



OASIS COMMUNITY LEARNING ANTI-BULLYING POLICY

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At a glance

In agreeing a policy for Anti-Bullying, the Oasis vision is important. Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential. Our ethos is a statement of who we are and it is an expression of our character. Rooted in the story and beliefs of Oasis, we describe our ethos through a particular set of values that inform and provide the lens on everything we do.

- **A passion to include**
- **A desire to treat people equally respecting differences**
- **A commitment to healthy, open relationships**
- **A deep sense of hope that things can change and be transformed**
- **A sense of perseverance to keep going for the long haul**

It is these ethos values that we want to be known for and live by. It is these ethos values that also shape our policies. They are the organisational values we aspire to. We are committed to a model of inclusion, equality, healthy relationships, hope, and perseverance throughout all the aspects of the life and culture of every Oasis Hub and community.

Therefore, right at the heart of Oasis is this deep-rooted commitment to inclusion, equality, good relationships, hope and perseverance. This is inescapable and must be core to our delivery of this Anti-Bullying policy. We are committed to providing a caring, friendly, and safe environment for all our students so they can learn in a relaxed, secure atmosphere and have every opportunity to thrive and become the very best version of themselves.

The Oasis 9 Habits

The Oasis ethos is aspirational and inspirational and something that we have to constantly work at. It is important to remember that every organisation is made up of its people, and people don't always get things right every day. This means that there can sometimes be a dissonance between what we say we are, as stated in our ethos values, and what we actually do and experience. Recognising this is helpful because it reminds us that we each have things to work on; we have space to grow, develop and change to become the best version of ourselves. The 9 Habits our bespoke and unique approach to character development.

We know that by living the way of the habits, the Oasis ethos behaviours we aspire to will become second nature to us. This is vitally important for all staff to understand and engage in for the carrying out of this Anti-Bullying policy in OCL. The 9 Habits also core to all of our students as they learn how to build healthy positive life-bringing relationships that enable them and others to flourish.

All of this is detailed in our **Education Charter**.

Checklist

- Our approach to preventing and tackling bullying is underpinned by the Oasis Ethos and 9 Habits. To create and maintain healthy, open relationships and to ensure we remain committed to treating children equally, we seek to intentionally focus on being patient, honest, humble and forgiving.
- We have systems in place for recording and analysing patterns of bullying across the Trust
- We have written this document closely following the DfE guidance: Preventing and Tackling Bullying
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf
- We know that rapid communication with parents and carers is important when dealing with an accusation of bullying
- We provide academy staff with the guidance and CPD needed to remove bullying from an academy culture
- We have the ethos and systems in place in our academies to enable children to report potential bullying
- We ensure that children have a full understanding of the word “bullying”

In brief

This policy gives clear guidance about the Trust’s approaches to eradicating bullying in any form.

Fundamentally, we are clear that bullying of any kind is unacceptable in our academies, whether it is in the academy, in the form of online activities or in off-site activities. If bullying or harassment does occur, all students should be able to inform an adult in the academy and know with confidence that incidents will be dealt with promptly and effectively. This means that it is also an expectation of anyone who knows that where bullying, including all forms of harassment including sexual and gender-based incidents is happening, to tell a member of the staff team and for that staff member to ensure it is recorded and acted upon.

To eradicate bullying in our community, we must educate everyone on what bullying is and focus on building strong and meaningful relationships with each other. Educating everyone on the impact of their behaviour towards other and creating safe spaces for people to share and talk means concerns, fears and experience can be shared and acted upon. This will enable thoughts and feelings, which may have otherwise manifested in bullying behaviours, to be addressed with a preventative and caring response and brings hope for lasting transformation.

In Oasis Community Learning (OCL), the focus we take on relationships, character and trauma-informed practice means we focus on explicitly reflecting on and building character in relationships with 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.

We take bullying seriously.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Students, staff, parents, and anyone associated with our academies should be assured that we immediately investigate any form of bullying, including homophobic, bi-phobic, transphobic and cyber-bullying, and that all parties will be supported when such behaviour is reported. Detailed preventative measures will be put in place as a result of the behaviour being identified.

