



OASIS COMMUNITY LEARNING ANTI-BULLYING POLICY

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At a glance

This policy explains our robust, relational and restorative approach to addressing bullying, discrimination and harmful sexual behaviours in our academies, considering our duties under the Equality Act 2010 and our responsibility to safeguard children and meet the needs of pupils with special educational needs and disabilities (SEND). This policy has been written with due regard to the DfE's guidance on Preventing and Tackling Bullying. The policy must be read alongside The Oasis Way Behaviour and Pastoral Care policy, as well as the OCL Safeguarding Policy, and each academy's localised Academy Way plan for inclusive behaviour, which contains the details of each academy's specific approaches in line with The Oasis Way.

Oasis is a family with a shared vision for community, a place where everyone is included, making a contribution and reaching their God-given potential. A robust and relational response to bullying, discrimination and harmful sexual behaviours is central to the Oasis ethos and must be carried out through that lens.

Checklist

- We will ensure that our approach to preventing and tackling bullying, discrimination and harmful sexual behaviours is underpinned by the Oasis Ethos and 9 Habits and aligned with the relational and restorative approach of The Oasis Way for Inclusive Practice.
- We will utilise the systems for recording and analysing bullying within each academy and across the trust.
- We will communicate rapidly and openly with families following any accusations of bullying, to ensure that all families are well informed about and able to feed into our investigation and resolution processes.
- We will provide academy staff with the guidance and CPD needed to effectively prevent and address bullying in our academy.
- We will create effective systems to support children and families to report potential bullying.
- We will explicitly teach pupils how to recognise and respond to signs of bullying, discrimination and harmful sexual behaviours and empower them to uphold a culture in which these behaviours are not tolerated and are eradicated.

In brief

This policy gives clear guidance about the Trust's approaches to responding to community harms, including all incidents of bullying, discrimination and harmful sexual behaviours. At Oasis, we recognise these types of behaviours as community harms as they compromise the emotional and physical safety of the whole community, which relies on shared agreements about how we treat each other as the foundation that allows our pupils to settle to learn.

At Oasis, we take all incidents of bullying, discrimination and harmful sexual behaviours seriously. Fundamentally, we are clear that community harms of any kind are unacceptable, whether it is in the academy, in the form of online activities or in off-site activities. Community harms, especially if left unaddressed, can have a devastating effect on individuals. They can be a barrier to learning and have serious consequences for mental health. Harms that take place during the school years do not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

In order to create a thriving relational culture, we must take a restorative approach to addressing community harms, including both proactive and responsive measures, so that harms are addressed and emotional safety is restored. At Oasis, we create a relational school climate that proactively prevents community harms from occurring by educating everyone on the impact of their behaviour towards others and creating safe spaces for people to share and talk. We support all pupils to inform an adult in the academy if community harms have occurred and know with confidence that incidents will be dealt with promptly and effectively. This will enable thoughts and feelings, which may have otherwise manifested in harmful behaviours, to be addressed with a preventative and caring response and brings hope for lasting transformation.

Pupils, staff, families, and anyone associated with our academies should be assured that we immediately investigate any form of bullying, discrimination or harmful sexual behaviour, and that all parties will be supported when such behaviour is reported. Where community harms have occurred, we respond using a graduated approach that seriously investigates all reported incidents and focuses attention on the needs of the person harmed alongside appropriate consequences for the wrongdoer depending on the severity of the behaviour, putting detailed preventative measures can be put in place to secure emotional and physical safety for all pupils.

What is bullying, discrimination and harmful sexual behaviour?

Definitions

- **Bullying** is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
- **Discrimination** occurs when a pupil is treated unkindly on the basis of their gender, race or ethnicity, sexuality, gender identity, disability, religion or belief.
- **Harmful sexual behaviours** include any sexualised, sex-based or gender-based behaviours which cause pressure or intimidation in the targeted pupil that can lead to emotional or physical harm.

All community harms can include physical, verbal or psychological behaviours and can happen face-to-face or online, via various digital platforms and devices. They can be obvious (overt) or hidden (covert). Community harms can occur as a single incident or be repeated over time (persistent).

Work has been undertaken in consultation with the 'Breaking the Cycle' anti-racism group, the LGBTQ+ & Allies Staff network, LGBTQ+ Pupil network and with the Behaviour NLP Team to clearly identify types and categories of bullying so as to monitor the issue and impact of intervention more effectively. This categorisation can be seen in Appendix 1.

Community Harms of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.

What bullying is not:

- Single episodes of social rejection or dislike.
- Single episode acts of nastiness or spite.
- Random acts of aggression or intimidation (unless targeted at a protected characteristic).
- Mutual arguments, disagreements or fights.

These actions can cause great distress. However, they do not fit the definition of bullying, and they are not examples of bullying unless someone is deliberately and repeatedly doing them.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting.
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.
- **Cyber** - all areas of internet use, such as e-mail and internet chat room misuse, mobile threats by text messaging, including aggravated sexting & calls, misuse of associated technology or sextortion.

