

ANTI-BULLYING POLICY

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Introduction

This policy has been developed by students, parents and staff of North Oxfordshire Academy.

Everyone at North Oxfordshire Academy must be allowed to learn and move around in a happy and safe atmosphere that is free from bullying. Confidence must be encouraged and respect, kindness and consideration for each other is our anti bullying mantra. Bullying of any form is not tolerated and will be challenged. Any cases of bullying are dealt with very seriously, we have a zero-tolerance approach to bullying. We are a **speaking up** school. This means that anyone who knows or suspects that bullying is happening will be encouraged to speak up and report.

By everyone we mean students, staff, parents and any other person who may visit the Academy.

The policy raises our awareness by explaining what we mean by bullying and where it might happen. It outlines how we prevent bullying through every lesson and other specific activities.

For staff it provides provision for Professional Development and explains clearly how to deal with incidents of bullying.



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For students it provides the opportunity to develop skills of caring and tolerance as well as conflict resolution.

The aims of this policy are:

- To prevent bullying
- To deal effectively with bullying if it occurs
- To be an integral part of the Academy behaviour policy
- To contribute to overall Academy improvement by a safe happy learning environment conducive to raising standards
- To ensure that all students, staff and parents are clear that we do not tolerate bullying and how it will be dealt with in school

It begins with a pledge for anti-bullying and outlines clearly everyone's rights and responsibilities.

North Oxfordshire Academy Anti Bullying pledge:

For pupils who experience bullying:

If you are being bullied:

- You will be heard and supported in reporting bullying and given help. Action will be taken. We are a speak up school
- You will be supported and helped to rebuild confidence and feel safe again at North Oxfordshire Academy

For pupils who engage in bullying behaviour:

- Sanctions and educational sessions to address their behaviour and help them to understand the impact they have had on the victim.
- They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- They learn how they can take steps to repair the harm they have caused

For the Academy:

- The whole community is clear about the anti-bullying stance the Academy takes; pupils, as well as staff and other members of the Academy, are fully engaged in developing and reviewing anti-bullying work in the school. Every chance is taken to celebrate the success of anti-bullying work
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.



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For Academy staff (including Governors):

- They promote a climate where bullying and violence are not tolerated and cannot flourish, and they continually develop best-practice based on knowledge of what works
- There is a review of the schools anti-bullying policy every year and, as a result, the policy and procedures are updated as necessary, and curriculum opportunities are used to address bullying. Pupil support systems are in place to prevent and respond to bullying.
- They have addressed Academy-site issues and promote safe play areas, all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- All staff are aware of the importance of modelling positive relationships
- Data systems (Arbor/CPOMS) gather information about any incidents, and this data is used for monitoring and evaluation
- They work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- North Oxfordshire Academy does not tolerate bullying of any kind
- The term 'bullying' is not an umbrella term that can be used for all incidents where one person has been hurt by another (either physically or emotionally)
- If you are concerned about any issues regarding bullying, please contact the Academy or you can also report any concerns online
- As a parent/career you can be confident all reports of bullying will be investigated and dealt with in a manner sensitive to the needs of the individual child concerned
- You will be kept informed as the matter progresses

Raising Awareness

While there is no single definition of bullying, the DfE identifies three points which most definitions share:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator/s of bullying and the target

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DfE)

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.' (Safe to Learn, DfE)



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Bullying can take place between students, between students and staff or between staff, and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untrue rumours
- kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.
- Homophobic/biphobic or transphobic comments

Students may be bullied for a variety of reasons, including:

- ethnic background, religion or culture
- disability, special educational needs or a particular ability
- sexual orientation
- gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as students in public care, or young carers, or those with same sex parents/carers or whose parents/carers have mental health difficulties may be particularly vulnerable.

For instances where friends may fall out on several occasions over a period of time, it may not be regarded as bullying. We must be careful to avoid the term ‘bullying’ being used as a term that may be chosen by one of the party’s involved to try to escalate the seriousness of the matter. The school works hard to ensure that all students know the difference between bullying and simply “falling out”.

Where bullying occurs

Bullying can take place in many places. It can occur during the journey to and from the Academy, before lessons begin, at break, lunchtime and during lesson changeovers in corridors. Toilets and changing rooms are places where bullying can occur. Bullying may also take place in a subtle and surreptitious way during lessons when adults are present. Cyber-bullying incidents may originate from outside of the Academy but if it affects pupils during the school day then we will respond to it.



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Prevention of Bullying

At North Oxfordshire Academy everyone is expected to conduct themselves respectfully, demonstrating tolerance and understanding always. This is enshrined in the Code of Conduct and key policies such as Behaviour, Esafety and Safeguarding policy. The ULT “Staff Student relationships” document provides clear expectations for adults in the Academy too.

Through clear implementation of these policies students and staff can go about their work in a safe and happy climate where achievement and praise prevail.