Within Oasis there is no such thing as 'Just a bit of Bullying'- every incident needs to be investigated and dealt with. Bullying may have its roots in hate or prejudice-based attitudes, our Academies will deal with each occurrence seriously.

Safeguarding children and young people

Support must be given to pupils whether or not it is deemed that the impact of bullying is a child protection concern. Bullying 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 experiencing bullying such as sexually harmful behaviours associated with bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

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, the school staff should discuss with the school's designated safeguarding lead and 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 bullying, 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 should be applied to bullying incidents that occur outside of school hours or on the journey to and from school need to be addressed. 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 the perpetrators appropriately sanctioned.

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 which conveys a message which is indecent or grossly offensive, a threat, 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.

The centre for Child Policing has produced some simple guidance on when the police should be involved with an incident that may first be reported as bullying. Our Academies will follow this guidance and will always involve the police at the appropriate time:

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

What is bullying?

Bullying is an ongoing and deliberate misuse of power through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm and is often based around hate or prejudice based attitudes. It can involve an individual or a group and be aimed towards one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour can occur as a single incident or be repeated over time (persistent).

Work has been undertaken in consultation with the 'Stop the Traffic' anti-racism group, the LGBTQ+ & Allies Staff network, LGBTQ+ Student 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 consultation work can be seen in Appendix 1.

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

Bullying around gender and LGBTQ+ issues is often referred to as Homophobia, Bi-phobia, or Transphobia but 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.

What bullying is not:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.
- These actions can cause great distress. However, they do not fit the definition of bullying and they're 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.
- **Racist** - racial taunts, graffiti, gestures.
- **Sexual** - unwanted physical contact or sexually abusive comments.
- **LGBTQ+** - because of or focussing on the issue of sexuality. including
 - **Gay, Trans or Bi-phobic** - bullying based on prejudice 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.
- **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

Bullying which occurs 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 bullying incidents 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 bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher 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.

Cyber bullying

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Cyber bullying is increasingly prevalent.

Awareness-raising and promoting an understanding about cyberbullying are essential to enable ongoing discussion and to ensure members of the academy community are not unknowingly facilitating cyberbullying because of a lack of understanding. This can be achieved through the academy's online safety curriculum – assemblies, focus days, PSHCE and RSE.

Students should be taught how to recognise cyberbullying and how to take action. For example, as part of the online safety curriculum victims of cyber bullying should be helped with securing crucial evidence from social media etc by taking screenshots and not deleting messages.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect, compassion and consideration.

Whilst we all have a responsibility to respond promptly and effectively to issues of bullying, a proactive approach to identify and act upon potential signs of bullying will assist in dealing with issues prior to them being formally raised.

The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated. Other signs may also manifest themselves not mentioned here.

- Is frightened of walking to or from school.
- Does not want to go to school by public/school transport.
- Insists on being driven to school.
- Changes their usual routine.
- Is unwilling to go to school after previously enjoying being part of the school community.
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or unexpectedly go missing.
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money / lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying/ harassing other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received

Anti-bullying education in the curriculum

The Academy will raise the awareness by teaching pupils about staying safe and about the anti-social nature of bullying through its curriculum. This will include assemblies, possible theme days and thoroughly underpinned by the Oasis 9 habits.

Anti-bullying procedures

Parents

If parents suspect their child is being bullied, 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 bullying / harassment to the designated safeguarding lead for Oasis Academy

For behaviour in the academy, 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 student 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 students and families involved to resolve the situation and put in clear preventative measures to support everyone involved.

Students

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 student thinks they are being bullied they must tell an adult, parent, a member of staff, or use an anti-bullying system and be supported to explain what form the bullying is taking and how it affects them. Students who witness bullying or experience an incident which they feel may be bullying or harassment, must tell an adult, parent, or a member of the academy staff.

Our academies will identify a member of staff who LGBTQ+ staff can identify as a single point of contact for support.