Discrimination includes:

- **Racist** - racial taunts, graffiti, gestures.
- **LGBTQ+** - because of or focussing on the issue of sexuality. Including discrimination and bullying based on Gay, Trans, or Bisexual prejudices or negative attitudes, views, or beliefs about LGBTQ+ or trans people.
- **Gender** - bullying because of their gender or gender identity or because they may not be perceived to conform to typical gender norms.
- **Faith** - because of their religion.
- **Social class** – because of their background or social class.
- **Ability** - because of or focusing on learning and/or physical disabilities.

Bullying around gender and LGBTQ+ issues is often referred to as Homophobia, Biphobia, or Transphobia. Oasis recognises that these are not actually phobias, because they are not based on fears. Instead, they should be viewed as forms of discrimination or hate towards LGBTQ+ people or those perceived to be LGBTQ+ and as such must not be tolerated.

Discrimination against pupils due to gender identity (transphobic bullying)

The following guidance should be followed when there is a case of transphobic bullying. From the date of change and with parental agreement the pupil should be known by their chosen name. Mistakes may occur and an apology should be made if this happens. For those staff and pupils who struggle with the concept of a name change, they may find it helpful to think of the new name as a 'nickname'.

However, within Oasis we see it as the right of the pupil and so compliance is expected even if the staff or pupil have moral, ethical or social objections. Changes should be made on Bromcom from the agreed change date, with the birth name archived.

Where staff continually ignore the choices of the pupil and do not use their chosen name (so called 'dead naming') or pronoun ('misgendering'), then this should be discussed with the line manager which may include further diversity training being undertaken or other procedures being enacted under our various separate staffing procedures.

Refusing to use anyone's chosen name will be considered bullying. Any transphobic bullying should be dealt with immediately with appropriate sanctions applied to the bully, and support offered to the victim. Reporting of incident or bullying will be handled in the same way as any other incident, by the pupil to a trusted adult, and by staff via CPOMS.

Harmful sexual behaviours

Problematic sexual behaviour is developmentally inappropriate or socially-unexpected sexualised behaviour that doesn't have an overt element of victimisation or abuse. In contrast, harmful sexual behaviour is developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

It can include:

- frequently and intentionally accessing age-inappropriate sexual material online
- using inappropriate language
- undertaking mutual sexual activity they are not ready for with peers
- the aggravated sending and receiving illegal images or messages

- sexual interactions/activity where there are significant power differences, lack of consent, or through force or threats
- engaging in abusive or sexually violent sexual behaviour online or offline.

Peer-on-peer sexual abuse is a form of harmful sexual behaviour where sexual abuse takes place between children of a similar age or stage of development. Child-on-child sexual abuse is a form of harmful sexual behaviour that takes place between children of any age or stage of development.

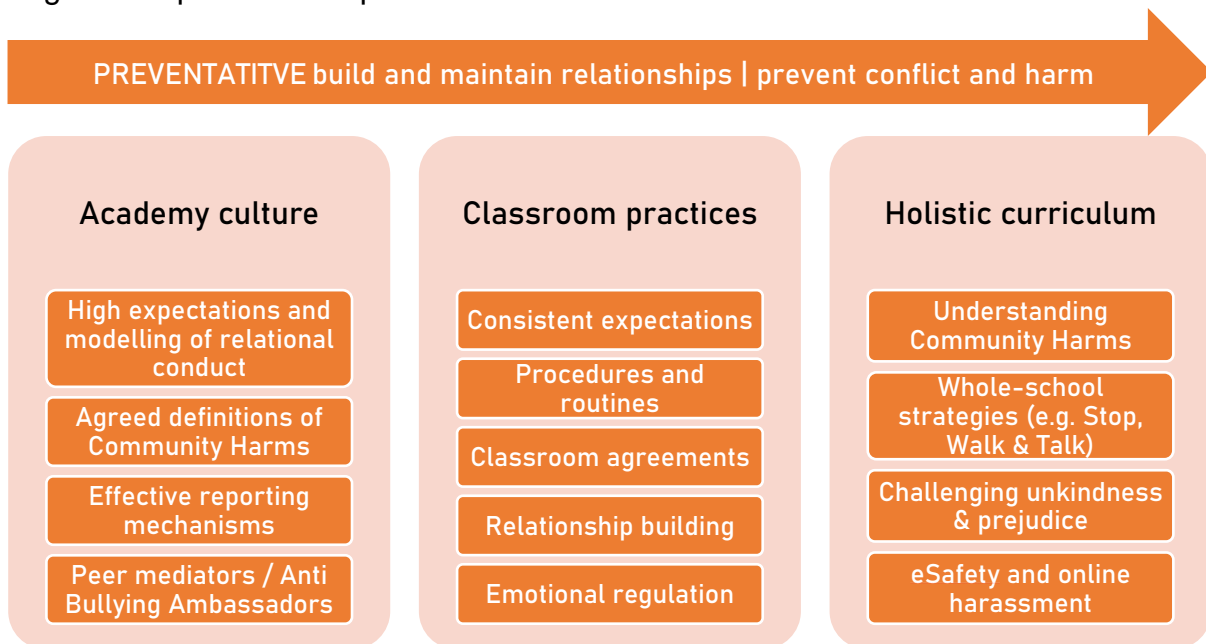
Responding to Community Harms: a restorative approach

