Olive Academies independent School
OA-North View
Anti-Bullying Policy

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Updates/revisions included:	Updated in line with KCSIE 2026 Added an additional introductory paragraph: *OA-North View has a zero-tolerance approach to all forms of bullying, harassment, and discrimination. Bullying, including sexual harassment, misogyny, racism, homophobia, biphobia, and transphobia, will never be tolerated or dismissed as 'banter', 'just having a laugh', or 'part of growing up'. All incidents will be taken seriously and dealt with robustly.* Included a section on Mobile phones and AI. Removed reference to schools
This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration	

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1. Values and Beliefs

The values of Olive Academies (OA) are:

- CONVICTION - Everyone has the capacity to reach their potential.
- DETERMINATION - Not giving up on those who have not experienced success
- AMBITION - All challenges can be overcome, and education is an important lifelong journey
- REFLECTION - Learning from experiences and developing a capacity to improve further

Building on these values, we encourage all our pupils to 'Dare to be Olive' by being ready to learn, respectful of each other and those around them, and keeping safe.

At OA-North View, we aim to provide all pupils with the best possible standards of education. We want our Schools to be the place where our young people can thrive, learn and achieve their best.

We offer flexible, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures.

We want our School to be an environment that is safe, supportive and free from intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are seen as unacceptable.

OA-North View has a zero-tolerance approach to all forms of bullying, harassment, and discrimination. Bullying, including sexual harassment, misogyny, racism, homophobia, biphobia, and transphobia, will never be tolerated or dismissed as 'banter', 'just having a laugh', or 'part of growing up'. All incidents will be taken seriously and dealt with robustly.

OA-North View is committed to providing a safe, supportive and respectful environment where all pupils can learn and thrive free from bullying, harassment, discrimination and victimisation. The school recognises its responsibilities under the Independent School Standards, Equality Act 2010 and Keeping Children Safe in Education and will take all reasonable measures to prevent bullying and respond promptly when concerns arise.

2. Legal Frameworks

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

The policy supports compliance with the Education (Independent School Standards) Regulations 2014, in particular: Part 3 paragraphs 7, 9, 10 and 16 and Part 8 paragraph 34.

3. Definition of bullying

Bullying is “behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying can include, but is not limited to: ...

- bullying related to gender, including misogyny and sexism
- bullying related to race, ethnicity, or culture, including racist language and behaviour
- the creation, sharing, or threatening to share self-generated intimate images and/or videos, including those generated using AI (deepfakes)
- all forms of online abuse, including the use of AI to harass or humiliate others

Bullying can be emotional and/or physical – stopping violence and ensuring immediate physical safety is obviously our first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

4. Cyberbullying

Definition

Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Preventing and addressing cyberbullying

To help prevent cyberbullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that Pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

Trust academies will actively discuss cyberbullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teachers and tutors will discuss cyber-bullying with their tutor groups, and the issue will be addressed in assemblies.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyberbullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

In relation to a specific incident of cyberbullying, the School will follow the processes set out in the behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the School will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material and will work with external services if necessary.

5. Mobile Phones and Artificial Intelligence (AI)

Olive Academies is committed to minimising the risks associated with mobile phone use and AI technologies. The use of mobile phones is not permitted during the school day except in accordance with the School's mobile phone procedures outline in the behaviour policy.

The School recognises the risks posed by AI-generated content, including deepfakes and the creation or sharing of fake images or videos to bully or harass others. Any such incidents will be treated as serious breaches of this policy and may be referred to the police.

6. Examining Electronic Devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- cause harm, and/or
- disrupt teaching, and/or
- break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- delete that material, or
- retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on screening, searching and confiscation and with OA policy.

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the trust's complaints procedure.

7. Bullying Outside School Premises

OA staff have the power to discipline pupils for misbehaving outside the School premises 'only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances' (DfE guidance). This can relate to any bullying incidents occurring anywhere off the School premises, such as on public transport, outside the local shops, or in a town or village centre.

