ANTI-BULLYING STRATEGY

Date of last review:	October 2026	**Review period**	2 year October 2028
Owner:	Ocean Academy		

Ocean Academy Poole

Anti-bullying strategy

This strategy should be read alongside the Ocean Academy Behaviour and Suspensions/Exclusions Policy, Staff handbook and Safeguarding policies. INTRODUCTION

"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 and is often motivated by prejudice against particular groups ……actual…….. or perceived differences."

Preventing and tackling bullying (Oct 2014)

"Bullying is a behaviour that can be defined as the repeated attack, physical, social or verbal in nature, by those in a position of power which is formally or situational defined, with the intention of causing distress for their own gain or gratification".

Valerie Besag 1989.

The Anti-Bullying Alliance defines Bullying as: 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'

HOW WE RESPOND TO BULLYING

Children have a right to learn in an atmosphere free from fear and intimidation. Ocean Academy does not permit bullying of any kind. The Governors and teachers of Ocean Academy will not tolerate bullying in any form and will deal with it firmly according to the procedures laid down. As part of the ethos of the academy, all efforts are made to

enhance the self-esteem, confidence and social functioning of every child, using a variety of techniques, strategies, teaching and learning styles. The staff will endeavour to offer respect and recognition to each individual child. Children need to be treated with consideration and respect if they are to respect and be considerate towards others.

No form of bullying is acceptable in our academy. If a bullying incident does occur, all children must be able to tell an adult and know that it will be dealt with promptly and effectively. This also means that any person, who may be aware of bullying incidents, has the responsibility to tell a member of staff.

All members of staff, adult helpers and pupils will understand what bullying is. Everyone will be aware of the academy's Anti-Bullying strategy and how to manage reports of bullying. All children should feel safe in the knowledge that they can talk to a member of staff/ adult about a situation if it arises. As an academy, we take bullying extremely seriously and all involved should be assured that they will be supported should a report of bullying occur. Bullying will not be tolerated.

WHAT WE DO

Our academy's Anti-Bullying Champion is Mr Beedie. He works alongside the academy's Safeguarding leads and Senior Leadership Team to ensure that procedures in place to address bullying are robust and that all incidents are recorded using My Concern and Arbor. Useful tools such as questionnaires and surveys, undertaken by staff/students/parents, provide the school with key information relating to areas for development. When necessary, the Anti-Bullying Champion will work alongside the class teacher and TA to monitor any incidents and respond accordingly by speaking to the children and parents involved.

Ocean Academy fully supports Anti-Bullying Week and the promotion of Anti-Bullying throughout the year. Ocean Academy currently holds the Anti-Bullying Alliance bronze, silver and gold anti-bullying awards.

We invite the Safer Schools Team (SSCT) in to discuss with the children about any matters affecting them and their age group.
Our Pastoral Care team (Mrs Simpson, Mrs Wallis and Mrs Elliot) spend time with any children feeling vulnerable or in need of additional support. They also discuss any concerns that may result from a conversation with the class teacher, a parent or carer.

A robust and consistent behaviour policy is in place across the academy and children have all agreed to the class charter for behaviour. All classes respond to British Values teaching and learning and a display in school explains this further.

Ocean Academy has a parliament where children are voted for by their peers to represent the children's voice. This is Ocean Academy's school council. In addition, Anti-Bullying Ambassadors support with friendship difficulties during break and lunchtimes.

Our Ocean Academy Anti-Bullying ambassadors have been recognised by Aspirations Academies Trust by completing the Aspirations Anti-Bullying Training programme and pledging to make a difference to the lives of others.

Regular assemblies support the children's understanding of bullying and, throughout the curriculum, children can role play and discuss bullying issues.

The role of PSHE in the curriculum is paramount, either treated as a cross-curricular thread or as a discreet area. It is of vital importance in helping the children get to grips with a variety of social problems they can or do face, through discussion, role-play and art. Bullying will be part of that and be a topic that is revisited regularly.

Every effort is made to ensure that the playground is as stimulating as possible, offering a variety of play opportunities and structured supervision of high-risk areas, such as the toilets or "corners" of the playground. All staff are offered additional training on bullying and how to deal with it, and the best deployment of their services is planned.