At Oasis, we aspire to create a relational culture in which every pupil experiences belonging as part of a welcoming and inclusive community where everyone matters and there are no outsiders. When bullying, discrimination or harmful sexual behaviours happen, our children look to us to see how we respond. If these behaviours are allowed to proliferate, or if the wrongdoers and victims of these incidents are not effectively supported to repair the harm and restore their relationship, this compromises the emotional safety of our community, leading to reduced trust, reduced connection and a rupture in relationships that can quickly spread throughout the academy.

In order to create a thriving relational culture, we must take a restorative approach to addressing community harms, so that ruptures are repaired and emotional safety is restored.

Preventative practices

As with all aspects of restorative practice, effectively responding to community harms begins with preventative practices:



We ensure that our academy culture fosters emotional safety, inclusion and belonging for all pupils through high expectations and modelling of relational conduct. We expect all adults to model how to maintain kind, respectful and nurturing relationships with each other and with our pupils, and we uphold shared definitions of community harms to ensure that all members of our community are clear on what types of behaviour constitute unkindness, bullying, harassment and discrimination. We ensure that all academies have effective reporting mechanisms so that pupils, staff and the wider community can easily raise concerns about community harms when they occur, and we encourage all academies to train peers as mediators and/or anti-bullying ambassadors, to further raise awareness of and support a relational response to community harms when they occur.

In the classroom, we ensure that consistent expectations, procedures and routines reduce the risk of Community Harms occurring, reinforcing this through classroom agreements, relationship building and tools and strategies to support emotional regulation.

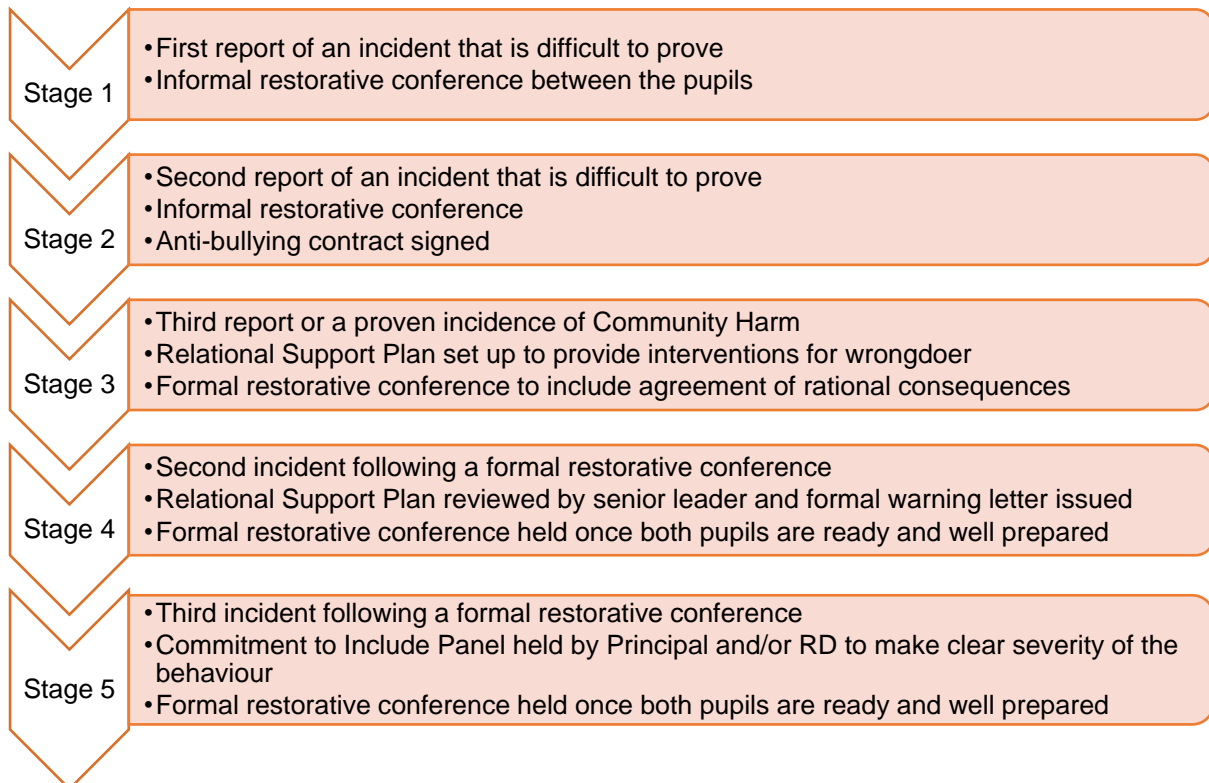
We also proactively prevent Community Harms through our holistic curriculum. We explicitly teach all pupils to recognise and understand Community Harms, and teach them the strategies and language needed to challenge all forms of unkindness and prejudice, so that they know how to keep themselves and others safe both in person and online.

