

Anti-Bullying Policy

Bournville School

Part of Fairfax Multi-Academy Trust

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INTRODUCTION

Bullying is anti-social behaviour, is unacceptable and will not be tolerated. Bullying is not an inevitable part of school or working life. We recognise bullying as a barrier to learning, a safeguarding issue and a health issue. No one person or group, whether staff or student, should have to accept this type of behaviour and only when all issues of bullying are addressed will all members of Bournville School be able to benefit from the opportunities available.

We strive to ensure that a framework is created where each member of the school community can talk about their feelings and feel that they have someone to whom they can talk if they are being bullied or are aware of others being bullied.

At all times, we wish to stress that it is the bullying behaviour that is unacceptable and not the persons themselves. We have a programme of support and guidance to improve the behaviour of those responsible for bullying.

As a School we have made a commitment to completing the United Against Bullying programme. The KS3 school council will be working to complete this, following the guidance and resources provided by the Anti-Bullying Alliance.

THIS POLICY:

This policy has been written with reference to DfE Guidance "[Preventing and Tackling Bullying](#)" and statutory guidance "[Keeping Children Safe in Education](#)", as well as the Equality Act 2010. The policy has been written to align with our Behaviour policy, Safeguarding and Child Protection policy, Single Equality policy and SEND policy all of which can be found on our [website](#).

DEFINITION:

We have adopted the definition of bullying published by the Anti-Bullying Alliance, who state that bullying is 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.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Acts that are not hurtful, repeated, intentional or do not involve an imbalance of power may be regarded as "relational conflict" which is distinct from bullying. Relational conflict

may still be distressing and may need to be dealt with through our pastoral and behaviour systems (please see our behaviour policy).

Bullying can occur in the following ways (however the following list is not exhaustive):

- Physical: e.g. hitting, kicking, theft, damaging belongings
- Verbal: e.g. name calling, insults, repeated teasing, derogatory or discriminatory language.
- Indirect: e.g. spreading rumours, excluding someone from social groups
- Implemented through technology (cyber bullying): e.g. text messaging, e-mails, inappropriate filming by camera phone, internet or text messaging, social media etc.
- Threatening behaviour: e.g. extorting money with the threat of violence
- Behaving differently towards people of equal status: e.g. unreasonable requests.

We are committed to preventing and dealing effectively with all forms of bullying, including prejudice-based bullying, as part of our responsibilities under the Equalities Act 2010. Prejudice based bullying may include bullying targeted at protected and vulnerable groups including disabled children, children with special educational needs, race or religion targeted bullying, sexist and sexual bullying, and bullying of those who are, or are perceived to be, LGBT. The latter includes bullying or discriminatory language targeting sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying which includes bullying of children who are undergoing or are considering gender reassignment) and would include language such as “that’s so gay” or “tranny”.

Prejudice based bullying may also include students who are targeted because of relative poverty. Prejudice based bullying may take any of the above forms. All forms of prejudice will be challenged at Bournville school.

Bullying behaviour can be very subtle where once a bullying relationship has been established, the person/s responsible for the bullying may only have to look threateningly to reinforce their victim's fear.

Our expectations of members of our community extend to their behaviour outside school as well as when at school, and this includes their behaviour online. Cyber-bullying and bullying outside school grounds will be treated the same as face to face bullying and / or bullying inside school. We expect all members of our school community to treat each other with respect at all times.

Child on Child Abuse

This form of abuse occurs when there is any kind of physical, sexual, emotional or coercive behaviour exercised between children. This can include bullying, cyberbullying, sexual violence, physical abuse, sexual harassment, sexual assault, up skirting, sexting or initiation

rituals. Any incidents will be taken seriously and may involve us contacting the police and/or Children's Trust to safeguard and ensure that harmful behaviours cease.

WHAT TO LOOK FOR:

- Changes in behaviour: e.g. becoming shy, nervous, feigning illness, taking unusual absences
- Changes in work or attendance and lack of concentration.

KEY POINTS:

- Each member of the school community must be encouraged to report bullying
- All staff working in the school must be alert to the signs of bullying and act promptly and firmly against it
- The sanctions for bullying of any kind should be brought to the attention of students, staff and parents/carers.

All incidents of bullying or discriminatory behaviour will be recorded on the Bullying and Discriminatory Incident Log and an agreed range of graded sanctions will be applied to demonstrate to the individuals involved how seriously the matter is taken. Parents/carers will be informed of all serious incidents. Where appropriate, the perpetrator(s) will be given help or advice to change their behaviour. The victim(s) will be offered support, and informed of the outcome once they have reported bullying.

