Oxfordshire Hospital School Anti Bullying Policy

Person responsible for Policy:	Headteacher
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Headteacher's Signature: Date: 09/02/21	
Signature of Chair of the Governors: Date: 09/02/21	

Updates to this version

Date	Section	Update	Reason

OHS Anti-Bullying Policy

Introduction and Aims

At the Oxfordshire Hospital School, we are committed to working with children, staff, governors and parents/carers to create a school environment where commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.

At the Oxfordshire Hospital School we believe in putting pupils at the heart of everything we do. Through trust, positive relationships and a commitment to working together, we inspire pupils to do their best.

Bullying of any kind is unacceptable and will never be tolerated at our school.

At the Oxfordshire Hospital School, we promote the values of:

- Resilience
- Respect
- Hope
- Curiosity
- Equality
- Kindness

We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.

This policy should be read in conjunction with the following:

- Promoting Positive Behaviour Policy
- Equality Information
- Relationship and Sex Education Policy
- Safeguarding Policy
- SEND Policy

All policies can be found on the policies page of our school website.

What is bullying?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face and online."

- Anti-Bullying Alliance

Table 1: Source - Psychology Today

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it*— even when you tell them to stop or show them that you're upset—that's **BULLYING.**

Whether intended or not, hurtful behaviour must be challenged.

Everybody has the right to feel safe.

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

Below are some factors that can make people vulnerable to bullying:
When dealing with bullying-related incidents, schools must refer to the Equality Act 2010 and the 9 protected characteristics within it.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:
▪ are in foster care or residential homes (Children We Care For)
▪ are understood to be at risk from a range of safeguarding or Child Protection issues
▪ have specific special educational needs
▪ have a disability or impairment
▪ are from minority ethnic backgrounds
▪ are refugees or asylum seekers
▪ start school or an activity group mid term
▪ are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
▪ speak a first language other than English
▪ are young carers
▪ have suffered bereavement
▪ have suffered domestic violence
▪ have experienced physical or emotional trauma
▪ have a parent that was a victim of bullying
▪ experienced poverty or deprivation
▪ are perceived as different in some way

Types of bullying:

Bullying behaviours can include:

The repeated negative **use of bodily contact** to intentionally hurt others.
▪ Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.
▪ Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter (click here to view the Anti-Bullying Alliance's 'Banter or Bullying?' webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.

The repeated negative **use of actions, which are neither physical nor verbal,** to intentionally hurt others.
▪ Non-verbal harm – e.g. staring, body language, gestures.
▪ Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

The repeated negative **use of technology as a medium** to intentionally hurt others.
▪ Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

The repeated negative treatment of another **incited by a parent/carer.**

We acknowledge that some acts of bullying will constitute a criminal offence (Bullying and the law – Anti-Bullying Alliance). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

> *'Where bullying outside school is reported to school staff, it should be investigated and acted on.'*
> (DfE Preventing and Tackling Bullying, p.6)

For more information, refer to the below Department for Education (DfE) publications:
▪ Bullying outside school
▪ Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
▪ Education and Inspections Act (2006)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend the Oxfordshire Hospital School, we will seek advice and guidance from the pupil's enrolled school and local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Possible indicators of bullying

We recognise that the following behaviours may suggest that someone is being bullied:
- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction
- This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- The school culture facilitates Anti-Bullying conversations with pupils who will be made aware of our expectations.
- All staff are trained in Advanced Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.
- All staff have completed the NSPCC / CEOP Online safety training that includes online bullying
- At the Oxfordshire Hospital School, we have high expectations of behaviour which we promote throughout all lessons and interactions with pupils.
- The PSHE programme of study includes opportunities for pupils to learn:
  - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
  - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
  - that people sometimes behave differently online, including by pretending to be someone they are not.

- o that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- ▪ Anti-Bullying Week in November is observed to help raise pupils' awareness of bullying and derogatory language.
- ▪ Difference and diversity are celebrated across the school through diverse displays, books and images.
- ▪ The school values of equality and respect are embedded across the curriculum – we aim to be inclusive in everything that we do.