Responsive processes

When Community Harms occur, we have robust practices to ensure that all affected parties feel supported to resolve the incident and repair the harm caused:



Responding appropriately to low level unkindness begins with responding in the classroom using our relational classroom scripts. For more serious incidents of Community Harms, we provide our academies with a model 5-stage approach to respond effectively and restoratively (please see each academy’s Academy Way localised plan for their localised policy and procedures):



If an allegation of community harm occurs, the academy will:

- Take it seriously. Disclosures will not be dismissed as ‘banter’ or ‘laddish’ behaviour.
- Investigate as quickly as possible to establish the facts.
- Record and report the incident; depending on how serious the case is, it may be reported to the Principal.
- Provide support and reassurance to the victim.
- Make it clear to pupils who have caused harm that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions.
- Use restorative processes to discuss the matter with both parties, bring them together in a restorative conference and provide opportunities for those who have

caused harm to understand the impact of their actions on those harmed, before identifying appropriate methods for the pupils involved to take responsibility for their actions and repair the relationship. However, the use of a restorative conference for incidences of sexual harassment or sexual violence will be very carefully considered before implementation to avoid the possibility of further traumatising the victim.

- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the person who has caused harm is clear on why it is being used.

Parental concerns

If parents suspect their child is the target of bullying, discrimination or harmful sexual behaviours, they should contact the academy. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the Community Harms to the Designated Safeguarding Lead.

Parents must leave the initial investigation to staff in the academy. Any attempt to resolve the issue themselves is likely to make the matter worse. Parents should encourage their child to talk to an appropriate member of staff in the first instance, or where appropriate a pupil trained in anti-bullying. The academy will investigate the situation thoroughly and follow this up with a clear and timely response. Where appropriate the academy will then work with the pupils and families involved to resolve the situation and put in clear preventative measures to support everyone involved.

Pupil concerns

The Oasis ethos and values and our 9 Habits approach are purposefully taught and explored to ensure children develop trusting and meaningful relationships with adults in the academy and always have adults they feel they can talk to.

If a pupil thinks they are the target of bullying, discrimination or harmful sexual behaviour they must tell an adult, parent, a member of staff, or use an anti-bullying system. Pupils will be supported to explain what form the community harm is taking and how it affects them. Pupils who witness a community harm or experience an incident which they feel may be bullying, discrimination or harmful sexual behaviour, must tell an adult, parent, or a member of the academy staff.

Investigating and recording incidents

If a community harm is reported, the Principal is responsible for ensuring that the details are recorded in Bromcom following the recording guidance outlined by OCL. Any safeguarding considerations will also be reported via CPOMS to fulfil the statutory duty of having separate and distinct safeguarding records. No promise of confidentiality can be given.

Following a reported incident, staff will investigate using the following strategies, with the support of other members of staff, including the Designated safeguarding Lead, as appropriate:

- **Reflection** – What has happened? Could it have been different?
- **Resolution** – How can we try to ensure this does not happen again?
- **Restoration** – How have we put things right between those involved?

All involved parties are **given a voice** during the investigation of community harms, ensuring that we:

- Provide clear scaffolding to pupils to support them to give an accurate account
- Use the restorative questions to explore below the surface of the incident
- Ensure that pupils with communication or regulation difficulties are supported to say what they mean
- Ensure all accounts are signed and dated for accurate recording

Support for pupils and restorative conferencing

Pupils who have been harmed will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice.
- Reassuring the pupil.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a Peer Mentor, counsellor or OCL Mental Health Team as appropriate.
- Offering continuous support and advice to parents.
- Being informed about the outcome of the investigation into their concerns.
- Receiving check ins following the restorative conference to ensure that the pupil feels safe and is satisfied the incident has been resolved.
- Including Children's Services where appropriate (e.g. where there are linked Child Protection concerns).

Pupils who have caused harm will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the pupil.
- Involving other agencies, including Police and Children's Services (where neglect has been demonstrated), to support a change in behaviour.
- Referral to a counsellor (if necessary) or the OCL Mental Health Team.

- Attending a restorative conference with the pupil who has been harmed to resolve issues and prevent recurrence (where this is deemed appropriate and does not place undue stress on the victim).

Care must be promoted for both the pupil harmed and the pupil who has caused harm. Sanctions may be applied where bullying is identified. The level of response will be determined by the success of the restorative process and at the discretion of the member of staff involved. Changing the attitude and behaviour of those who cause harms to others will be part of the responsibility of the positive procedures used by the academy.

We carefully prepare all involved parties for **restorative conferences**, by taking the following steps:

- Speak to each involved person individually in advance using the restorative preparation questions to ensure they are ready for the conference
- Set up the space with a circle of chairs and refreshments
- Agree clear ground rules to ensure a positive experience for all
- Use the conference script to hear all voices and ensure all participants sign the restorative agreement

Consequences

For pupils who have caused Community Harms, the individual academy's Academy Way localised plan for inclusive behaviour will be followed. The Principal should ensure that the academy leadership team understands the range of consequences that can be considered in instances of Community Harms. These will vary between academies and phase but will always include a meeting with parents/carers so that they are aware.

