

# Anti-Bullying Policy

**September 2019**

*(Updated January 2020)*

**Federation of Boldmere Schools**



<b>Version:</b>	September 2019/20
<b>Ratified by the Governing Body:</b>	January 2020
<b>Signed by the Governing Body:</b>	Chair: Mr. Greg Bloom
<b>To be reviewed (annually):</b>	September 2020

## **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 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 AVA (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. Bullying can be physical, verbal or psychological. It can happen face to face or through cyberspace.”

Bullying will not be tolerated in our schools. Bullying is identified as repeated, aggressive and deliberate actions or comments over a period of time. It is not to be confused with the minor day-to-day incidents, which happen while children are playing. Boisterous play is not to be interpreted as bullying.

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

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.
- All 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**

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.

**Boldmere Schools are committed to safeguarding and promoting the wellbeing of all children and expects its staff and volunteers to do the same.**