



Belleville Wix Academy

Anti-Bullying Policy

**Approved by Local Governing Board: Autumn 2023
Next review: Autumn 2025**

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

Aim

At BWA we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focused on our Care Values and Excellent Learner behaviours to helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. As children learn and grow together, we recognise that they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At BWA we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

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).

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 behaviour.
- 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.

What is bullying and how does it differ to relational conflict?

At BWA we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, repeated over time, where the relationship involves an imbalance of power. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At BWA we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Types of Bullying

- **Physical** – kicking, punching, spitting, poking, biting, 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, sarcasm, mocking, taunting, spreading rumours, belittling, blackmail and threats.

- **Emotional** – being unfriendly, isolating others, excluding, tormenting (e.g. hiding books/belongings), using threatening gestures/looks, ridicule, humiliation, intimidating, making someone feel scared or uncomfortable and coercion.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation and radicalisation.
- **Racist** – racial taunts, graffiti, gestures, name calling.
- **Sexual** – unwanted physical contact, inappropriate touching, comments of an unwelcome sexual nature, sexual assault, abusive images, exposure to inappropriate films.
- **Online/Cyber** – harassment, alarm, distress or humiliation caused by use of internet and telephone technology. Such as posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and/or disablist in nature. This language and behaviour may be directed towards people because of their race/religion/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning need or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Where does bullying take place?

At BWA we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this could be referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

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 spend time 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 pupil 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 pupils.
- 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, PSHE 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 pupil and/or their class teacher and/or the inclusion team.
- Follow the school's procedure as set out below.
- Listen to pupils 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 pupils.
- Seek support from or report cases to relevant outside agencies in serious cases.

Pupils 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 a school leader or the 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 they have 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 they have 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 school leaders will discuss the facts established from the investigation to decide if the situation is bullying as per the definition on page 3.
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. If bullying is witnessed by staff, the bully should be told firmly to stop their anti-social behaviour immediately and to stay away from the victim.

8. 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. (see Appendix 2)
9. The victim should be asked to identify/ be assigned an adult in school they can confide in at any point in the school day or a system set up where 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/a school leader 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 as per the BWA Behaviour policy:

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

Recording

A written record should be made of every incident of confirmed bullying using the BULLYING INCIDENT REPORT FORM (Appendix 1). 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 in the office and the original filed by a school leader/the 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 Headteacher/a school leader 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 pupils 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 DfE 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:

- Accessibility and Equality policy
- SEND Policy
- Behaviour policy
- Positive Behavioural Support policy
- Child Protection and Safeguarding policy
- ICT Acceptable Use policy
- Online Safety policy

Appendices

1. BULLYING INCIDENT REPORT FORM.
2. Record of Agreement example
3. 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



Belleville Wix Academy

X's Contract

Respect each other's personal space.

If someone upsets me, turn around, walk away, count to ten and tell an adult.

I will use kind words and gestures at all times.

I will focus on myself and my work, not others.

If I am angry or frustrated I will ask my teacher for a little break.

If I don't have anything nice to say, I will not say it

If I do not stick to my contract, there will be a consequence for my behaviour, according to Belleville Wix Academy's Behaviour Policy.

Appendix 3

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