Relational support plans and Commitment to Include Panels

For pupils who persistently participate in behaviours that cause community harms, we use our graduated response, putting relational support plans in place at Stage 3 to appropriately respond and intervene with the pupil and support them to develop the understanding and skills needed to refrain from these unwanted behaviours.

For pupils who continue to participate in these behaviours despite appropriate provisions and interventions as part of a relational support plan, a Commitment to Include Panel at Stage 5 to make clear that these behaviours will not be tolerated at this academy, in order to protect the emotional safety and wellbeing of all members of the community.

For more information on our pastoral graduated response, see The Oasis Way Behaviour and Pastoral Care policy.

Safeguarding children and young people

Support must be given to pupils whether or not it is deemed that the impact of community harms is a child protection concern. These incidents should always be considered a safeguarding issue and dealt with by the school in an appropriate manner.

Schools may need to draw on a range of external services to support the pupil who is the target of harmful behaviours, or to tackle any underlying issue which has contributed to a child causing harm to others. This is particularly important when incidents happen out of school hours but have an impact within the school.

When there is 'reasonable cause to suspect that a child is suffering or is likely to suffer 'significant harm', incidents should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's Designated Safeguarding Lead and if appropriate discuss their concerns to their Local Authority Children's Social Care services and work with them to take appropriate action. It is important to note however, that the academy retains the responsibility to address the incident; the involvement of social services does not absolve the academy of the need to act. Full details can be found in Part 1 of Keeping Children Safe in Education.

The same safeguarding considerations are applied to incidents that occur outside of school hours or on the journey to and from school. The academy has a key part to play in coordinating a supportive response and involving the relevant agencies to ensure the child is safe and those who have caused the harm receive a robust response, including restorative processes to repair the harm, alongside sanctions where appropriate.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the **Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986**. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication that conveys a message which is indecent or grossly offensive, a threat, incites violence or hatred, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Community Harms which occur outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. **Sections 90 and 91 of the Education and Inspections Act 2006** say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

This may include incidents of bullying, discrimination or harmful sexual behaviour 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 an incident outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip. It is the expectation of the Trust that parents/carers will support the academy in these incidences.

Complaints

If a parent or carer is dissatisfied with the response made by the Academy following a reported incident of bullying, he/she may make a complaint in accordance with the OCL Complaints Policy.

Equal Opportunities

In implementing this policy all members of staff must take into account the OCL Student Equality and Inclusion Policy. Staff must ensure that no pupil involved in any incident of bullying is disadvantaged on the grounds of the protected characteristics of gender, race, disability, gender identity or sexual orientation, age, religion, or belief.

Responsibilities

The Regional Director will:

- Liaise with the Principal over all anti-bullying strategies and individual cases where appropriate.
- Discuss, review, and endorse agreed strategies to promote anti-bullying.

- Monitor and evaluate the reports provided by their Principals to ensure any patterns across academies are understood and escalated.

The Principal will:

- Abide by the legal duty to draw up procedures to prevent bullying, discrimination and harmful sexual behaviours among pupils.
- Ensure that all staff have an opportunity of discussing strategies and reviewing them on a regular basis.
- Determine the strategies and procedures and ensure a regular review is undertaken.
- Discuss development of the strategies with the Academy Leadership Team.
- Ensure appropriate training is available.
- Ensure that a system for recording incidents of bullying, discrimination and harmful sexual behaviours is in place (behaviour within Bromcom and Safeguarding actions within CPOMS).
- Ensure that the procedures are brought to the attention of all staff, parents, and pupils on a regular basis in a clear manner.
- Ensure that sanctions imposed for bullying, discrimination and child on child harmful sexual behaviour reflect the serious nature of the incident; and
- Consider establishing a student group dedicated to anti-bullying, allowing students to voice their perspectives and propose initiatives. Additionally, launching student-led anti-bullying campaigns, posters, or assemblies can empower pupils to advocate for a culture of respect and accountability, making the academy policy and practice feel more student-centric and accessible
- Report at least termly to the Regional Director via the Safeguarding Audit half-termly statistical data report.

The designated senior staff member will:

- Be responsible for liaising with the appropriate member of staff over all incidents involving pupils
- Ensure that all incidents of bullying, discrimination and harmful sexual behaviour are reported on Bromcom and CPOMS.
- Be involved in any agreed strategy to achieve a solution.
- Ensure that anti-bullying is reflected in the curriculum within the PSHE and Citizenship course.
- Ensure local policy and procedures reflect the contextual issues faced by their academy.
- Ensure that multiple modes of disclosure are available to pupils.
- Deal with incidents according to the policy; and
- Never let any incidences of Community Harms pass by unreported, whether on-site or during an off-site activity.

All staff will:

- Be responsible for the day-to-day management of the policy and systems.