Prevention is better than cure so at North Oxfordshire Academy we are vigilant for signs of bullying and always take seriously reports of bullying. We use the curriculum and other appropriate times to reinforce the ethos of the school and help students to develop strategies that combat bullying-type behaviour. Bullying is an action directly against our NOA 9 non negotiable expectations. We strive to organise our community in order to minimise opportunities for bullying. We use a variety of methods to help students prevent bullying. As and when appropriate these may include:

- ‘Speak up’ school ethos
- Anti-bullying ambassadors/head team
- Intervention work from pastoral team for students who are repeat offenders - ‘put them into the shoes of the students that is bullied’.
- ‘Foot in/Foot out’ protocol
- Anti-bullying campaigns
- Buddy/mentoring
- Assemblies
- Anti-Bullying week
- Internet Awareness week
- Display materials around the school by a variety of means (posters, website etc)
- Behaviour plans for individuals
- Positive achievement assemblies
- PSHE sessions on E-safety and bullying
- Behaviour curriculum
- Parental/Staff/Student surveys
- External Drama workshops/performances

The responsibility of “all” cannot be stressed enough. The responsibility of the bystander challenging bullying (not being complicit) is vital. All students should know that the Academy cares about bullying.

Signs of Bullying Incidents



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Adults should watch for early signs of distress in students. These may be the early signs of bullying. These may include:

- Fears of walking to or from school
- doesn't want to go to school on the school/public bus
- asks to be driven to school all the time
- changes their usual routine
- does not want to attend school (school phobic)
- begins truanting school
- asks for money or starts stealing money
- comes home starving
- stops eating
- becomes withdrawn, anxious, or lacking in confidence
- 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
- some possessions go 'missing'
- dinner or other monies continually get 'lost'
- has unexplained cuts or bruises
- starts becoming aggressive, disruptive, unreasonable
- is bullying other children or siblings
- is scared to say what's wrong
- gives improbable excuses for any of the above

Anti-bullying procedure

The Academy regards bullying behaviour very serious and therefore the following steps will be promptly taken in dealing with incidents. See Appendix 1 for flowchart that is used each time incident reported. Reporting and supporting



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Pupils can report any bullying issues or concerns via the school website by clicking on 'report my concern' or by reporting it to a member of staff. These incidents will then be passed over to the Behaviour Team to action. They can also report incidents directly to their Tutor who will also pass it over to the Pastoral Team to action. There are a few support plans that can be put in place for a pupil who feel they are being bullied, and for a pupil who may be the perpetrator of bullying.

Support in place could be one of the following:

- Study Support
- SED support
- Breakfast club
- Lunch time groups
- Drop ins
- Peer Mentoring
- Meet and Greet
- Protective Behaviours
- Sessions on Self-awareness and self-esteem
- Sessions on Body language and communication
- Sessions on Friendship and peer pressure
- Sessions on Bullying and teasing (aimed more for the perpetrator)

Staff Development

During training days develop awareness of preventative practices, spotting signs of bullying and procedures to follow if bullying occurs. Use of scenarios to support this.

Training of all staff in recognising and dealing with bullying.

Training to include:

- **Conflict resolution**—Staff empowering students to manage low level unpleasantness independently
- **Mediation/Restorative** - when the method above doesn't work getting aggrieved parties together "circle time". No shouting, swearing or interruptions
- **Investigations** by Tutors, Pastoral Leaders, Learning coaches and welfare Managers
- **Restorative practices** (justice) - when the investigations are complete and consequences (if necessary) applied, we will aim to get the victim and bully together. The victim gets opportunity to explain how they feel, then the bully can do likewise and hopefully a genuine apology is offered to the victim, perhaps accompanied by an agreement to some actions that can help redress the situation.

Linked Policies:

- Safeguarding Policy



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- Behaviour Policy & E-safety Policy



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Appendix 1

Bullying incident

SPEAK UP SCHOOL – we want a culture where the students will be listened to and believed

SPEAK UP!

Noticed a change in yourself or a friend?
Something not right?
Need to talk?

HOW DO YOU REPORT A CONCERN?

SPEAK TO AN ADULT AT NOA

REPORT ONLINE
THROUGH THE NOA WEBSITE
CLICK THE RED BUTTON
REPORT A CONCERN

TALK TO MY FAMILY OR FRIENDS
WHO WILL SUPPORT ME IN REPORTING IT

**NOA'S MENTAL HEALTH FIRST AID TEAM
OFFER A DAILY DROP IN FOR ALL YEAR GROUPS IN THE LINK
KEEPING OUR NOA COMMUNITY SAFE**