Where bullying outside the School is reported to School staff, it should be investigated and acted on. The head of School 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. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on School premises or elsewhere when the pupil is under the lawful control of that staff member.

8. Preventing, Identifying and Responding to Bullying

The school recognises that many pupils may have experienced trauma, attachment difficulties, adverse childhood experiences or social, emotional and mental health needs which may affect relationships and behaviour. Support and intervention will therefore seek to address underlying needs whilst maintaining clear expectations regarding respectful behaviour.

As a school community, we will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- make sure that all pupils know that they will be listened to if they report a concern.
- work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- provide opportunities to develop pupils' social and emotional skills, including their resilience.
- provide a range of approaches for pupils, staff and parents/carers to access support and report concerns – making sure that these are accessible, easily understood and well publicised
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the student council.
- regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- train all staff including teaching staff, support staff and pastoral staff to identify all forms of bullying, follow the School policy and procedures (including recording and reporting by type and analysing and monitoring incidents).
- proactively gather and record concerns and intelligence about bullying incidents and issues to effectively develop strategies to prevent bullying from occurring – a bullying log is maintained and bullying incidents and implementation of this policy is discussed at the OAISB on an annual basis
- actively create "safe spaces" for vulnerable children and young people.

- use a variety of techniques, including restorative practice and conflict resolution to resolve the issues between those who bully and those who have been bullied
- work with other agencies and the wider school community to prevent and tackle concerns.
- celebrate success and achievements to promote and build a positive School ethos.

9. Involvement of Pupils

We will:

- regularly communicate with pupils to gain their views on the extent and nature of bullying through student mentors and through our Olive Way sessions which focus on personal and social aspects of the curriculum and being part of the community
- ensure that pupils know how to express worries and anxieties about bullying
- ensure pupils are aware of the School's rewards and sanctions system which is used to promote positive behaviours and choices
- involve pupils in anti-bullying campaigns in the School
- regularly check with pupils to make sure our reporting systems are easily understood and well publicised
- publicise the details of help lines and websites on our School website
- involve pupils in ideas about how we can help prevent bullying
- offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

10. Liaison with Parents and Carers

We will involve parents to ensure that they are clear that the School does not tolerate bullying and are aware of the procedures to follow if they believe the child is being bullied. Parents should feel confident that the School will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

11. Dealing with Bullying – Procedure for Staff

All reported incidents of bullying should be taken seriously. It is important to reassure pupils that they have acted in the correct way by reporting the incident(s) of bullying and to assure them that the situation will be dealt with. At this stage, advice as to how to deal with further incidents should be given, emphasising the need to report these if they occur.

A staged approach to dealing with reported incidents of bullying should be followed. Whoever the incident is reported to has the responsibility to act upon the report given and to follow the staged approach. The key to the effective implementation of the policy is to bear in mind that ALL incidents MUST be investigated.

- A written summary of the information given by the pupil must be made
- This alleged victim statement should be accompanied by statements from other pupils, including alleged bullies, or staff members who may have witnessed some, or all of the events.
- Consider whether there is a need for the victim to be offered protection from the possibility of the bullying continuing during the next immediate period. If staff judge that this is a

possibility, then they must seek immediate support and advice from a member of the senior leadership team (SLT). In such cases, the victim must be removed to a staff area away from other pupils.