- Ensure that there are positive strategies and procedures in place to help both those pupils who have been harmed and those who have caused harm.
- Not dismiss bullying as 'Banter' or 'Laddish' behaviour.
- Help maintain the academy's record of incidents of bullying, discrimination and harmful sexual behaviours as required.
- Keep the Principal and designated safeguarding lead informed of incidents.
- Take part in relevant staff training (see below)
- Determine how best to involve parents in the solution of individual problems.
- Promote a culture in which Community Harms are understood and effectively tackled so that all pupils feel safe in the academy.
- Be responsible for ensuring that the academy's positive strategies are put into practice; and
- Know the academy's procedure and deal with any incidents that are reported.

Anti-bullying policies are most effective when all school staff understand the principles and purpose of the academy's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Academies should invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBTQ+) pupils.

Training requirements

Academy leaders should provide at least annual training for staff regarding anti-bullying, discrimination and harmful sexual behaviour. Behaviour NLPs and our National Leads for Student Inclusion can provide support and guidance as requested. Trust wide staff meetings, INSET days, strategy and community groups support CPD to better understand Community Harms and how to effectively eradicate these.

It may be useful to conduct regular workshops or webinars for parents on cyber safety, signs of bullying, and how they can support their children. This can bridge the gap between home and school and equip parents with strategies to help their children navigate challenges, particularly those related to online bullying and discrimination.

Statutory requirements

Every school must have measures in place to prevent all forms of bullying, discrimination and harmful sexual behaviours. The following underpin this policy:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education
- Online Safety Act (2023)

Links to other policies

This policy should be understood, used, and applied alongside the following policies:

- Safeguarding and Child Protection
- The Oasis Way Behaviour and Pastoral Care policy
- Each individual academy's Academy Way localised plan for inclusive behaviour
- Complaints
- E Safety and acceptable user guidance
- Staff Code of Conduct Policy
- Whistleblowing / Speak up Policy
- OCL Student Equality and Inclusion Policy
- OCL Relationships and Sex Education (RSE)

Monitoring, Evaluation and Review

The Oasis Community Learning Directors group will review this policy at least every two years and assess its implementation and effectiveness.

Support organisations

- [Kidscape](#) 0300 102 4481 (Mon & Tues, between 07:30-16:30)
- Family [Lives](#) 0808 800 2222
- [NSPCC](#) 0808 800 5000
- [The Diana Award](#)
- [Anti-Bullying Alliance](#)
- [Childnet](#)

RACI Matrix

“R” for anyone who is “Responsible” for a task listed in the policy, an “A” for anyone who is “Accountable”, a “C” for anyone who must be “Consulted” under the policy and “I” for anyone who must be “Informed” about aspects of the policy.

Policy Element	Leadership				Academy			
	Board	OCL CEO	OCL CEO	Regional Director	Academy Principal	DSL	Behaviour Lead	Senco
An anti-bullying policy is in place and regularly reviewed	I	I	A	C				
Incidents of bullying are recorded via Bromcom				I	R/A	C	C	C
Anti-bullying training is in place for staff				I	R/A	C	C	C
Anti-bullying is part of the academy curriculum		C	C	I	R/A	C	C	C
Senior staff analyse patterns in incidents of bullying and make adjustments to provision as needed				I	R/A	C	C	C
The OCL Anti-Bullying policy is followed by all staff				I	R/A	C	C	C

Appendix 1: Oasis Classification of Bullying

Classification of Bullying



General Bullying

Bullying not only affects the bully and the victim, but also may have an impact on innocent bystanders.

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Verbal abuse like name-calling and offensive jokes* Abusive phone or text messages, hate mail* Online abuse* Harassment Intimidation Making threats Isolated aggressive act - hit/kick/slap etc Displaying or circulating discriminatory literature or posters Graffiti containing hate messages Damage to property <p><small>One off single incidents of Cat 1 issues. *With professional judgment required this may be more than 2 incidents</small></p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Recurring assaults - such as hitting, punching, pushing, spitting etc. Destroying property e.g. ripping clothes, destroying books Recurring threat or intimidation Enduring, reoccurring online abuse for example on social media and email Theft Inciting group harassment Creating rumours, mimicking, humiliation Treating the victim like an outcast and/or coercive controlling behaviour 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Grievous bodily harm Incidents that occur only in the community Sharing photos without consent Trolling

Racist Bullying

Racism not only affects the perpetrator and the victim, but also can have an impact on bystanders and the wider school community

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Any incident the victim feels is racist but does not meet category 2 or 3 thresholds Racist comments in the course of discussion in lessons Refusal to co-operate with other pupils because of their race or ethnicity Ridicule of an individual for cultural or religious differences e.g., food, music, dress, worship patterns, cultural lifestyle etc. Racist jokes Racist language Using racist language or jokes online and/or via social media. 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Derogatory name-calling, insults, racist jokes and language with clear intent to be hurtful Racist verbal abuse and threats Bringing racist materials such as leaflets, comics, magazines or computer software into school* Provocative behaviour such as wearing racist badges or insignia Racist graffiti Using the school's IT systems to access and distribute racist material Posting racist material online and/or via social media 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Attempts to recruit other pupils and students to racist organisations and groups* Incitement of others to behave in a racist way Threat of, or attempted physical assault against a person or group because of colour, race and/or ethnicity (e.g., chasing someone with the intent to do harm) Actual physical assault against a person or group because of colour, race and/or ethnicity <p><small>*Consult PREVENT assessment tool</small></p>

