

Oakwood Junior School Anti-Bullying Policy



Written by:	Mrs Fray
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Version:	2

'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.' (Education Observed D.E.S)

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations



This policy is based on DfE guidance “[Preventing and Tackling Bullying](#)” July 2017 and supporting documents. It also considers DfE statutory guidance “[Keeping Children Safe in Education](#)” 2024.

Key Contact Personnel

- Nominated Member of Leadership Staff Responsible for the policy: Mrs Atwal
- Designated Safeguarding Lead: Mrs Atwal
- Deputy Safeguarding Lead: Mrs Fray
- Named Governor with lead responsibility: Mr Wood

1) Policy objectives:

This policy outlines what Oakwood Junior School will do to prevent and tackle all forms of bullying.

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

2) Links with other school policies and practices

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

- Behaviour policy
- Complaints policy
- Child protection policy
- Whistleblowing policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct

3) Links to 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 Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

4) Responsibilities

It is the responsibility of:

- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils and staff to abide by the policy.

5) 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 and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; up-skirting; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours, this is not an exhaustive list

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

6) Forms and types of bullying covered by this policy

Bullying can happen to anyone, adult or child. 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 cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):

7) School ethos

- Oakwood Junior School community 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.
- Our staff recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Ensure our pupils/ adults 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.

Recognises the potential impact of bullying on the wider family of those affected 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
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Odyssey Collaborative Trust and other relevant organisations when appropriate.

8) Responding to bullying

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern
- A School Behaviour Report form is to be completed and handed to the Headteacher or member of the SLT (Appendix 1).
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken as appropriate and in line with child protection 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 may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including early help or children's social care, 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 cyberbullying), the school will ensure that the concern is fully investigated. If required the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Where bullying includes adults, the bullying will first be investigated by the Headteacher, The Chair of Governors will be informed and an investigation may take place in-line with the School Disciplinary Policy, reference will be made to the Staff Code of Conduct.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied 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 and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - 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.

Communication Books / Sanctions

A child can be given a communication book to take home as a form of communication focusing upon daily behaviour at the discretion of the Headteacher and agreement with the parents.

If a serious incident occurs, sanctions can include missing playtime or lunchtime-play and spending time with the Senior Leadership Team or the Learning Mentor, working in a different class, missing out on a class treat or even missing out on a trip/ other event, the most serious sanctions may result in suspension or exclusion. The sanction will be dependent upon the incident and the severity of the sanction will correlate to the level of unacceptable behaviour. Parents/carers will be contacted by the SLT or the Learning Mentor. Meetings may need to be arranged so that the behaviour and sanction is discussed fully with the parents/carers. Further meetings may be arranged to discuss progress being made.

The child may have a behaviour plan with agreed targets to support behaviour.

Serious Incidents

At Oakwood Junior School we consider a 'serious incident' as one of the following:

- Bullying – of any nature as described above
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Swearing

Supporting pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, Learning Mentor or a member of staff of their choice.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).
- Opportunity to spend time with the school therapy dog 'Ron'.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

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 unacceptable.

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

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher or Chair of Governing Board.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.

9) 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 SEN and disabilities to be disproportionately impacted by bullying and 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 those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones, and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Education and Training

The school community will:

- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, etc.
- Always investigate any allegations of bullying and have the attitude that ‘it could happen’; we will not dismiss any complaints of bullying.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.

10) Involvement of pupils

We will:

- Involve pupils in decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Initiate program of ‘Anti-Bullying Ambassadors’
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure pupils are aware that there will be appropriate sanctions for any form of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

11) Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carer to ensure they are aware that the school does not tolerate any form of bullying; this includes name-calling, aggressiveness, threatening behaviour, swearing, shouting or other derogatory language used to undermine staff. Any bullying or inappropriate behaviour may be met by sanctions being posed, e.g. a ban from the school grounds.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Encourage parents to work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Headteacher will be informed of bullying concerns as appropriate and will inform the Chair of Governors and the CEO of the Trust, of any serious incidents of bullying.

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

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
PSHE Association: www.pshe-association.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- 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-ofpractice-0to-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/ukcouncil-forchild-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

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

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

Appendix 1 Oakwood Junior School Behaviour Report Form



Location/event: _____

Date of Incident: _____ Time

of Incident: _____

Type of behaviour displayed/experienced: (please tick)			
Isolation/being ignored or left out		Possessions/kit taken or damaged	
Physical/being hit or hurt		Forced into actions against will	
Verbal/name calling, taunting, mocking, threatening		Written	
Cyber/on-line, social media, email, text, posting photos videos		Spreading rumours	
Other (please specify)			

Names of individuals involved:

		Gender	Age	Role*
1				
2				

3				
4				

***Role: V** Victim **P** Perpetrator **A** Associate **B** Bystander **Where did the behaviour occur?**

Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin/religion	
Disability/SEN/Sports ability		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	

Brief summary of the behaviour:

Actions taken and personnel involved:

Name and signature of person completing this form

Date: