

Policy Title:	Anti-Bullying
Policy Reference:	TOA062
Description:	To provide support and guidance for all at The Oxford Academy in adopting fair and equitable treatment for victims and those suspected of bullying
Status:	Non-Statutory
Category:	Student
Contact:	Title: Assistant Headteacher Tel No: 01865 774311
Version:	V2.0
Other relevant TOA policies	
Approved by the Governing Board on:	17 July 2020
Date for Review:	June 2022

Change Record

Version	Date	Description
1.1	October 2010	Amended as part of review process
1.2	June 2013	Amended as part of review process
1.3	October 2014	Reviewed
2.0	July 2020	Re-written

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Dates of staff training for academic year 2020/21:

Dates	Course title	Staff involved
September 2020	Staff induction	All

1. Statement of intent

The wellbeing of our pupils sits at the very heart of everything we aim to achieve at The Oxford Academy. We believe that each individual child and young person has the right to be safe, healthy, respected and included and will be given every opportunity to achieve their full potential. We aim to create an environment at The Oxford Academy where a culture of bullying cannot survive and will work in partnership with students, parents and carers, staff and other stakeholders to ensure all of our young people have a positive learning experience and thrive as part of our school community.

Our Anti-Bullying Policy is clear that there is a zero-tolerance approach to bullying; it is behaviour, which is unacceptable at The Oxford Academy and in our wider school community.

This policy reflects the belief that bullying is a breach of the United Nations (UN) Convention on the Rights of the Child (1992). The policy is written in line with Section 89 of the Education and Inspections Act 2006, which states that schools and academies must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

2. Review of the policy

This policy will be reviewed after one year. It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are students, staff, parents and carers.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by the governing body at governing body meetings.

3. Aims of the policy

1. To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at the academy.
2. To assist in creating an ethos in which attending The Oxford Academy is a positive experience for all members of our community.
3. To make it clear that all forms of bullying are unacceptable at The Oxford Academy.
4. To enable everyone to feel safe while at The Oxford Academy and encourage pupils to report incidents of bullying.
5. To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
6. To support and protect victims of bullying and ensure they are listened to.
7. To help and support pupils displaying bullying behaviour to change their attitudes and understand why they need to change.
8. To liaise with parents/carers and other appropriate members of The Oxford Academy community.

9. To ensure all members of our community feel responsible for helping to reduce bullying

4. Objectives of the policy

1. Evidence that our whole community has ownership of the academy Anti-Bullying Policy.
2. To maintain and develop effective listening systems for pupils and staff within The Oxford Academy.
3. To involve all staff in dealing with incidents of bullying effectively and promptly.
4. To equip all staff with the skills and information necessary to deal with incidents of bullying.
5. To involve the wider academy community (e.g. lunchtime staff, part-time staff/volunteers) in dealing effectively with, and, if necessary, referring, bullying incidents.
6. To communicate with parents/carers and the wider academy community effectively about bullying.
7. To acknowledge the key role of every staff member in dealing with incidents of bullying.
8. To ensure all incidents of bullying are recorded and appropriate use is made of the information and, if appropriate, sharing it with relevant organisations.
9. To promote emotional health and wellbeing across the whole academy and for all members of our community to exemplify this in all situations.

5. Define bullying

Bullying is deliberately hurtful behaviour, aimed at harming, threatening or frightening someone, either physically or emotionally. The behaviour is repeated over a period of time and it is often difficult for the victim(s) to defend themselves. It can involve a real or perceived imbalance of power.

Bullying may be carried out by individuals or groups, and may include the following behaviours:

- Physical - Hitting, kicking, pushing, taking or hiding belongings or any use of violence.
- Verbal - Name-calling, taunting, mocking, making offensive remarks e.g. racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping.
- Indirect - Spreading rumours about someone, excluding someone from social groups, leaving notes, failure to acknowledge a person, inappropriate text messaging and emailing, offensive or inappropriate use of social media, producing offensive graffiti.

There are a number of vulnerable groups who are more at risk of being targeted by bullying behaviour. These include looked after children, young carers, traveller groups, children with a disability, children with special educational needs (SEND), children who are believed to be

gay, lesbian or bisexual, children undergoing gender reassignment, children who are pregnant or children from ethnic minorities and/or faiths.

Specific types of bullying include:

1. Racist bullying which occurs when bullying makes a person feels unwelcome, marginalized and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
2. Homophobic bullying which occurs when bullying is motivated by a prejudice against people who are or are believed to be lesbian, gay, bisexual or transgender.
3. Faith-based bullying which occurs when bullying makes a person feels unwelcome, marginalized and excluded, powerless or worthless based on differences of religion.
4. Sexual/sexist bullying aims to demean, intimidate or harm another person through the use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, distribution/display of pornographic material aimed at an individual, graffiti with sexual/sexist content aimed at an individual.
5. Cyberbullying which can be defined as the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else. All the other forms of bullying can take place within the method of cyberbullying but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. With other forms of bullying, the victim can have safe places that the bully cannot intrude into. However, with cyberbullying, no place is safe as the bullying can take place in any place, at any time. Whilst students can walk away from bullies, this is not possible where cyberbullying is concerned. This form of bullying evolves with technology. As a result of the Education and Inspections Act (2006), headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff. As a result, students involved in cyberbullying out of school will be dealt with within the guidelines of this policy.
6. Emotional which occurs when individuals are actively ignored or excluded from social groups, teased or verbally tormented.
7. Transphobic bullying stems from a hatred or fear of people who are transgender. (transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms). Its aim is to exclude and demean another person perhaps for their behaviour, clothing or appearance.
8. SEN/Disability bullying makes someone feel excluded, abused or ridiculed based on their disability or learning difficulties.

This is not an exhaustive list and could include any other aspect of difference.

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name-calling or childish prank. We all must learn how to deal with these situations and develop social skills to repair relationships.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Pupils must be encouraged to report bullying at The Oxford Academy. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

6. Practice and procedures

Statutory duty of academies

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Everyone involved in the life of the academy must take responsibility for promoting a common anti-bullying approach.

We aim to:

- i. Be supportive of each other.
- ii. Provide positive role models.
- iii. Convey a clear understanding that we disapprove of unacceptable behaviour.
- iv. Be clear that we all follow the rules and shared values of The Oxford Academy.
- v. Be fully involved in the development of the Anti-Bullying Policy and support anti-bullying practice.
- vi. Support each other in the implementation of this policy.
- vii. Have a zero-tolerance and no excuses approach to all instances of bullying

All members of the academy community are expected to report incidents of bullying. All Staff have a vital role to play as they are at the forefront of behaviour management and supporting pupils' sense of well-being. They have the closest knowledge of the pupils in their care, and should build up a relationship involving mutual support, trust and respect.

All Oxford Academy staff will:

- a. Provide pupils with a framework of behaviour including rules and routines which support the whole academy policy.
- b. Conduct themselves in a respectful and caring manner at all times with pupils and colleagues so a positive atmosphere is always palpable.
- c. Raise awareness of bullying through the pastoral programme, assemblies, PSHE, etc.
- d. Keep the governing body informed through the Headteacher/SLT member,
- e. Be aware of the staff member who is responsible for the monitoring of the policy.

7. Implementation

The Oxford Academy procedures when dealing with incidents:

- a. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- b. If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded and given to the member of SLT with designated responsibility for anti-bullying.
- c. The member of SLT will interview all concerned and will record the incident.
- d. The member of staff will be kept informed and if it persists the member of SLT will advise the form tutor/subject teachers/support staff of the students involved
- e. Parents/carers will be kept informed.
- f. Punitive measures will be used as appropriate and in consultation with all parties concerned.

8. Equality impact statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of this policy. On review we shall assess and consult relevant stakeholders on the likely impact of this policy on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Appendix 1

National Websites

www.kidscape.org.uk (020 7730 3300) provides training for professionals, courses for bullied children, a helpline for parents of bullied children and resources about the prevention of bullying

www.beatbullying.org (0845 338 5060) provides a toolkit for young people and information and strategies to help them

www.childline.org (0800 1111) offers a free 24-hour helpline for children in distress or danger. The website has useful information sections, particularly on racial harassment and bullying

www.anti-bullyingalliance.org.uk brings together 60 organisations and has commissioned a research and evaluation team to advise on bullying and anti-bullying initiatives

www.cyberbullying.org has useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence

www.thinkuknow.co.uk provides information for children and young people, parents, teachers and trainers on staying safe online

www.chatdanger.com

www.ncb.org.uk (National Children's Bureau)

www.nspcc.org.uk includes information on bullying as part of the Full Stop campaign
www.childnet.com working with others to "help make the Internet a great and safe place for children".

www.digizen.org provides information about being a digital citizen.

www.stonewall.org.uk runs the education for all campaign to ensure that all young lesbian, gay and bisexual people can fulfil their potential and that schools can deal appropriately with homophobia and homophobic bullying.