

ANTI-BULLYING POLICY



All One In A Million Free School Policies have been devised to ensure that:

- *OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence;*
- *Students from all backgrounds and all abilities are welcome;*
- *Each student has the opportunity to flourish and achieve their potential;*
- *We value the individuality of each student within the context of membership of our community;*
- *We are committed to raising educational attainment and improving our students' life chances;*
- *We provide an environment in which all students are self-aware, self-disciplined and confident;*
- *All students will understand how to make a positive contribution to our extended community;*
- *Academic, creative and personal achievement is supported through focus on Sport, Arts and Enterprise.*

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: April 2023

Next review: April 2026

This policy is informed by:

‘Preventing and tackling bullying (advice for head-teachers, staff and governing bodies), Oct 2014’

‘Section 89 of the Education and Inspection Act 2006’

‘The Equality Act 2010’.

Aims and Objectives of the One In A Million Free School Anti-Bullying Policy

One In A Million Free School (OIAMFS) offers students a balanced and broadly based curriculum which:

- *Promotes the spiritual, moral, cultural, mental and physical development of students at the OIAMFS and of society;*
- *Prepares students for the opportunities, responsibilities and experiences of adult life.*

OIAMFS aims to:

- *Eliminate the incidence of bullying in OIAMFS*
- *Create a safe environment for all students and staff.*

OIAMFS will work towards these aims in partnership with all students, parents/carers and any external agencies involved. The aim of the anti-bullying policy is to clarify the system of dealing with a bullying incident and outline the content and manner in which antibullying education will be delivered.

What is bullying?

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

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is One In A Million Free School's first priority, but emotional bullying can be more damaging than physical. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship that makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Morals and Values Framework

It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated because the OIAMFS community has agreed our values and culture. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- *Physical - hitting, kicking, pushing, punching or any use of violence, theft*
- *Racist – racial taunts, graffiti, gestures*
- *Verbal - name calling, sarcasm, spreading rumours, teasing, racist remarks*
- *Cyber – all areas of internet, misuse of technology*
- *Sexual – unwanted physical contact or sexually abusive comments*
- *Homophobic – because of, or focusing on, the issue of sexuality*
- *Emotional – being unfriendly, excluding, tormenting.*

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or being truant from school. All students will be encouraged to report bullying in our school.

OIAMFS staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with the OIAMFS anti-bullying policy.

Signs and Symptoms

A young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a learner:

- *Is frightened of walking to or from school*
- *Doesn't want to go on the school / public bus*
- *Begs to be driven to school*
- *Changes their usual routine*
- *Is unwilling to go to school (school phobic)*
- *Begins to truant*
- *Becomes withdrawn anxious, or lacking in confidence*
- *Starts stammering*
- *Attempts or threatens suicide or runs away*
- *Cries themselves to sleep at night or has nightmares*
- *Feels ill in the morning*
- *Begins to do poorly in school work*
- *Comes home with clothes torn or books damaged*
- *Has possessions which are damaged or "go missing"*
- *Asks for money or starts stealing money (to pay bully)*
- *Has dinner or other monies continually "lost"*
- *Has unexplained cuts or bruises*
- *Comes home starving (money / lunch has been stolen)*
- *Becomes aggressive, disruptive or unreasonable*
- *Is bullying other children or siblings*
- *Stops eating*
- *Is frightened to say what's wrong*
- *Gives improbable excuses for any of the above*
- *Is afraid to use the internet or mobile phone*
- *Is nervous & jumpy when a cyber message is received.*

All OIAMFS staff must be alert at all times to signs of bullying and act promptly and firmly against it in accordance with the OIAMFS anti-bullying policy.

Expectations

OIAMFS has the expectation that all students can and will conform to the OIAMFS code of conduct. We have an understanding that this is how we do things at our school. It may not be how people behave outside of school – nonetheless this is “THE ONE IN A MILLION FREE SCHOOL WAY”.

These expectations extend to all parents and visitors and OIAMFS staff will not have to tolerate anyone who speaks to them in an offensive, aggressive or threatening manner.