- It is important that an investigation takes place as soon as possible. Copies of the pupil statements should be passed on to the member of the SLT without delay. It may be appropriate to pass the information on to the learning mentor/tutor. In the unlikely event that neither the head nor deputy is available, then responsibility for investigating the allegation must be assumed by the mentor/tutor
- Follow-ups should be discussed with the pupil(s). It is important that the staff member who initiated the process checks with the pupil and the person to whom the information was passed on that action has been taken
- Parents of bullied pupils should be notified of the actions taken by the School. It may be appropriate for parents to attend a meeting to discuss the situation and ways of working with staff and the pupil to prevent further incidents of bullying
- Parents of those bullying should be notified of the actions of their child and of the sanctions imposed by the School. It may be appropriate for parents to attend a meeting to discuss their child's behaviour and to identify ways of working with staff to prevent repeat behaviour of this type
- Monitoring of the victim(s) and of the perpetrator(s) should be undertaken to reinforce the message that bullying is not acceptable behaviour in the School. This may be through formal or informal meetings but should reinforce to the victim that they have taken the correct approach by reporting the incident(s) initially.
- A copy of all the written statements, together within any actions taken, must be recorded on CPOMS in line with the trust's procedures. It is essential that notes of any telephone conversations with parents, together with copies of letters sent to parents that detail action are also recorded. This is in line with legal advice relating to pupils challenging the level of support offered to them while in the School in relation to bullying. It is possible for ex-pupils to claim against the trust for damages; therefore evidence needs to be available should such a case arise and need to be challenged.
- Where 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, and our safeguarding procedures should be followed in discussion with the School's designated safeguarding lead.

Bullying can be a safeguarding issue. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm as a result of bullying, this must be treated as a child protection concern and referred to the Designated Safeguarding Lead (DSL) in line with the school's safeguarding and child protection policy and Keeping Children Safe in Education.

Any bullying motivated by a protected characteristic, sexual harassment, sexual violence, child-on-child abuse, online abuse or hate-related behaviour will be considered in line with the Safeguarding and Child Protection Policy and, where appropriate, referred to external agencies.

12.Confidentiality

Staff cannot offer complete confidentiality or promise not to report concerns, even though the victim may request this.

Staff should explain that they will listen, but that if they believe that any child is at risk of harm it is their professional responsibility to do something about it. They should tell the victim that they will share the information only with those who need to know.

13.Summary of Staff Action to be Taken:

1. Listen carefully to the victim and reassure them
2. Consider the victim's immediate safety and, if necessary, take steps to ensure it. This will mean involving other colleagues
3. Tell the victim what you intend to do next
4. Make a detailed record of what you have been told
5. Work with other colleagues if necessary to investigate the alleged incident and ensure records are made of any evidence gathered: pass on the information to a member of SLT.
6. Keep informed about the progress of the case and ensure you also inform the pupil.

14.Key Points:

1. Never ignore suspected bullying
2. Do not make premature presumptions
3. Listen and record carefully
4. Adopt a problem-solving approach
5. Follow up repeatedly, checking bullying has not resumed
6. Treat all cases of reported bullying seriously.

15.Advice to Give Pupils who are Victims of Bullying:

1. Stay within sight of adults or other children
2. Tell an adult you trust
3. Stay with groups of people
4. Avoid being alone with the bully
5. Get your friends together and say "NO" to the bully, stay with a group and do not be the last to leave
6. Look the bully in the eye, stand up straight and try to look confident
7. Stay calm, do not lose your temper
8. Speak slowly, firmly and clearly
9. Rehearse keeping calm and speaking assertively
10. Be assertive – say "NO" firmly
11. Walk away confidently – practise.
12. Tell yourself that you do not deserve to be bullied
13. Try not to show that you are upset (it is difficult).
14. Be proud of who you are.

16.Strategies to Combat Bullying

There are many strategies for working to combat bullying or to respond to instances of bullying across school life. These include:

