Oxfordshire Anti-Bullying Policy Guidelines – August 2016

Includes a definition of bullying that should be developed from consultation of whole school community – Governors, Parents, School Adults and Students   • Department for Education: **'behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'** https://www.gov.uk/government/publications/preventing-and-tackling-bullying   • SEAL definition: Bullying means that one child is **deliberately** (usually) using his or her **power** over another to make them feel bad. Bullying is not having a single argument or fight with some. It isn't saying something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) **over a period of time**.
Use of language   Ensure that your policy uses alternatives to the words bully and victim. Labelling young people as bullies or victims implies fixed roles rather than current behaviour. Labelling the behaviour rather than the child will promote change. This language also impacts on parents/carers. It is better to refer to the young person or child who is doing the bullying and the target of the bullying.
Defines all methods and practices of bullying (e.g homophobic and biphobic, gender based, sexist, sexual and transphobic bullying, racism and religion SEN and disabilities). Further guidance can be found in Oxfordshire guidance "Dealing with Prejudice-Related Incidents and Prejudice-Related Bullying" which can be accessed in the policy and guidance section of the Oxfordshire Schools Intranet Anti-Bullying Web pages http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance
States that discriminatory language is not acceptable and will be challenged (as above relating to all groups who may be discriminated against) For example the Stonewall school report 2012 found that 99 per cent of those LGB young people regularly hear the phrases 'you're so gay' or 'that's so gay' at school. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent. Further details of how to challenge homophobic, language can be found here http://www.stonewall.org.uk/get-involved/education/secondary-schools/homophobic-language-materials   This guidance can be adapted for all forms of discriminatory language
References bullying outside of school e.g. journeys to and from school, extended services, cyberbullying. The Education and Inspections Act 2006 gives Head teachers the power "to such an extent as is reasonable to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to regulating cyberbullying)"   DfE cyberbullying guidance states that "All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school". The guidance also states that "*where bullying outside school is reported to school staff, it should be investigated and acted on*" https://www.gov.uk/government/publications/preventing-and-tackling-bullying   "Behaviour and Discipline in Schools" (DfE 2016) states that "Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school

premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils".

For further information please see https://www.gov.uk/government/publications/preventing-and-tackling-bullying and Oxfordshire E-safety Cyberbullying toolkit 2016 which can be accessed via the Anti-Bullying Web Pages on the Oxfordshire Intranet in the http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance section or by contacting jo.brown@oxfordshire.gov.uk

Dealing with an incident
- Includes details of how an incident of bullying will be dealt with including examples of different kinds of bullying and what will actually happen and what sanctions or actions are likely to take place
- Backed up by a protocol which provides staff with a detailed checklist of how to respond to an incident, including procedures, good practice, and how to record the incident
- Please refer to Oxfordshire Check list for managing a bullying incident (docx format, 179KB) for more information

Response
- Gives details of the strategies the school uses to support "targets" of bullying including examples
- Gives details of the strategies used to support children who bully others including examples

Prevention
- Includes details of preventative strategies that schools use to address bullying

Parents/carers
- Provides Information for parents about bullying and how they should support their child and communicate with the school
- Information includes: Spotting the signs of bullying, how to talk to your child, how to contact the school and who to speak to, what to do if you are not satisfied with the schools response (speak to more senior staff, complaints procedure, independent sources of support). Further guidance on providing information to parents can be found on the http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance section of the web pages. Details of independent organisations which may be useful to parents are available at www.oxfordshire.gov.uk/anti-bullying
- Whole policy was written including consultation of parents/carers
- Parent/carer friendly version of policy developed by parents/young people

Students
- Provides information for young people about what to do if they are bullied or see or know of other young people being bullied
- Whole policy was written including consultation of young people
- Student friendly version of policy developed by them
- Example student anti-bullying leaflet (doc format, 1.2MB)

Review
- In the last 12 months