Sexually Harmful Behaviour

Category 1	Category 2	Category 3
<p>Harmful Sexual Behaviour</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Developmentally inappropriate problematic (using the Brook Traffic Light System) Abusive sexualised behaviour on-line or off-line Lewd comments/jokes Creating a hostile, offensive or sexualised environment 	<p>Sexual Harassment</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Unwanted conduct or a sexual nature On-line of off-line sexualised comments, remarks or observations Intentional touching of person or clothing Aggravated sexting Behaviours likely to violate dignity, feel intimidated, degraded or humiliated e.g. Up-skirting Creating a hostile, offensive or sexualised environment 	<p>Sexual Violence</p> <p>Including but not limited to:</p> <ul style="list-style-type: none"> Rape Assault by penetration Sexual assault (touching in a sexual way without consent) Grooming for sexual/criminal exploitation

Category 1 Issues will be logged on Bromcom and dealt with through in-house interventions.

Category 2 Issues are logged on Bromcom and discussed with the DSL and recorded on CPOMS and dealt with by the Academy with the support of multi-agency partners

Category 3 Issues are logged on CPOMS and referred for specialist intervention supported by the Academy and also recorded within Bromcom

Homophobic Bullying (inc BI- and Trans-phobic)

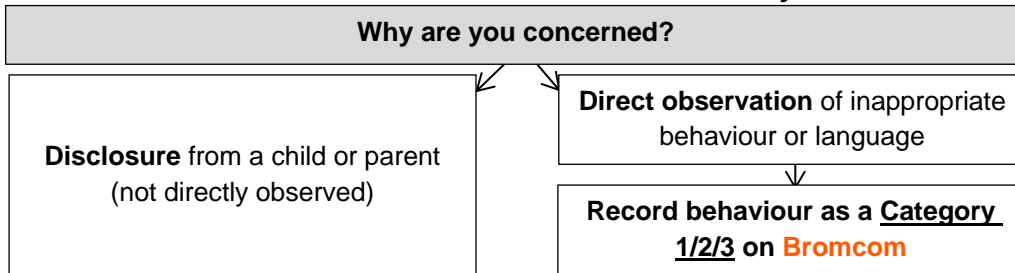
Homophobic, bi-phobic and transphobic bullying not only affects the perpetrator and the victim, but also can have an impact on inclusion within the wider school community

Category 1	Category 2	Category 3
<p>Including but not limited to:</p> <ul style="list-style-type: none"> Any incident the victim feels is homophobic but does not meet category 2 or 3 thresholds Homophobic verbal abuse like name-calling and offensive jokes Harassment Bullying, intimidation Exclusion from the wider group Threats of violence because of gender and sexual orientation Hoax calls, abusive phone or text messages, hate mail Online abuse for example on social media platforms Displaying or circulating discriminatory literature or posters Damage to property including removing or defacing LGBTQ+ posters etc. Graffiti containing hate messages 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Derogatory name-calling, insults, homophobic language with clear intent to be hurtful Assaults - such as hitting, punching, pushing, spitting 'Dead naming' - using pronouns or pre-Transition names Destroying property e.g., ripping clothes, destroying books Harassment Sexual Harassment and humiliation Enduring, reoccurring online abuse for example on social media and email Theft Inciting group harassment around gender and orientation 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Sexual Assault Grievous bodily harm Incidents that occur only in the community

Appendix 2: Model reporting guidance for staff

What to do if you have a **bullying, discrimination, or harmful sexual behaviour** concern about a child at an Oasis academy

All Staff



SG Team

Safeguarding Team reviews concern log and makes a decision about next steps.
If bullying investigation is required, concern will be referred to **Pastoral team** to investigate following the **Anti-Bullying, Discrimination and Harmful Sexual Behaviour Process**, using **proformas**.

Pastoral Team, in consultation with Safeguarding Team

If no evidence is provided:
Accused student **remains in circulation** while incident is investigated.

Stage 1: First alleged incident against accused. Allegation is difficult to prove:

- Restorative conference held; verbal warning issued

Stage 2: Second alleged incident against accused. Verbal warning previously given. Allegation is difficult to prove:

- Restorative conference held; rational consequence agreed; Anti-Bullying contract signed

If clear evidence is provided (*screenshots, consistent statements, admission by alleged student*); or **allegation involves credible threat to the alleged victim:**

Accused is **out of circulation** while incident is investigated.