Recording Incidents

If bullying is reported the Principal is responsible for ensuring that the details are recorded in Bromcom as presented to them, following the recording guidance outlined by OCL (see appendix). 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?
- Reconciliation – How we put things right between those involved?

Allegations of bullying:

If an allegation of bullying occurs, the academy will:

- take it seriously
- 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 the 'bully' 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

- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff of their choice.
- Reassuring the student.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a Peer Mentor if appropriate.
- Referral to a counsellor.
- Offering continuous support and advice to parents.
- Being informed about the outcome of the investigation into their concerns.
- Include Children's Services where appropriate (e.g. where there are linked Child Protection concerns)

Students who have bullied will be helped by:

- Discussing what happened.
- Discovering why the student became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents to help change the attitude of the student.
- Involving other agencies, including Police and Children's Services, to support a change in behaviour.
- Referral to a counsellor (if necessary).
- Attend a mediation (restorative justice) meeting with the effected student 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 the victim and the bully, not just one. 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 bullies will be part of the responsibility of the positive procedures used by the academy.

Sanctions

For students who have demonstrated bullying behaviour, the academy's Behaviour for Learning policy will be followed. The Principal should ensure that the academy leadership team understands the range of sanctions that can be considered in instances of bullying. These will vary between academies and phase but will always include a meeting with parents/carers so that they are aware.

Using the restorative practices in line with the ethos and culture of the academy, a plan will be implemented to identify the steps that need to be taken to change the behaviour in the future and support the student in being able to do this.

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 student involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, gender identity or sexual orientation, age, religion, or belief.

Transphobic bullying

The following guidance should be followed when there is a case of transphobic bullying. From the date of change 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, it is the legal 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.

Responsibilities

The Regional Director

- The Regional Director will liaise with the Principal over all anti-bullying strategies and individual cases where appropriate.
- The Regional Director will discuss, review, and endorse agreed strategies to promote anti-bullying.
- The Regional Director will monitor and evaluate the reports provided by their Principals to ensure any patterns across academies are understood and escalated.

The Principal

The Principal has a legal duty to draw up procedures to prevent bullying among students.

The Principal will:

- 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 bullying incidents 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 students on a regular basis in a clear manner.
- Ensure that sanctions imposed for bullying reflect the serious nature of the incident; and
- Report at least termly to the Regional Director via the Safeguarding Audit termly statistical data report.

A designated senior staff member will:

- Be responsible for liaising with the appropriate member of staff over all incidents involving students in their form.
- Ensure that all incidents of bullying are reported to the responsible senior member of staff.
- Be involved in any agreed strategy to achieve a solution.
- Take part in the anti-bullying programme in the PSHE and Citizenship course.
- Know the policy and procedures.
- Be observant and ask students what is happening to them.
- Deal with incidents according to the policy; and

- Never let any incidences of bullying 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 being bullied and the bullies.
- Help maintain the Academy's record of incidents of bullying as required.
- Keep the Principal and designated teacher 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 of anti-bullying/harassment.
- 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 (LGB&T) pupils.

Training requirements

Academy leaders should provide at least annual training for staff regarding anti-bullying. 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 for anti-bullying.

Statutory requirements

What does the law say and what do I have to do?

Every school must have measures in place to prevent all forms of bullying.

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

Links to other policies

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

- Safeguarding and Child Protection
- Complaints
- E Safety and acceptable use 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 <https://www.kidscape.org.uk/> 020 7823 5430
- Bullying UK <https://www.bullying.co.uk/> 0808 800 2222
- Anti-Bullying From The Diana Award <https://www.antibullyingpro.com/>
- NSPCC <https://www.nspcc.org.uk/> 0808 800 5000
- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau
- 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 COO	Regional Director	Academy Principal	DSL	Behaviour Lead	Senco
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		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

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 or Cat 1 issues. *With professional judgment requires 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>*consent/ PREVENT assessment tool</small></p>

Sexually Harmful Behaviour

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>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 or 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	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

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

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	July 2022	Chris Chamberlain	All Oasis Staff	Updated policy detail

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	18 July 2022	5.0

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	July 22	5.0