OIAMFS will seek to include all students and it may be that for a minority of students who have clearly defined special or medical needs, a different set of expectations regarding behaviour may be negotiated. This will be done on the basis of meeting the needs of a particular student. OIAMFS recognises that this creates a ‘grey area’, and that nothing is ‘black and white’, but does so because we believe that every child is ‘one in a million’ and we must make reasonable adjustments if we are to be truly inclusive.

Equal Opportunities

OIAMFS is committed to working towards equal opportunities in all aspects of School life. All resources used will support this commitment.

Content

The anti-bullying education programme will:

- *Provide information that is relevant and appropriate to the age and developmental stage of the students*
- *Develop skills of assertiveness, communication and effective dialogue in relationships, enabling students to deal with conflict and feelings e.g. Anger*
- *Encourage the exploration and clarification of values and attitudes, rights and responsibilities*
- *Foster self-esteem, positive self-image and confidence.*

Topics and themes will be revisited taking account of the students’ development and the spiral curriculum concept.

Topics will include:

- *Feelings and relationships*
- *Personal safety*
- *Lifestyles and culture*
- *Growing up*
- *Conflict resolution*
- *Peer pressure Organisation*

Anti-bullying education will be co-ordinated by the Directors of Teaching and Learning in close co-operation with the Senior and Vice Principal.

Delivery will be:

- *As topics within the PSHE/ Citizenship programme*
- *Addressed occasionally in assembly time*
- *Through Form Time*
- *From Coaching Team Leaders with individual students.*

Active learning methods, which involve students' full participation will be used.

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

E-safety is a key concern and OIAMFS endeavours to ensure that all technologies are set up with E-safety in mind. OIAMFS recognises its responsibility in the need to educate young people about the benefits, risks and responsibilities of using information technology. Learners are encouraged to understand and use technologies in a positive way and OIAMFS supports all learners in developing safer online behaviours, both in and out of the school environment.

Sexual Bullying

OIAMFS believes that sexual bullying is a serious issue, which needs to be consistently challenged both in and out of school. Sexual bullying includes a wide range of behaviour from name calling to physical sexual assault.

It's impact on 'victims' can be profound and as such it needs to be treated as a significant concern by parents, teachers and society in general.

In extreme cases prejudice-motivated bullying and harassment can also be considered a hate crime. You can read the Home Office definition of a hate crime here, which includes a crime motivated by sexual orientation.

The National Union of Teachers (NUT) defines sexism as, "Behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'". (NUT, Policy Statement on Preventing Sexual Harassment and Bullying, 2007, www.teachers.org.uk)

Examples of sexist incidents include:

- *Abusive, sexualised name calling*
- *Unwelcome looks and comments about someone's appearance or attractiveness*
- *Spreading rumours of a sexual nature*
- *Inappropriate and uninvited touching*
- *Inappropriate sexual innuendo and/or proposition*
- *Graffiti with sexual content*
- *Display/circulation of inappropriate material of a sexual nature*
- *Badges or clothing depicting inappropriate sexual innuendo or language*
- *In its most extreme form, sexual assault or rape.*

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect: -

- *Young people who are lesbian, gay or bisexual (LGB)*
- *Young people who are thought to be lesbian, gay or bisexual*
- *Young people who are different in some way – they may not act like the other boys or girls*
- *Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual*
- *Teachers, who may or may not be lesbian, gay or bisexual*
- *Incidents of homophobic behaviour or language will be directly and promptly challenged by all members of the OIAMFS teaching and support staff and the topic will feature as part of the PSHCE curriculum.*

Transphobic bullying

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes. For example – students pestering a trans young person with questions about their gender such as ‘are you a real boy?’ or ‘are you a boy, or are you a girl?’ or asking invasive questions like ‘do you wear knickers or boxers?’ or ‘what body parts do you have?’ – a girl being teased and called names referring to her as a boy or trans because she wears trousers or ‘boys’ clothes’ – a boy who tells his friends that his dad is now his mum suffers other students laughing and repeatedly telling him ‘that can’t happen – your dad’s a freak.

Bullying based on religion or belief

This behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief.

It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

No forms of religious intolerance are tolerated within OIAMFS and are promptly challenged by teaching and support staff.

