

Anti-Bullying Policy

Federation of Boldmere Schools



Version: July 2021

Ratified by the Governing Body: September 2021

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

To be reviewed (annually): June 2022

At Boldmere schools we aim to:

- to promote and develop a school ethos where bullying behaviour is regarded as unacceptable
- 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.

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.

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 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.
- through good educational provision, the schools build pupils' resilience to the risk of cyberbullying and what can be deemed cyberbullying. Pupils are given the confidence and skills to deal with these situations should they arise. Any incidents that do arise are dealt with according to school policy. (see E-Safety Policy)
- all 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 their concern will be dealt with fairly and immediately (or within a reasonable time frame)

- once an incident has been reported, a member of staff will investigate the allegation and build an accurate picture of events over time,
- staff will speak to the alleged perpetrator(s), victim(s), adult witnesses (and pupil witnesses when appropriate), as well as parents
- at this point the victim (s) must feel fully supported by staff
- if the allegation of bullying is upheld, the Head of School (or senior leader) will 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 is not acceptable, and will not be tolerated.
- all staff will be informed of allegations/incidents during weekly briefing meetings. There is a shared responsibility to monitor any subsequent behaviour.
- shared responsibility works effectively when children are taught to be responsible for their own behaviour
- if children act or behave inappropriately, they must accept responsibility and put things right (see Behaviour Policy)
- in dealing with bullying behaviour we focus on solutions to prevent any repetitions. This may be time-consuming, but it is a necessary part of the approach to support a change in behaviour.

If the situation does not improve, the Head of School (or senior leader) will meet with the parent(s) of the perpetrator (s) and discuss the expectations and boundaries at school. In addition, these will be shared and revisited with the children involved. Any further incidents may lead to intervention (e.g. through external agencies), further monitoring, further support and the imposing of sanctions, as deemed appropriate by Senior Leadership Teams. Action will be taken until the bullying has stopped.

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.