

ANTI-BULLYING POLICY

Page 1 of 4

Issued: Autumn 2025

Review date: Autumn 2028

Approval by:

FULL GOVERNING BODY/

A&C COMMITTEE/

HR & FINANCE COMMITTEE/

BH&S COMMITTEE

EXECUTIVE PRINCIPAL

1. Introduction

At Oxley Park Academy, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and wellbeing of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Oxley Park Academy, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy and the school's Vision, Ethos and Values.

2. Principles

It is the responsibility of the governing body and the Executive Principal to ensure that all members of the school community work within a safe and enabling environment.

We value pupils developing respect for others resulting from active listening, trust and honesty.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Oxley Park Academy. They are:

- every pupil is unique, is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

3. Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

4. Bullying Definition

At Oxley Park Academy, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going (several times on purpose).

5. Types of Bullying

Bullying can take many forms. It can include:

- physical bullying: hitting, slapping or pushing someone
- verbal bullying: name calling, gossiping or threatening someone
- non-verbal abuse: hand signs or text messages
- emotional abuse: threatening, intimidating or humiliating someone
- exclusion: ignoring or isolating someone
- undermining, constant criticism or spreading rumours
- controlling or manipulating someone
- making silent, hoax or abusive calls
- racial, sexual or homophobic bullying
- bullying someone because they have a disability.
- Cyber bullying: Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.
- use of AI to enable bullying, eg creating deepfake images

6. Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveler children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

7. Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

8. Our Academy Values – The 6Cs

Values are the glue that gels us together and at Oxley Park this is certainly the case. Our values run through everything we do, the way we behave and the way in which we treat each other. You will see our values just by taking a stroll through either site and adults and children are able to verbalise these as well as show them in their every day.

- **Co-Operation:** working together, being helpful and teamwork.
- **Caring:** looking after ourselves, looking after each other, friendship and looking after our environment.
- **Courage:** being honest, taking a risk and trying new things.
- **Curious:** Asking questions and finding out new things.
- **Conscientious:** perseverance, working hard and taking pride in your work.
- **Courteous:** manners, respect and patience.

9. Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

10. Responding to Bullying

All cases of alleged bullying should be reported to the Executive Principal/Associate Principal or senior member of staff.

In any case of alleged bullying, either the class teacher, the Executive Principal/Associate Principal, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Executive Principal/Associate Principal (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Executive Principal (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be

shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

11. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or school work, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.