Children are actively encouraged to talk about bullying, not only in the classroom, but on an individual basis. They are told that it is okay to tell someone they trust. This doesn't have to be somebody necessarily in the academy but someone who the child feels he or she trusts, e.g. Parents. It is the teacher's job to listen to and believe the targeted

pupil and/or their parents in confidence.

Each new member of staff or helper has anti bullying information given to them through the induction process.



HARASSMENT, VICTIMISATION, BULLYING

Staff and pupils must receive the clear and consistent message that any form of harassment, victimisation or bullying will not be tolerated in the academy community.

Staff must never ignore or dismiss as "oversensitive" the victim's experiences of the above as to do so to fail them educationally and to condone, by implication, their attitudes and behaviour.

CATEGORIES

Bullying related to race, religion or culture. Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. Bullying around Racism, Religion and Culture: Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) or disabilities. Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Bullying involving children and young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common.

Manipulative bullying, where the perpetrator tries to get the target to act in a certain way – do something they should not do – when they may not be able to recognise that they should not do this.

Bullying that exploits, a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sounds.

Conditional friendship, where the victim is 'allowed' to be in the friendship group only on certain conditions. These are intended to get the target into trouble or to humiliate them and may put the target in danger.

Children with disabilities also report persistent, seemingly 'low level' bullying from which there is no let up. Eventually, the target 'snaps'. This is commonly seen among children on the Autistic spectrum. They can become uncontrollably angry when this occurs. Among children with disabilities of various kinds, a hierarchy can develop based on skills. Bullying can occur within such a hierarchy. For example, the sighted may bully the unsighted.

There are typically high levels of bullying between children with emotional and behavioural difficulties, as well as bullying of them by other children.

Young people with disabilities report being bullied in the street, on the bus, in shops or at college. Bullying related to appearance or health conditions and those with health or visible medical conditions, such as eczema or facial disfigurement, may be more likely than their peers to become targets for bullying behaviour.

Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying. Obvious signs of affluence (or lack of it), can also be exploited.

Sexual, sexist and transphobic bullying (sexual bullying), includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti, badges and clothing, circulation of inappropriate material of a sexual nature may be used. In its most extreme form it can lead to sexual assault or rape. Bullying UK links sexual bullying to domestic violence. (Go to www.bullying.co.uk for more information)

Transphobic bullying, refers to bullying because someone is, or is thought to be, transgender. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted. Homophobic bullying is bullying related to sexual orientation. Evidence of homophobic bullying suggests that young people who are lesbian, gay, bisexual, transgender or queer (LGBTQ+) or perceived to be, face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means "coming out" to teachers and parents before they are ready to. Prejudiced based language is unacceptable and therefore the term 'gay' as an insult is unacceptable and should always be challenged.

Bullying of young carers or children in care (or otherwise linked to home circumstances), children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated.

Children in care may also be vulnerable to bullying for a variety of reasons, such as not living with their birth parents or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in 'Looked After Learners: A Practical Guide for School Governors'. The Carers Trust (formerly Princess Royal Trust for Carers) and the Children's Society have both published information to help school and other staff identify and support young carers. This can be accessed via their websites e.g. 'Supporting pupils who are young carers' from the Children's Society at www.childrenssociety.org.uk/ and www.carers.org/ .

Environmental and family influences. Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common.

Some bullying at school may arise from trauma or instability at home related to issues of domestic violence. There are clear links between bullying and domestic abuse as both involve an abuse of power by the perpetrator. Sometimes children in domestic abuse situations can model the behaviour of the perpetrator and can display bullying behaviour themselves or be bullied.

Bereavement or the experience of being part of a refugee family are other instability factors and could mean a young person is more susceptible to bullying. Siblings of vulnerable children may themselves be the subject of bullying by association.

Cyberbullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc. Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying: those who have been bullied can go on to do the bullying themselves.

WHAT KINDS OF BEHAVIOUR COUNT AS BULLYING?

