

# Anti-Bullying Policy

November 2022

Federation of Boldmere Schools



**Version:** November 2022

**Ratified by the Governing Body:**

**Signed by the Governing Body:** Chair: Mr. Greg Bloom

**To be reviewed (annually):** November 2023

## **At Boldmere schools we aim to;**

- provide a socially inclusive, friendly and secure place where children feel happy and settled in order to maximise learning (see Behaviour Policy)
- ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to (see Child protection and safeguarding policy)
- raise behavioural awareness in order to promote good behaviour, self-discipline and respect (this policy is supported by our behaviour policy)
- prevent all forms of bullying

## **Bullying**

The ABA (Anti-bullying Alliance) defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that schools and other settings have a shared definition of bullying. This should be understood by the whole school or setting including parents, young people and all staff.

Bullying will not be tolerated in our schools.

Bullying is when a victim is psychologically and/or physically weaker than another child or group.

- it is deliberately hurtful behaviour aimed directly at an individual and is repeated over a period of time
- it is difficult for those being bullied to defend themselves physically or verbally; it is unprovoked behaviour that intimidates or causes fear
- it is usually done deliberately when no witnesses or support are on hand.

Types of bullying may include:

- teasing
- repeated aggression by one child towards another
- intimidation and threats
- damaging or stealing another child's belongings
- name calling, remarks about race, gender or physical features
- being whispered about
- forcing a child to do something they do not want to do
- preventing a child from joining in with their peers
- cyber-bullying

When talking about bullying with our children at Boldmere, we use the following language;

- Bullying can be physical hurting, name calling, giving unkind looks or leaving people out of activities/games
- Bullying happens when relationships are imbalanced.
- Bullying is unkind actions that are continuous and persistent.

During assemblies and PSHE lessons we discuss what the term “bullying” means, as identify actions that are classed as bullying, as well as those which are not.

Types of bullying may include:

- **Cyber Bullying:** With the ever increasing use of digital technology, there are new and intrusive ways for bullies to reach their victims. Cyber bullying is a form of bullying which can happen outside the school day, and may be evident in home and private spaces.
  - **Racist Bullying:** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.
  - **Homophobic bullying:** This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Vulnerable groups: We recognise that some groups of pupils may be more vulnerable to bullying.

- Cyber-bullying may also occur when children use exciting and innovative technologies both at school and at home.

The use of these tools has been shown to raise educational standards and promote pupil achievement. However, they can also put young people at risk of cyberbullying. Through good educational provision, the schools will build pupils' resilience to this risk so that they have the confidence and skills to deal with it should it arise. Any incidents that do arise will be dealt with according to school policy. (see E-Safety Policy)

### **Prevention**

As a school we believe that all children, parents / carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our 6 core values decided by all stake holders.

**Values:** Respect, kindness, cooperation, honesty, resilience and appreciation

Our approach sets clear boundaries about what is acceptable and expected based on our 3 underpinning rights, see table below.

## Right to feel safe

- The **right to feel safe** (this should address emotional and psychological safety, as well as physical safety).

## Right to learn

- The **right to learn** (without undue distraction and disruption). This implies our ability to lead, guide and encourage our students in their responsibilities.

## Right to respect

- The **right to respect** and fair treatment (this includes the way we, as teachers, model courtesy, respect and fair treatment).

Other ways we aim to prevent any form of bullying:

- we have a restorative behaviour strategy across both schools and positive behaviour is recognised both in and out of school
- our wellbeing teams in both schools offer pastoral support, which is age appropriate
- children's 'rights and responsibilities' are drawn up with the children at the beginning of every academic year and referred to when discussing a child's behaviour, helping to raise their behavioural awareness
- we provide children with opportunities to develop skills, concepts, attitudes and knowledge that promote safety and wellbeing. Our PSHE programme, Jigsaw, supports this
- the schools' ethos focuses on promoting self-esteem
- all members of staff provide positive role models
- efforts that children make with their work and positive relationships are rewarded and celebrated
- e-safety issues are embedded in all aspects of the curriculum and other school activities
- pupils understand and follow the Federation E-Safety and Acceptable Use Policies
- playleaders/staff offer a variety of lunchtime activities to support inclusivity
- anti-bullying week is used as an opportunity to discuss with the children forms of bullying and what they should do if they find themselves being bullied or know of someone being bullied.
- internet safety day is an opportunity to discuss cyberbullying, although Internet rules are discussed regularly with children before Computing lessons.
- Via our school policies which address issues of power and potential harm, for example Anti-Bullying, E-Safety, Discrimination, Equal Opportunities and Behaviour are interlinked to ensure a whole school approach to Keeping Children Safe in Education

### Resolution

- all serious incidents are recorded (see below for 'Recording Incidents')
- parents of children involved are informed
- pupils are encouraged to report bullying, knowing that it is not "telling tales" and their concern will be dealt with fairly and immediately (or within a reasonable time frame)
- once an incident has been reported, a staff member talks with the child who has made the allegation
- the child is encouraged to talk freely about what has happened and how s/he feels
- it is explained that, for the alleged bullying to stop, the alleged bully/perpetrator must be spoken to about the effect this action has had
- at this point the victim must feel fully supported
- staff will speak to the alleged bully/perpetrator
- the victim should be assured that a discussion will enable the alleged bullying to stop
- the staff member will sit with the victim and alleged bully(ies)/perpetrator and explain the consequences of their behaviour and encourage discussion and resolutions
- they must share the responsibility to put things right and this means asking each child how s/he intends to behave in future
- all staff will be informed of incidents during weekly briefing meeting, and there is a shared responsibility when monitoring behaviour
- this shared responsibility works well when children are taught to be responsible for their own behaviour
- if children do anything wrong they must accept responsibility to put things right (see Behaviour Policy)
- in dealing with bullying behaviour we must focus on solutions as well as looking for reasons; this may be time-consuming but it is necessary if behaviour is to change

## **Recording Incidents**

### Recording Incidents:

All cases of alleged bullying will be reported to the Head of School, Assistant Head Teacher or senior member of staff. Incidents are recorded on our school safeguarding software, CPOMs, by the primary adult dealing with the incident. The Designated Safeguarding Lead (DSL)/Deputies are alerted at this point. Names of individuals and events are recorded and dated. Parents are notified and class teachers/wellbeing teams are informed of the incident. Decisions regarding any further action required are made by the DSL, in consultation with class teacher and wellbeing team.

Racial, sexual and homophobic incidents are recorded by the primary adult and DSL dealing with the incident. Incidents are logged, kept securely and reported to the Birmingham Children's Safeguarding Board via the annual Section 175 Audit.

All staff will immediately report to the Designated Safeguarding Lead if they have any concerns for a child/children in their care who are being subjected to any form of extremism or terrorist threat.

### Links with other policies:

- Behaviour policy
- Safeguarding policy
- E- Safety policy
- PSHE and values policy
- Complaints policy Boldmere Schools are committed to safeguarding and promoting the wellbeing of all children and expects its staff and volunteers to do the same.