STRATEGIES FOR PREVENTION OF BULLYING:

Awareness of bullying can be raised through;

- a) The curriculum, including PSHE
- b) A whole-school approach
- c) Tutor-time and assemblies.
- d) Targeted intervention.
- e) Well Being Groups

a) The curriculum, including PSHE:

Our PSHE curriculum teaches students about the types of bullying, the harm caused, and how students can help prevent and tackle bullying. Delivery of key messages coincide with Ant-Bullying Week which takes place in November each year. In other subject areas the aim is to give bullying as high a profile as possible with all faculty areas incorporating a focus on bullying wherever possible to promote an anti-bullying ethos. For example, Cyber-bullying is a topic taught as part of computing in KS3 and as part of E-Safety week in February each year. Faculties identify and share examples of good practice of

behaviour management in faculty meetings and in Associate Assistant Principal meetings.

b) A whole-school approach:

An anti-bullying ethos is emphasised through assemblies, and through year group assemblies in particular, through staff training, through the PSHE / Guidance programme, student voice, with parents/carers and with associates. As part of this we celebrate difference and ensure that students understand that prejudice and prejudice based bullying are not acceptable.

All staff, teaching and non-teaching, reinforce the policy through all areas of school life and as a school we strive to:

- Organise the school community in order to minimise opportunities for bullying e.g. increased supervision at break and lunchtimes, training and appointment of Student Support Officers to help resolve more minor disputes
- Deal quickly, firmly and sensitively with any complaints, involving parents where necessary
- Review the anti-bullying policy and its degree of success via student voice
- Have a firm but fair discipline structure with simple rules to follow that are easy to understand
- Enforce a "no contact" policy as part of our behaviour policy
- Ensure that the anti-bullying policy links with the Behaviour Policy and the school's behaviour framework
- Encourage students to discuss their relationships with others and to form positive attitudes towards others through tutor time discussions
- Treat bullying as a serious offence and take every possible action to eradicate it from our school (Please see Behaviour Policy and Exclusions Policy).
- Ensure that all areas in the school are safe for all students via feedback from students including through organised student voice
- Provide areas for more vulnerable students to use e.g. the Library and lunchtime clubs
- Involve students in policy decisions and reviews
- Ensure all staff are trained in preventing and tackling bullying, including through a shared understanding of the definition of bullying, the harm it can cause (as a barrier to learning, a safeguarding issue and a health issue) and of how to deal with bullying complaints
- Ensure that pastoral and behaviour focused staff are following our procedures thoroughly and acting quickly, firmly and sensitively with any bullying complaints

- Ensure that staff in the medical room and the Attendance Officer are aware that bullying may cause a child to feign illness or result in unusual patterns of absence from school
- Train our student leadership group to be fully involved in anti-bullying activities.
- Take part in Anti-bullying week annually.

c) Tutor time and assemblies:

Our assemblies programme includes assemblies that ensure students know their rights and responsibilities regarding bullying, including prejudice based bullying and discriminatory language / behaviour. In tutor times we have regular, planned whole-group discussions regarding forming positive relationships and how to react to bullying situations.

d) Targeted intervention:

Students that have been highlighted as being involved as the 'aggressor' in an incident, will be added to the bullying log. Interventions will be planned accordingly inline with the level of persistence. Parents will be expected to attend meetings at the Academy so that intervention plans can be shared and understood.

e) Well Being Groups:

Prefects will be setting up a 'well-being' groups to support students in school and give them a forum to share any concerns. Pupil voice is key to our strategy for developing a zero tolerance approach to bullying and we welcome their thoughts and views in shaping both policy and practice.

REPORTING BULLYING:

Students are encouraged to report any incidents of bullying to their parents, form tutors, or Heads of Year wherever possible, or to any other member of staff. Students can also report bullying via the SHARP system via the school website. This message is immediately sent to the Vice Principal.

Any incident of bullying, however small, should be reported immediately, ideally by the victim(s) or friends. Students are taught that silence is the bully's greatest weapon and are encouraged to:

- Tell themselves that they deserve respect, they do not deserve to be bullied and that it is wrong
- Have self-respect, be proud of who they are and that it is good to be an individual

- Try hard not to show that they are upset as bullies often thrive on the fear of others
- Try to be assertive and walk confidently away and report the incident to a teacher or to another adult.

Following a report of bullying, students will be reassured that teachers will deal with the bullying incident in a way that will end it and not make things worse for them. Action will only be taken after consultation with students and / or parents. Heads of Year will log incidents of bullying in order to reveal any recurring patterns in terms of both victims and perpetrators, both as individuals and as groups (e.g. year group, race, gender etc). All information is treated sensitively and is only used as a basis for action when appropriate.

PARENT/CARER ROLE:

If parents have any concerns about bullying issues, they are asked to contact their child's form tutor or the appropriate Head of Year in the first instance. Parents are also encouraged to:

- Advise their child to report an incident of bullying promptly rather than retaliate. Fighting back will only make matters worse
- Look for unusual behaviour e.g. suddenly not wanting to attend our school, feeling ill regularly etc.
- Take an active role in their child's education by enquiring how their day has gone, how they spent lunchtime etc.
- Contact the school immediately if they feel their child may be a victim of bullying behaviour
- Reassure their child that they do not deserve to be bullied, that bullying is not an inevitable part of life, and that they should always tell an adult if something is wrong
- Give their child the confidence to ask for help
- Sign the Home School Agreement to support the policy. (All parents and students are asked to sign the agreement during the Induction process for new students)

In a minority of cases, parents may feel concern that aspects of their child's behaviour may well be a contributory factor to the bullying they are experiencing. Parents are urged to contact the school immediately in order to work together to alleviate this.

PROCEDURES FOR RESPONDING TO ALLEGATIONS OR INCIDENTS OF BULLYING:

The following steps are taken when dealing with bullying incidents:

- If bullying is suspected or reported, the incident should be passed on immediately to the Form Tutor or Head of Year who will record a clear account of the incident.
- The appropriate Head of Year or another appropriate member of pastoral staff will liaise with both victim and bully.
- All students concerned will be interviewed, asked to write a statement, and the incident recorded.
- SLT are informed where appropriate.
- Heads of Year may decide to refer either or both the victim and/or the bully to another member of our pastoral staff or to a student peer mentor as appropriate, to focus on aspects of behaviour or self-esteem.
- Parents/carers should be kept informed.
- The Method of Shared Concern is used in all cases where the lead member of staff will discuss the issues behind the incident(s) with both bully and victim and try to reach a resolution for all parties.
- In order to encourage a positive change in the motivation of the student who has bullied and to offer support for the victim, a Restorative Justice response may be undertaken. This method involves healing emotional damage and making sure that fairness and justice prevails. Its main purpose is to ensure that the student(s) who has caused the harm understands the impact of their behaviour.
- Punitive measures may be used as appropriate and in consultation with all parties concerned. (Please see Behaviour Policy and Discipline Policy).
- A record will be made in our Bullying and Discriminatory Incident Log, and this will be followed up no more than four weeks later to ensure that no further instances of bullying have occurred.
- Sanctions may take the following forms
 - a) a formal verbal warning noted on student record
 - b) missing an activity which the student normally attends
 - c) a detention
 - d) parents informed
 - e) an anti-bullying contract
 - f) Time away from other students which may include work on anti-bullying
 - g) student(s) may be formally suspended from the school premises at lunchtime for a period of up to 10 days.
 - h) if the bullying persists after a formal warning, a short fixed term suspension may be issued, after which parents and child will be required to attend a return to school meeting

- i) if the bullying continues after this stage, the bully and parents will be required to appear before a member of the Leadership Team, and/or the Associates Disciplinary Group
 - j) if all the above fail, the student may be recommended for Permanent Exclusion (Please see Behaviour Policy and Exclusions Policy).
- In order to encourage responsible and respectful behaviour from all students, appropriate behaviour is rewarded using our rewards system.

SUPPORT:

All members of the school community who have been bullied should be offered an immediate opportunity to discuss the experience with someone appropriate of their choice. They should reassure the victim and help restore their self-esteem and confidence.

MONITORING AND REVIEW:

This policy will be reviewed with reference to the bullying log and bullying data, student voice, student forums and tutor time discussions.

Feedback from this information, with recommendations, will be presented in Leadership Team and Pastoral meetings. Action from the recommendations will then be agreed and actioned by the Leadership Team.

All staff issues will be dealt with via school policies (e.g.: Grievance policy, Whistleblowing policy and Disciplinary policy).