

Oakfield Short Stay Primary

Anti-Bullying Policy

November 2025

Introduction

At Oakfield Short Stay Primary we aim to provide a safe, caring and friendly environment for learning, for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity.

We recognise that a school has a responsibility to understand of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Policy development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings,
- Management Committee – discussions at meetings

- Parents/carers – parents will be encouraged to contribute by taking part in parent meetings, parent focus groups with our family support workers
- Children and young people – pupils contribute to the development of the policy through the reflection time, discussions etc
- Other partners- representatives from the local community through consultation

This policy is available

- Online at <https://www.oakfield.leics.sch.uk/policies/>
- From the school office

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the Management Committee, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

The Designated Safeguarding Leads for Oakfield North is Lewis Pegg and Oakfield South Craig Collins

The safeguarding lead for all Oakfield sites (Primary and Secondary) is Netsai Muzuva

Deputy Designated Safeguarding Leads are:

Claire Smmith – Senior Family Support Worker
 Georgina Cole – SENCo/Inclusion Coordinator
 Christopher Brown – SENCo/Inclusion Coordinator
 Rachel Fisher – Interim Deputy Headteacher
 Robin Brill – Class/Inclusion Teacher
 Janine Jenner – Class/Inclusion Teacher
 Sarah Percy – Class/Inclusion Teacher

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti – Bullying Co-ordinator in our school are: - Kim Roberts

Their responsibilities are: -

- Policy development and review involving pupils, staff, Management Committee members, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Supporting the recording and reporting of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate with the Senior Family Support Worker and Senior Leaders
- Coordinating strategies for preventing bullying behaviour

The nominated Management Committee member with the responsibility for Anti- bullying (Behaviour) is:
- Julie Ann-Biddles

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behavior can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Oakfield Short Stay School recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Oakfield will treat any use of AI to bully pupils in line with this policy

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
-

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

All incidents are recorded on CPOMs. DSLs provide regular training for staff around how and what to record when logging an incident. Pupils and young people are supported in their knowledge and understanding of bullying through curriculum and parents/carers are supported by our Family Support Workers who provide information and signposting.

All incidents of bullying will be reported on CPOMs detailing the nature of the incident and involvement of the following groups:

For children and young people including bystanders this will be reported to a member of staff or senior leader on site.

For parents and carers the same process applies and Family Support Workers may be a part of this process to support confidential reporting.

For staff and visitors reporting to a senior leader or DSL or if the nature of bullying involves the Headteacher this will be reported direct to the Chair of Management Committee Mrs Karen Allen.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

The school will take the following steps

- Interviewing all parties including target, perpetrator and all others involved
- Informing parents/carers once an incident has been raised
- Consider the context of individual cases including any protected characteristics for target and perpetrator and how this may influence any actions taken
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour for Learning Policy and context. All incidents are recorded and should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, in particular keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime
- Liaise with the DSL if there are any safeguarding issues to consider- who may refer on to other agencies

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform planning of interventions. Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be discussed by staff in regular staff meetings and/or staff briefings and debriefs. This information will be stored in accordance with GPDR

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Oakfield Short Stay Primary have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Anti-Bullying week annually in November and Safer Internet Day in February

- PSHE/Citizenship lessons and cross curriculum themes including work on challenging prejudice-related language and behaviour and challenging unconscious bias
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice
- Peer mentoring schemes
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers

- through parent/carer information events

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities (LSA/Escort)
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Anti-bullying Alliance online training modules for all staff

Links with other policies

Policy	Why
Peer on Peer Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording PSHE/Citizenship Strategies to prevent bullying as part of a structured PSHE programme
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