Reporting – Roles and Responsibilities

Governors

The Governing Board has a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.

Headteacher

It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.

The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.

The Headteacher, supported by OHS staff, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.

Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.

Anti-Bullying Lead

The DSL will act as the Anti-Bullying Lead and, with the support of the headteacher, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.

In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at the Oxfordshire Hospital School.

Our Anti-Bullying Lead is: Daniel Lawrence

Staff (Teaching and Non-Teaching) / Adult visitors
Staff

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At the OHS, we believe that **the behaviour we ignore is the behaviour we accept.**

All adults at the OHS should aim to:
- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

Staff and governors are asked to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

Role of Parents / Carers

At the OHS, we aim to work closely with parents/carers so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via our newsletters, website and the setting specific Parent/Carer Handbooks which is reviewed annually and signed by the headteacher, parents/carers and children.

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

We will consider all behaviour as communication in the context of the child's medical needs. We will work closely with parents and other professionals to find strategies to reduce unwanted behaviour. If parents/carers have concerns about the way that their child has been treated, they should initially contact the Leaders of Learning. If concerns remain, parents/carers should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers should speak to the headteacher.

For more information, go to Oxfordshire County Council's 'Help if your child is being bullied' webpage.

Dealing with an Incident

Most of our work is 1:1 with pupils but there are times when we will bring groups of pupils together. In our Outreach Teaching Service this may be on our LORIC programme at the Hill End Outdoor Education Centre. At the Highfield Unit some of the pupils will be taught together in small groups. In the Children's Hospital Teaching Sector we may bring small groups of pupils together in one of our classrooms. The pupils are always highly supervised in these situations due to the nature of their physical or mental health needs. We will always challenge unkind behaviour from one pupil to another at the time it happens or very soon afterwards if this is more appropriate.

Many of the pupils we work with will have experienced bullying in their enrolled school or in the community. Where we become aware of this we will work closely with pupils, parents and enrolled schools to ensure these issues are dealt with by the enrolled school.

If bullying has been reported, the following actions will be taken:

Stage 1

1. Within an inpatient setting, we will first consult with the relevant medical team before considering any action.

2. staff will work through the 5 restorative steps with any pupil involved in conflict/bullying.

   What are the '5 Steps of Restorative Practice'?

   Step 1: Tell the story - What has happened? Start from the beginning… What happened just before that?
   Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?
   Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
   Step 4: Needs – What do you need in order to find closure? What do you need to move forward?
   Step 5: What next? What do you think will make things better? What needs to happen?

   Pupils may initially do this in writing, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and staff and parents, of all pupils involved, will be notified in addition to enrolled schools.

3. The incident will be recorded on School Pod without delay as a safeguarding concern.

Stage 2

Should pupils continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Promoting Positive Behaviour Policy to safeguard any pupils who have been harmed by their behaviour. This will be decided by the headteacher.

Staff will offer support to any pupils who have been harmed and take necessary action to make sure they feel safe and reassured – with the pupil's consent, this may involve a restorative meeting that produces a written agreement between all pupils involved.

For incidents beyond stage 2, a review meeting will take place involving parents and professionals to address the concerns. Where appropriate this will take place as a TAF, CinN, CP or CPA meeting. This meeting will consider steps necessary to address the pupils behaviour and keep other pupils safe.

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher will take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Recording and Reporting

The OHS records incidents of bullying on School Pod as a safeguarding concern and analyses patterns of behaviours as part of weekly SLT Safeguarding Supervision meetings. Reflection sheets, completed by children as part of our restorative approach, are uploaded to School Pod safeguarding concern slips. Termly feedback is made available for governors via the headteacher's report.

Pupil Voice

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Board (and the Local Authority) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

The policy should be read in conjunction with:

- ▪ Keeping Children Safe in Education (statutory guidance)
- ▪ Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- QCA Behaviour Assessment Pupil Voice (years 5 – KS4)