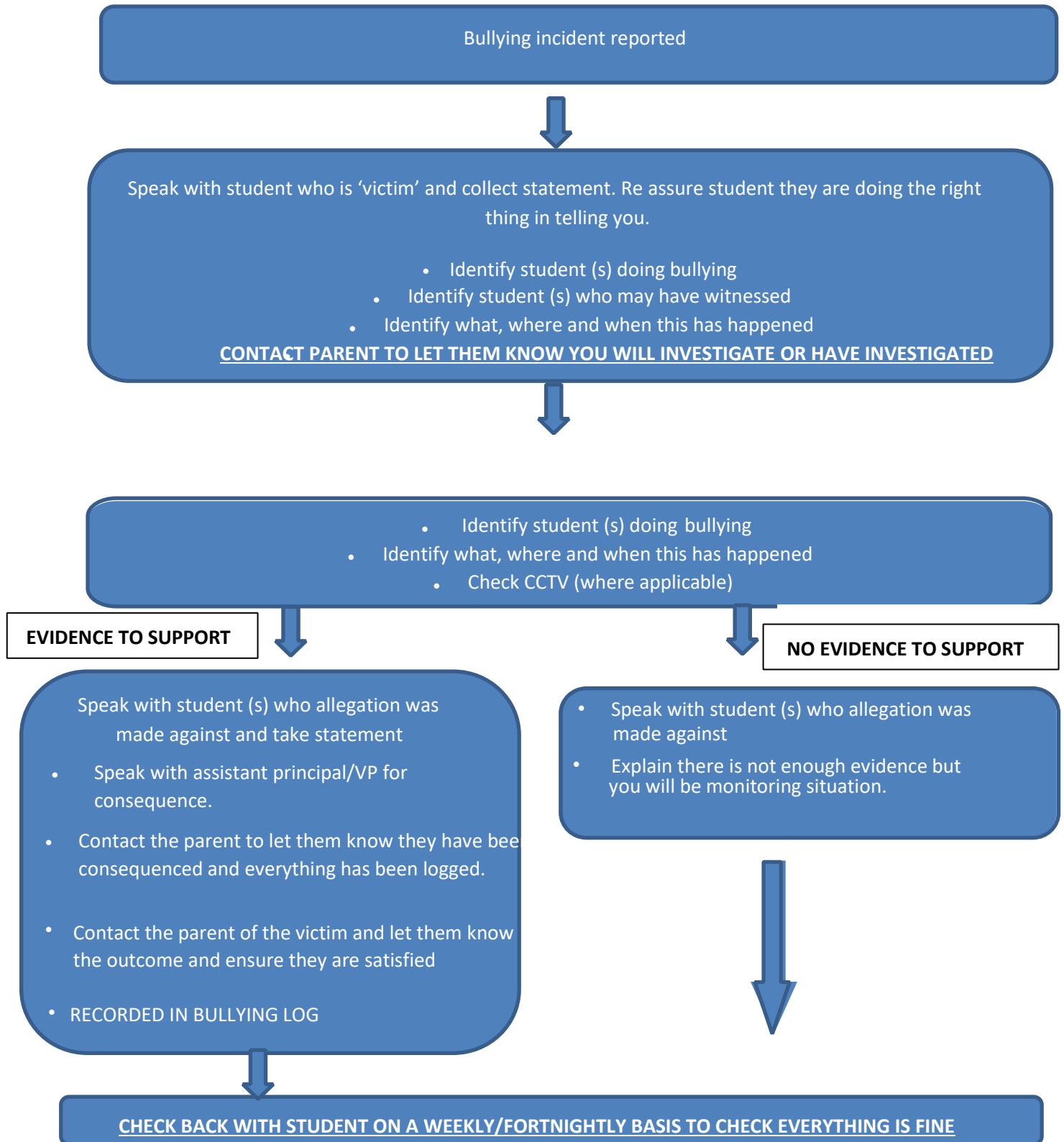
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 **ChildLine**
0800 1111



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GIVEN THE AIMS OF YOUR PROPOSAL WHAT ISSUES DOES YOUR DATA/ INFORMATION HIGHLIGHT?	The amendments to the policy are aimed to give specific guidance to all stakeholders. The policy on antibullying is strategic and follows the Academy's vision and values
HOW COULD THE PROPOSED CHANGE IMPACT POSITIVELY/ NEGATIVELY ON GROUPS WITH PROTECTED CHARACTERISTICS?	The impact would be positive as it is ensuring that all stakeholders if they experience bullying have clear guidance on the procedure and what the process is. The policy and procedure does not discriminate based on individuals and encompasses all groups including those with protected characteristics
WHAT ACTIONS WILL YOU TAKE TO MITIGATE ANY NEGATIVE IMPACT?	To mitigate negative impact this policy is refereed to within the Academy when we use the language of the Academy's values – focusing on the NOA 9 and respect for others. The behaviour policy also demonstrates the fact that we do not tolerate bullying in any forms
IS ANY POTENTIAL NEGATIVE IMPACT JUSTIFIED IN LIGHT OF THE WIDER BENEFITS OF THE PROPOSAL?	No negative impact to justify wider benefits
RECORDING FINAL DECISION	Anti-bullying policy plus amendments to go to governors for approval