Any targeted, consistent and sustained behaviour by an individual or group which deliberately or thoughtlessly makes another person (or group) feel uncomfortable, inferior or isolated, which includes:

- Physical bullying – unprovoked pushing, kicking, hitting, pinching or any other form of violence or threats
- Verbal bullying – name-calling, sarcasm, spreading rumours and persistent teasing, derogatory name calling, insults and/or offensive jokes
- Social bullying - Offensive or derogatory graffiti, spreading rumours or malicious gossip to colleagues or parents, taunting - towards other children, children being deliberately ignored by others, e.g. "sending one person to Coventry"
- Sexual bullying – unwanted physical contact and abusive behaviour, provocative behaviour
- Emotional bullying – tormenting, threatening ridicule, humiliation and exclusion from groups or activities
- Racist bullying – racial taunts, graffiti and gestures
- Cyber bullying – using social networks to spread rumours, tell tales etc.
- Intimidating behaviour towards others including body language, eye expression, etc.
- Name-calling to others - including racist, sexist or gender remarks, etc. (See Equal Opportunities Policy)
- Isolated incidents of unkindness or poor behaviour will be dealt with seriously but it is the systematic, consistent targeting of an individual that marks out bullying as being particularly damaging and serious
- The effects of harassment, bullying or victimisation upon an individual may include loss of self esteem and feelings of insecurity and fear. Absences from school or illness are often indicators of trouble or unhappiness

BULLYING - POSSIBLE SIGNS

A child may indicate by signs or behaviour that he or she is being bullied. Children may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Begin doing poorly in their school work
- Never want to go out at playtime
- Hang around in the classroom after school, unwilling to go home
- Go home regularly with clothes torn
- Become withdrawn
- Become distressed and stop eating
- Cry themselves to sleep / have nightmares
- Have unexplained bruises, scratches or cuts
- Have their possessions go missing
- Ask for money or begin stealing money (to pay the bully)
- Refuse to say what is wrong
- Give improbable excuses to explain any of the above
- Lack confidence or become withdrawn
- Show a change in behaviour at school or home
- Start to bully younger siblings

WHAT STAFF, CHILDREN AND PARENTS SHOULD DO IF THEY SEE, OR ARE TOLD ABOUT BULLYING

- Take incidents seriously

- Each party to a fair hearing
- Offer concrete help, support and feedback to the victims and their families
- Encourage peer support
- Encourage the child demonstrating bullying behaviour to see the target's point of view
- Encourage reconciliation if appropriate
- Keep records
- Cyber bullying – report to parents, staff or mini-mentors

AWARENESS AND ENCOURAGEMENT

- Reduce the chances of risk: remember all children could be at risk
- Observe playground behaviour
- Encourage children to write/draw, or role play bullying incidents in drama and speaking and listening
- Encourage children to speak up
- Discuss events at circle / tribes / PSHE / times
- Regularly circulate a questionnaire for pupils
- Have a particular individual on staff to whom children can talk to in confidence, e.g. Class Teacher, Classroom Assistant, Welfare staff or SLT, DSL
- Track particular year groups with problems
- Eliminate "danger areas" in and around the school – CCTV in place and monitored by the school office ● Use Anti-bullying strategy as a curriculum point and as part of PSHE, e.g. children's design of posters or leaflets; children writing plays or stories to illustrate problems and successful resolutions of bullying problems

MONITORING

- Up-to-date, comprehensive records of incidents (dated and kept as evidence)
- Individual daily record sheets / Communication Books / Behaviour Plan or report card at break times
- Incidents recorded at lunchtime by lunch duty staff and communicated to class teachers or SLT
- Consistency of approach amongst all staff
- Include "bullying" in discussion with pupils – e.g. Assemblies, School Council
- Having it as an agenda item for staff meetings and SLT each week through behaviour and safeguarding
- Shared with South Coast governors at every meeting
- Shared with the BCP Council as necessary
- Sharing information (policy etc.) with all staff regularly
- INSET where appropriate and necessary
- Communicate to parents through Behaviour Policy and contact immediately if an incidence occurs
- Newsletters and website updates to parents / carers

- Annual staff and pupil questionnaires

PROCEDURES AND SUPPORT

Supporting the targeted pupil

- In any situation where unpleasantness or bullying has taken place, the academy makes every effort to recognise that both the target and the children demonstrating bullying behaviour need help and support

- The target and say one other who witnessed the incident will be interviewed
- Staff will reassure the target of the steps being taken to deal with the incident, be ready to listen to the target and give him/her the opportunity to express his/her own concern and feelings
- The incident will be reported to the Designated Safeguarding Lead or Deputy
- It may be necessary to take steps to ensure the safety of the targeted child both within and on the way to and from school
- The target must be encouraged to continue attending school
- The Principal, anti-bullying lead or a member of SLT should meet the parents of the target to explain the action

taken and to listen sympathetically to the parents' concerns (in the case of a member of staff this may be a legal or union representative)

