



Belleville Wix Academy

Anti-Bullying Policy

**Approved by Local Governing Board: Autumn 2020
Next review: Autumn 2023**

This policy was written with regard to the DfE guidance 'Preventing and tackling bullying' July 2013 and the update July 2017.

Aim

At BWA we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated. This is in accordance with the duties placed upon us by the Inspections Act (2006), Education Act (2002) and the Equality Act (2013).

Bullying of any kind is wrong and deemed unacceptable in our school. If bullying occurs we encourage our children to tell any member of staff. All members of staff are responsible for reporting bullying they witness or are told about.

This policy clearly states our stance on bullying.

Objectives of this Policy

- To raise the awareness across the whole school community about our stance on bullying
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To provide understanding and support for victims of bullying and the bully
- To encourage an anti-bullying ethos within our school

We believe...

- all bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- we must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
- pupils who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behavior.
- all inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- we must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- all our pupils must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- it is important to focus upon preventing bullying behaviour in school.

Definition

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is premeditated and usually forms a pattern of behaviour rather than an isolated incident.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online

Types of Bullying

- **Physical** – kicking, punching, spitting, any form of physical assault, damaging belongings, taking someone else's property, or making people do something they don't want to do.
- **Verbal** – name calling, mocking, taunting, spreading rumours, blackmail and threats.
- **Indirect / Emotional** – being unfriendly, exclusion, tormenting (e.g. hiding books), using threatening gestures / looks, making someone feel scared or uncomfortable.
- **Racist** – racial taunts, graffiti, gestures, name calling
- **Sexual** – unwanted physical contact, comments of an unwelcome sexual nature, sexual assault, abusive images
- **Homophobic** – because of, or focusing on, the issue of sexual orientation
- **Cyber** – harassment, alarm, distress or humiliation caused by use of internet and telephone technology e.g. texts, emails, websites.
- **Disablist** – bullying of children and young people with special educational needs and / or disabilities

Signs of Bullying

Pupils who are being bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying

Emotional signs can be:

- mood swings or an apparent change in personality
- high anxiety or nervousness
- tearfulness
- appearing 'low' or depressed
- lack of confidence
- defensiveness

Behavioural signs can be:

- becoming withdrawn
- lashing out at others
- talking about or actually harming themselves
- problems with eating or sleeping

Physical signs can be:

- injuries that the child cannot or will not give a convincing explanation
- torn or damaged clothing
- general symptoms of ill health
- bedwetting

Other signs can be:

- belongings getting "lost" or damaged
- being afraid to go to school,
- being mysteriously 'ill' each morning,
- skipping school
- not doing as well at school as usual

- asking for, or stealing, money or other items

N.B. Whilst some or any of these symptoms may be because of bullying, it may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.

Signs that a child may be bullying others

Physical signs can be:

- using physical strength or presence to intimidate, influence and impress other children
- being openly physical and confrontational with adults and peers

Emotional signs can be:

- refusal or inability to empathise with others
- desire to be in control
- refusal or inability to accept responsibility for actions
- a tendency to relate to others in a negative way

Behavioural signs can be:

- showing an exaggerated high self-opinion
- showing indifference for areas or activities in which they do not excel. This may involve ridiculing other children who have strengths in these areas
- difficulties in forming and/or maintaining friendships with peers

N.B. Whilst some or any of these symptoms may be because of bullying, it may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.

Anti-Bullying Ethos

- There is an anti-bullying ethos and expectation of good behaviour of all children.
- Children and staff are encouraged and expected to show respect to others and to be treated with respect.
- BWA will have an anti-bullying week each year
- Pupils are taught to 'make the right choices' and to understand the impact of their behaviour on the wellbeing, learning and safety of others.
- Expectations and messages are shared in assemblies, PSCHE lessons and in the way behaviour incidents are dealt with throughout the school.
- Levels of adult supervision, training and an ethos that bullying is not tolerated mean that all staff are aware of different forms of bullying and their responsibilities to act upon it.

Staff will:

- Be excellent role models in the way they behave and speak to others.
- Be alert to distress and possible signs of bullying and follow these up with the child and/or their class teacher and/or the inclusion team.
- Follow the school's procedure as set out below.
- Listen to children who raise concerns, take these seriously and follow these up by further investigation.
- Record and report any signs of bullying or accounts of bullying.
- Inform the inclusion team of any bullying or suspected bullying promptly.
- Contact parents of all concerned in a bullying situation.
- Be kept up to date with policy and procedures for dealing with behaviour and bullying incidents.

- Follow the school's behaviour systems.
- Ensure suitable sanctions follow from confirmed bullying situations (see behaviour policy) which includes exclusion or the police if the actions are illegal.
- Support and respond to the needs of both bullied and bullying children.
- Seek support from or report cases to relevant outside agencies in serious cases.

Children will be encouraged to:

- Make the right choices in their behaviour towards their peers.
- Tell an adult if they have witnessed any incident of bullying.
- Tell an adult if they have been the victim of bullying behaviour.

Parents are encouraged to:

- Tell the school of any concerns regarding bullying of their own or another child in the school as soon as possible.
- Report promptly any signs of bullying to the school.
- Co-operate with the school in the investigation and resolution of incidents of bullying.
- Allow the school to investigate and resolve issues around behaviour or bullying – approaching other people's children directly is not acceptable.

