be recorded by the school/setting. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation. Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident or investigation will be documented and added to the incident log.

The school will use the L.A recording system and Data from the monitoring and recording of incidents (including 'nif' returns) will also inform policy review and will be seen by Governors and SLT once a term.

This policy was written in consultation with the following groups and is linked to the following policies:

Student Council
Parent Forum
Teachers
Support staff

Grosvenor staff
SLT Governors

Policies

Behaviour policy, Child protection/Rochdale Borough Safe guarding procedures, Equality Act, Rochdale Local Authority Anti- bullying policy.

Review

This policy will be reviewed after **2 years**

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents/carers, governors, support staff.