- ELSA (Emotional Literacy Support Assistant) support will be offered as necessary - restore self-esteem and confidence

<u>Hamish & Milo support programmes will be offered as necessary:</u>

- Actions, Words and Me (Conflict Resolution): Focuses on helping children understand how their words and behavior affect others, exploring conflict resolution, and understanding relational boundaries in a safe environment.
- My Friends and Me (Friendships): Helps children navigate tricky friendship dynamics, fallings out, hurt feelings, jealousy, and how to set healthy boundaries.
- Celebrating Me (Diversity & Inclusion): Teaches children to embrace differences, challenge stereotypes, and address discrimination based on race, gender, disability, or background.
- Exploding Me (Strong Emotions): Addresses dysregulation, frustration, and managing strong feelings or aggressive outbursts safely.

The person demonstrating bullying behaviour

- Given a chance to talk and offload their views and reasons why
- Restorative work to prevent the wrongdoings happening again
- Establishing the wrongdoing and need to change
- Informing parents or carer to help change the attitude of the pupil
- Restorative work
- ELSA as needed

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Loss of playtimes
- Detention or Internal isolation/Exclusion
- Fixed term exclusion depending on the severity of the bullying
- In extreme circumstance, the police may be informed

Pupil to Pupil

- The child demonstrating bullying behaviour will be interviewed separately and together.
- Talk with target and child demonstrating bullying behaviour
- Firmly explain the wrong done
- In the case of physical assault, report to the Principal and then follow normal disciplinary procedures that stress the gravity of the offence
- In the case of refusal to cooperate with others, explain that pupils should work collaboratively together and that every pupil has the right to be included in school activities
- In the event of the charge of bullying being upheld, the incident will recorded
- The child demonstrating bullying behaviour will be told to stop bullying in the presence of their parents
- The situation is monitored and further intervention is taken as needed
- Take any necessary action to prevent recurrence
- Track and monitor children. Use rewards and sanctions
- Implement a Behaviour Plan as necessary
- Involve ALL STAFF
- Ultimately the academy reserves the right to exclude pupils if all else fails. However this is only ever used as a last resort where all else has failed

Staff Member to Pupil

A complaint for which there is prima facie evidence following a thorough investigation should be pursued in exact accordance with the appropriate agreed Disciplinary Procedure / Whistle Blowing policy.

Pupil to Staff Member

The staff member should be entitled to an interview with the Principal. The Principal, after consultation with the member of staff concerned, will decide on a course of action to deal with the complaint, and notify the staff member in writing. If the staff member is dissatisfied with the action proposed or taken, he/she has the right to raise the matter.

Staff Member to Staff Member

The aggrieved staff member should immediately inform the Principal. The complaint should be acknowledged in writing and thoroughly investigated to determine whether or not there is need or grounds for disciplinary procedures to be instigated. If so, these will be in accordance with the agreed Disciplinary Procedure. If the aggrieved member of staff is dissatisfied with the action undertaken by the Principal, that member of staff has a right to invoke the appropriate grievance procedure.

APPENDIX 1. FURTHER INFORMATION AND RESOURCES :

- Ambitious about Autism- not working A national charity dedicated to improving opportunities for people with autism. https://www.ambitiousaboutautism.org.uk/aboutus
- Anti-Bullying Alliance (ABA) Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. www.anti-bullyingalliance.org.uk
- Bullying UK Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils. www.bullying.co.uk
- Changing Faces Support group for people with facial disfigurement. www.changingfaces.org.uk Child Exploitation and Online Protection (CEOP) Centre Resources have been produced by the Child Exploitation and Online Protection (CEOP) Centre to help schools to teach young people about how to stay safe online.
- ChildLine Offers a free, 24-hour helpline and counselling service for children in distress or danger. Tel: 0800 1111 www.childline.org.uk
- Coping with Chaos Supporting families caring for a child/children or young person with a disability or special educational needs. https://diverseabilities.org.uk/coping-with-chaos
- Educational Action Challenging Homophobia (EACH) EACH was established to challenge homophobia in education and also acts as a training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation https://each.education/resources
- SENDIASS provides support to parents and carers where a child or young person with special needs, additional needs or a disability finds themselves a victim of bullying in one form or another. Tel: 01202 261933 Email: parentpartnership@poole.gov.uk https://sendiass4bcp.org/