Bullying outside OIAMFS

Staff at OIAMFS do have the power to discipline learners for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Principal will also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a learner. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Guidelines on Responding to Incidents

OIAMFS will treat seriously all incidents that are brought to the attention of the staff. The victim will be listened to. A record of the incident will be documented on an incident/referral form and appropriate actions will be taken. Parents/guardians will be notified and kept informed.

Witnesses will be interviewed and a record made.

The perpetrators will be interviewed and a course of action will be decided dependent on individual circumstances.

Outline of Monitoring Procedures

Records will be kept of all reported bullying incidents (including logging on the OIAMFS's MIS) by the appropriate Coaching Team Leader (CTL) or SLT member, who will provide support to students and liaise with parents. An observation in the record will be made as to how these facts were obtained e.g. hearsay, gossip, observation, the age and gender of all students involved, the nature of the incident and type of response made. The bullying records will be regularly monitored and follow up interviews with students will be implemented.

A factual brief summary of the incident will be placed in the victim's and bully's file. These records can be accessed by the Year Leader, CTL and SLT and are available for viewing on an appointment basis. These files will be held according to OIAMFS policy. Student questionnaires will be undertaken on a regular basis and findings will be published.

The OIAMFS Student Council will be regularly updated on and asked to report their findings and concerns.

The Role of External Agencies and Procedures for their Involvement

As appropriate, external agencies will be used to support and assist the teachers in the development of the classroom-based work and on a one to one basis. They will be required to work within the school's moral framework outlined earlier. Every individual who has contact with the students will have an appropriate DBS check or will be escorted in line with OIAMFS's safeguarding practices.

Confidentiality

Learners will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or Suspicion of Possible Abuse

OIAMFS has a Safeguarding Policy and procedure for dealing with abuse based on DfE guidelines and recommendations. This policy is available on request.

Consultation with Parents/Carers

Parents/carers will be notified and kept informed.

The Principal will be informed of all bullying incidents. He will be involved in parent/carer liaisons and kept regularly updated.

Complaints Procedures

Any complaints about the anti-bullying procedures or programme should be made to the Deputy Vice Principal who will report to the Governors via the appropriate committee.

Disciplinary Procedures

OIAMFS will handle each case individually and sensitively, recognising that the future of the learners involved could be affected by the decision and subsequent action employed.

Training

As a part of on-going training for staff there will be Continuing Personal Development (CPD) activities with specific reference to bullying.

HIV/Aids Policy

OIAMFS follows the procedure outlined by the local authority with regard for supporting students or staff infected or affected by HIV/AIDS.

Incidents Outside the School

The procedures laid out in this policy equally apply to any incidents off school premises where the student/s are involved in school activities. Incidents outside the school may be communicated to the police.

Dissemination of the Policy

All staff members and governors will have access to this policy via the Central Information on GDrive.

Monitoring, Evaluation and Review of the Policy's Effectiveness

Possible success indicators, which will indicate the effectiveness of the programme, will include:

- *Rare reports of bullying*
- *More learners reporting that they perceive that OIAMFS is trying to do something to reduce and prevent bullying*
- *Young people feel that there is little or no bullying in school*
- *All staff respond promptly to bullying behaviour.*

Feedback from staff, parents/carers and learners will indicate the effectiveness of the procedures and education programme.

The policy will be reviewed every two years using a consultative process, which identifies teacher, young people and parent/carer feedback on the anti-bullying education programme.

The Principal will report to the Governors via the Principal's Report to Governors. A nominated governor will have a link role between OIAMFS and Governing Body.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Other policies which have relevance to the anti-bullying policy are:

- *PSHCE*
- *Equal Opportunities*
- *Safeguarding*
- *Positive Behaviour*
- *Health and Safety*
- *Sex and Relationships Education*
- *Sexual Violence and Harassment*
- *Special Needs*
- *Drugs Objectives:*
 - *To provide a shared understanding between teaching and support staff, learners, and parents/carers of what bullying is*
 - *To ensure that there is an effective system of monitoring bullying incidents in place*
 - *To provide guidance on how bullying incidents should be responded to*
 - *To set out a programme of awareness raising and education on the issue with both staff and learners*
 - *To assure learners and parents/carers that bullying within the OIAMFS learning community will not be tolerated and that learners will be supported on those occasions when bullying is reported.*