

Policy Title:	Student Anti-Bullying Policy
Policy Reference:	
Function:	To provide support and guidance to Parents, Students, Governors, Principal and Managers to adopt fair and equitable treatment for victims and those suspected of bullying.
Status:	Statutory
Audience:	Parents, Governors, Principal, Teachers, Support Staff, DCSF
Ownership / Implementation	The Principal and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Version:	V1.0
Issued for:	Approval
Date for Review:	2010

THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect, and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children.
- The Academy should articulate social and moral values and respect for others, irrespective of their class, sex, race or religion.
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured.
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills.
- An effective and flourishing Academy should be 'public' rather than 'private', explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership.
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people.
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is to be, first and foremost, a place of high quality learning and teaching for young people aged 11-19.

This policy, and its associated procedures and protocols, is based on these key principles.

THE OXFORD ACADEMY

Student Anti Bullying Policy

1 Introduction

- 1.1 We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* Academy. This means that *anyone* who knows that bullying is happening is expected to tell the staff.
- 1.2 All governors, staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying.
- 1.3 As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- 1.4 Bullying will not be tolerated.

2 What Is Bullying?

- 2.1 Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.
- 2.2 Bullying can be:
 - Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) physical pushing, kicking, hitting, punching or any use of violence
 - Racist racial taunts, graffiti, gestures
 - Sexual unwanted physical contact or sexually abusive comments
 - Homophobic because of, or focusing on the issue of sexuality
 - Verbal name calling, sarcasm, spreading rumours, teasing because of size etc.
 - Cyber all areas of internet ,such as email & internet chat room misuse
 - Mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

3 Why is it important to respond to bullying?

- 3.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.
- 3.2 We have a responsibility to respond promptly and effectively to issues of bullying.

4 Signs and Symptoms

4.1 A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from the Academy
- Doesn't want to go on a Academy / public bus
- Begs to be driven to the Academy
- Changes their usual routine
- Is unwilling to go to the Academy (school phobic)
- 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
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " 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 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Anti-bullying Procedures

5 Parents

- 5.1 If parents suspect their child is being bullied they should contact the Learning Mentor. Parents should be prepared with the signs and symptoms and any suspicions they have regarding those carrying out the bullying.
- 5.2 Parents must leave the initial investigation to the Academy. Any attempt to resolve the issue themselves will inevitably make the matter worse.
- 5.3 Parents should encourage their child to talk to their Learning Mentor or other member of staff.

6 Students

- 6.1 If a student feels they are being bullied they must tell an adult, parent, Mentor or other member of staff.
- 6.2 Students who witness bullying must tell an adult, parent, Learning Mentor or other member of staff.

7 Staff

- 7.1 If bullying is reported to a member of staff they will record the details as presented to them and pass on to the students' (victims') Learning Mentor.
- 7.2 Learning Mentors will initiate the 3Rs process, with the support of other members of staff as appropriate:
 - Reflection – What has happened? Could it have been different?
 - Resolution – How can we try to ensure this doesn't happen again?
 - Reconciliation – How we put things right between those involved?
- 7.3 Staff will record incidents of bullying.
- 7.4 In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
- 7.5 If necessary and appropriate, police will be consulted.
- 7.6 Time out may be used if deemed appropriate. The level of time out will be determined by the success of the 3Rs process and the students' records.

8 Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with Learning Mentors, Mentors or a 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

9 Students who have bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and the need for change
- Informing parents to help change the attitude of the student
- Referral to a counselor

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.