- **curricular approaches**: the curriculum is used to; raise awareness of bullying and the anti-bullying policy; raise understanding for victims and help build an anti-bullying ethos; teach pupils how to constructively manage their relationships with others.
- **co-operative group work**: pupils work together on a range of tasks and activities that are designed to consider co-operation and accountability. For pupils who are victims, such approaches are a way of introducing them to individuals or groups who do not intimidate them, thus allowing self-confidence to be developed.
- **circle time**: pupils, teachers and learning mentors to sit in a circle to discuss issues of concern and offer solutions to problems.
- **peer support**: victims of bullying are given support by their immediate peers and at OA we encourage pupils who have begun to make progress to assume responsibility, under adult supervision, for the care of their fellow pupils.
- **mediation by peers or by adults**: this approach aims to identify problems and solutions and to offer a neutral view of the situation. OA has trained peer mentors who can work with pupils to support them.
- **therapeutic work**: where appropriate work with the bullying young person that may include being linked to a mentor, working within a support group, individual therapy or reparative work
- **assertiveness training**: in a supportive environment, bullied pupils talk of their experiences and learn and practise effective responses.
- **dealing with cyberbullying**: regular online safety training will be given to all pupils. All cases of cyberbullying will be investigated and dealt with as with any other case of bullying. In each case of cyberbullying, we will work with parents and pupils to ensure that the incident is reported to the appropriate service provider in line with their own complaints or abuse policy. When appropriate and the incident is serious, or a potential criminal offence has been committed we will report the incident to the police.
- Staff and pupils will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the head of School for the incident to be investigated and support to be provided. Pupils will report incidents to a trusted member of staff.
- Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted, it is known to the school, the head of School will request they remove it directly.

In addition to the approaches outlined above, consideration needs to be given to the context of the playground, the grounds and other areas of the School needs. It is an essential part of our work that pupils are supervised in all their social learning activities, and this provides staff with the opportunities to model and encourage co-operative, non-bullying behaviour.

The curriculum and wider school activities will address healthy relationships, consent, respect, and the unacceptability of all forms of bullying and harassment, including misogyny, racism, and online abuse.

17.Sanctions

There are a range of sanctions available to combat bullying. These are outlined in the trust's behaviour policy which sets the general framework for rewards and sanctions. All serious incidents

should be discussed by staff at the end of the day. SLT will then take all the available evidence and opinions expressed by staff into account before making a decision about the application of sanctions.

For more serious or regular incidences of bullying, the following sanctions may apply:

- Withdrawal from breaks and lunch social times: pupils will be allowed to visit the toilet and to have a drink of water at morning break and/or their lunch. However, social mixing will not be allowed, and pupils will be closely supervised by staff.
- Internal exclusion: pupils will be withdrawn from lessons to undertake supervised work for a length of time to be determined by the SLT, in consultation with other staff.
- Community Service: pupils will be allocated a community chore such as litter picking in the grounds or weeding the boarders. The service may be required to last a set time, or the pupil will be expected to complete the task.
- Meeting with the head of School and/or OA leaders to highlight the seriousness of bullying
- Suspension (fixed term exclusion): the pupil will be required to work from home for a set number of sessions in line with DfE policies relating to suspension. It would be for the head of School only to determine whether suspension should be applied and for how long the suspension should be.

18. Links with Other Policies and Procedures

This policy links with several other trust/School policies, procedures and action plans including:

- Behaviour policy
- SEND policy
- Complaints policy
- Online safety and ICT policy
- Acceptable use agreements
- Curriculum Policies such as PSHE and RSE
- Suspension and exclusion policy

Please visit our School websites to download our policies

19. Roles and Responsibilities

- The Head of School is responsible for implementing this policy and ensuring that all allegations of bullying are investigated appropriately.
- The Designated Safeguarding Lead will monitor bullying incidents, patterns and trends through CPOMS and other safeguarding systems.
- The Proprietor Board (OAISB) will receive annual reports regarding bullying, safeguarding trends and the effectiveness of preventative measures.
- The Proprietor Board (OAISB) will review this policy annually to ensure compliance with Independent School Standards and current statutory guidance.

20.Monitoring & Review

Training will be given to current and new staff as part of safeguarding training and additionally as deemed necessary.

The School will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the School's action planning and reported to the OA MAT board.

This policy will be reviewed on an annual basis.

21.Supporting Organisations and Guidance

Pupils, parents and carers seeking information, advice or support regarding bullying, cyberbullying, prejudice-based bullying or online safety can access a range of national organisations and resources. The school signposts families to reputable sources of support through its website and communications. These include:

- Anti-Bullying Alliance
- Childline
- NSPCC
- Internet Matters
- UK Safer Internet Centre
- Thinkuknow (National Crime Agency CEOP)
- Stonewall

Up-to-date links to relevant support organisations are available via the school's website.