Stage 3: Incident involves **proven** cyberbullying, harassment, or discrimination; or accused previously involved in Stage 2 incident:

- Meeting with CT/HoY to set up Relational Support Plan; restorative conference; serious sanction considered (e.g. IE)

Stage 4: As above & accused previously involved in Stage 3:

- Meeting with SLT to review RSP; formal written warning; restorative conf. held; serious sanction considered (e.g. FTS)

Stage 5: As above & accused previously involved in Stage 4:

- Commit to Include Panel held by Principal to emphasise risk of PEX if behaviour continues; time-limited intervention considered (e.g. AP) alongside sanctions; safety plan created

Follow up:

- **Inform parents** of involved students about the result of the investigation and actions taken
- Ensure **Bromcom category recording** accurately reflects the severity of the incident
- Update **CPOMS** as a reply to the original allegation record with a copy of all Anti-Bullying documents uploaded
- Place **hard copy paperwork** in the student's file
- **Wellbeing check-ins:** one week later, check-in with student who has been harmed to ensure they are happy and feel safe; check in with student who has caused harm to ensure that the incident has been resolved
- **N.B.** Incidents of proven bullying, discrimination, or harmful sexual behaviour where the **perpetrator is not identified** (e.g. online harassment via anonymous accounts) should also be recorded in CPOMS

Appendix 3: Reasons for bullying and signs of bullying

Why do some pupils bully others?

A 2019 study by Ditch the Label, investigated the reasons why people bully others:

- **Stress and trauma:** those who bully are far more likely than average to have experienced a stressful or traumatic situation in the past 5 years.
- **Aggressive behaviours:** some who bully have cultural norms where they do not understand that this type of behaviour is wrong.
- **Low self-esteem:** those who bully do so to mask how they actually feel about themselves, some people who bully focus attention on someone else.
- **They've been bullied:** those who have experienced bullying are twice as likely to go on and bully others.
- **Difficult home life:** feelings of rejection from the very people who should love them unconditionally can lead to bullying behaviours. Those who bully are much more likely to come from violent households with lots of arguments and hostility.
- **Low access to education:** Without access to education, hate-based conversation directed at others may be the norm. Those who bully may not understand what hate speech is and why speaking about people in a derogatory way is not appropriate.
- **Relationships:** those who bully are more likely to feel like their friendships and family relationships aren't very secure. In order to keep friendships, they might be pressured by their peers to behave in a certain way.

Signs that someone may be suffering as a result of Community Harms

A proactive approach to identify and act upon potential signs of bullying and other community harms will assist in dealing with issues prior to them being formally raised. These signs and behaviours could indicate other problems, but Community Harms should be considered a possibility and should be investigated:

- **Travel to and from school:** Is frightened of walking to or from school; does not want to go to school by public/school transport; or insists on being driven to school.
- **Reluctance to attend:** Is unwilling to go to school after previously enjoying being part of the school community; or begins to truant.
- **Demonstrates anxiety:** Becomes withdrawn, anxious, or lacking in confidence; is frightened to say what's wrong; is afraid to use the internet or mobile phone; is nervous & jumpy when a message is received; runs away or attempts or threatens suicide.
- **Changes their usual routine:** Begins to do poorly in school work; asks for money or starts stealing money (to pay bully).
- **Changes to their possessions:** Comes home with clothes torn or books damaged; has possessions which are damaged or unexpectedly go missing; has dinner or other monies continually "lost".
- **Physical signs:** Has unexplained cuts or bruises; stops eating; cries themselves to sleep at night or has nightmares; feels ill in the morning; starts stammering; comes home starving (money / lunch has been stolen).
- **Behavioural signs:** Becomes aggressive, disruptive or unreasonable; is bullying/harassing other children or siblings.

Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
2.0	01/09/16	Kirstie Fulthorpe	All Oasis Staff	Updated legislation
3.0	07/02/19	Paul Tarry	All Oasis Staff	Updated policy detail
4.0	05/03/21	Chris Chamberlain & Emily Hobson	All Oasis Staff	Updated policy detail
5.0	May 2022	Chris Chamberlain	All Oasis Staff	Updated policy detail
6.0	November 2024	Jon Needham / Lizzie Rhodes / Ebru Karatufek	All Oasis Staff	Updated policy detail
6.0	December 2024	Jon Needham / Lizzie Rhodes / Ebru Karatufek	Compliance, Policy and Legal Directorate	For upload

Policy Tier

- Tier 1
- Tier 2
- Tier 3
- Tier 4

Owner

Chris Chamberlain

Contact in case of query

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Approvals

This document requires the following approvals.

Name	Position	Date Approved	Version
Director's group	CEO	11 July 2022	5.0
NDs group	CEO	November 2024	6.0

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

- Yes
- No

If yes, the policy status is:

- Consulted with Unions and Approved
- Fully consulted (completed) but not agreed with Unions but Approved by OCL
- Currently under Consultation with Unions
- Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

- OCL website
- Academy website
- Policy portal
- Other: state

Customisation

- OCL policy
- OCL policy with an attachment for each academy to complete regarding local arrangements
- Academy policy
- Policy is included in Principals’ annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
All Principals	Academy leader		5.0