Procedure

When a disclosure is made, we will always take it seriously, with appropriate discretion and investigate. Our procedure for dealing with bullying is set out below.

1. Disclosure of potential bullying should be reported to the Deputy Headteacher or Headteacher
2. The victim and bully/perpetrator should be spoken with separately.
3. The victim's story should be listened to and the pupil reassured that s/he has done the right thing by reporting the situation. Victims of bullying often feel powerless and vulnerable. They may end up believing that they deserve to be bullied. Everything should be done to re-establish the victim's self-esteem and self-confidence.
4. The bully/perpetrator should be spoken to for their side of the situation. Establishing reasons why s/he has bullied/ acted in the way they did should be a focus. The bully/perpetrator should be helped to recognise his/her unsociable behaviour and given support, if necessary, to address that behaviour.
5. The Headteacher and Deputy will discuss the facts established from the investigation to decide if the situation is bullying.
6. If it is deemed to be bullying, an appropriate sanction should be applied as set out in the behaviour policy. Support will be established to address concerning behaviour, for example; from social skills or play group sessions.
7. On **some** occasions it may be possible to sit victim and bully down together to discuss their feelings and the reasons why the situation has developed. The problem may be able to be resolved amicably and/or a compromise reached. A record of agreement may be used to set out what behaviour is expected and what to do if there is a breach.
8. On other occasions the bully should be told firmly to stop his/her anti-social behaviour immediately and to stay away from the victim.
9. The victim should be asked to identify/ assigned an adult in school they can confide in at any point in the school day or a system set up were they can write down what is happening and share this with an identified adult in school.
10. Regular follow up meetings should be held with the victim and bully to find out whether the bullying has stopped. The victim should be informed that they should always report any concerns they have.
11. In **all** instances of identified bullying, the Headteacher/Deputy will speak to both families to ensure they know what steps have been taken, what facts have been established and the next steps the school will take. Sharing the sanctions given to the

bully/ perpetrator may not be appropriate. The headteacher will make this decision. If appropriate, they should be invited into the school to discuss the matter.

Bullying could result in one or more of the following sanctions:

- writing an explanation or apology for the incident
- break or lunch time privileges being withdrawn
- lunchtime detention
- behaviour target established
- internal exclusion
- fixed term exclusion
- permanent exclusion

Recording

A written record should be made of **every** incident of confirmed bullying using the **BULLYING INCIDENT REPORT FORM**. The record should indicate who was involved, where and when the incident(s) occurred, what happened, what action was taken, whether the parents were informed and how the incident was followed up. **A copy of the incident form should be kept in the pupil's file by the class teacher and the original filed by the Deputy / Headteacher in the Bullying File.**

The Headteacher will report any incidents of bullying to the LGB in the Headteacher's Termly Report.

*All records will be kept in accordance with GDPR guidance and Q1E's GDPR policy.

If after investigation it is not clear if an incident should be considered bullying, the class teacher/deputy must track back through records of conversations and behaviour watch to identify patterns. If bullying is identified then teachers will start the procedures outlined above.

Intervention- supporting children who have been bullied/ who have bullied others

As part of the investigation process it may be necessary to identify areas of need or support for the child who has been bullied or who has bullied another/others. The child's social, emotional and mental health will be considered and where appropriate an action plan will be created and regularly monitored to ensure the child is getting suitable provision to meet their needs. 'If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.'

Preventing and Tackling Bullying - DfE July 2017

Special Educational Needs and Disabilities

'While bullied children/ children who have bullied others will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs.'

Preventing and Tackling Bullying - DfE July 2017

At BWA we aim to ensure that all children are given the appropriate support to meet their needs. This may include additional support for the pupil bullying or the pupil who is a victim. Consideration will be taken to support all needs including Special Educational Needs and Disabilities.

Bullying outside school premises

‘School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 .

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.’

Preventing and Tackling Bullying - DfE July 2017

Staff who are bullied

Any bullying towards staff from pupils, parents or colleagues is unacceptable. The department of education have published advice providing further advice for headteachers and all school staff on how to protect themselves from bullying, including cyberbullying.

Links to other school policies:

This anti-bullying policy links to a range of policies including:

- Equalities policy
- SEND Policy
- Behaviour policy
- Safeguarding policy
- Acceptable Use policy
- E safety policy

Appendices

1. BULLYING INCIDENT REPORT FORM.
2. Specialist Organisation List

Appendix 1



Belleville Wix Academy

BULLYING INCIDENT REPORT FORM

Date		<input type="checkbox"/> Victim	<input type="checkbox"/> Bully/ Perpetrator
Pupil		Class	

Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved)

Names and accounts of any witnesses:
Parents of bully informed: YES/NO
Parents of victim informed: YES/NO
Name of teacher dealing with incident

Appendix 2

Specialist Organisation List

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying organisations

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Government advice and guidance www.gov.uk/government/publications

- Cyberbullying: advice for Headteachers and school staff
- Advice for parents and carers on cyberbullying
- Supporting children and young people who are bullied: advice for schools
- Preventing and Tackling Bullying July 2017
- SEN Code of Practise
- Bullying and Harassment at work: a guide for employees'
- Bullying and Harassment at work: a guide for managers and employer's