



## BAWB Federation Anti Bullying Policy

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### Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

### Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

*Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.*

*Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.*





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The BAWB Federation is committed to values of tolerance and respect for others and oppose all forms of bullying. This policy is linked to our behaviour policy. It is also supported and resourced by the DfE Anti-Bullying Pack.

### Aims

In our schools, the policy will ensure that bullying is challenged to improve the safety and happiness of pupils. It demonstrates that the schools care and will make clear to 'bullies' that their behaviour is unacceptable. This aim is reflected and emphasised in the overall aims of the schools.

It will also address the cause and root of bullying (or associated behaviours) and will seek to meet the needs of both victim and perpetrator.

### Definition of Bullying

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying is considered to be, "unacceptable behaviour which occurs '**lots of times, on purpose**'."

Bullying can be short term or continuous over long periods of time. Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email and internet chat, Twitter, Facebook misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition



- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, cloakroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community. Bullying can occur anywhere where there is not close supervision.

### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of child abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs, which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

### **The Nature and Purpose of the Anti-Bullying Policy**

Within the BAWB Federation we do not tolerate bullying and we strive to eradicate all bullying and potential bullying a minimum by our ongoing approaches.

This policy sets out strategies to be followed, backed up by systems to ensure effective implementation, monitoring and review of anti-bullying.

It will raise awareness and help people understand the problem of bullying and it will ensure that following discussion, everyone working in school understands what constitutes bullying and that bullying must be prevented in all its forms.

### **Symptoms of Persistent Bullying**

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child, for example:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence



- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- avoids eye contact
- becomes short tempered
- changes attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

### **Collective Responsibility**

Responsibility for the prevention of bullying does not rest with one person. All members of the school body have a role to play in ensuring the well-being of all children in school, including those who bully. The victims of bullying will receive support to ensure their continued well-being in the school, and where appropriate this will include strategies on how to respond to any potential future incident. Those responsible for bullying will also be given support and provided with strategies to prevent such behaviour.

In our schools we are mindful of circumstances which may have cause the perpetrator to act as (s)he did. Where bullying has occurred (or is deemed to have occurred), the school will also make provision for the needs of the bully to be explored and addressed. We will engage with other professional services where appropriate.

### **Management and Pupils' Experience**

#### **Class teachers:**

- must be vigilant
- must ensure that no child is continually left out of groups or is always the last to be asked to be in a group
- must make sure that when the children go out at break-time they do not come back in without someone on duty knowing

#### **Supervisory Assistants:**

- must watch and keep moving and let the children see them
- must make sure the children ask when they need to go back into school to use the toilet, receive first aid etc



- must keep the time that children are kept waiting around to a minimum
- must let all the children see that they are watching all areas

#### **General Guidelines:**

Direct action will be taken to remind all pupils that all forms of bullying are unacceptable and will not be tolerated. This will be done by:

- use of circle time to create a system of support for each pupil in class with children becoming involved in caring about each other
- staff making sure that children are regularly made aware of the school's opinion on bullying through discussion in class and in assembly/Collective Worship
- staff ensuring that children understand what constitutes bullying and that it is not tolerated
- stressing that if a child is being bullied in school they must tell an adult so that it can be dealt with swiftly and appropriately
- positive, caring and supportive behaviour being emphasised, building on the schools' values
- PSHE curriculum opportunities

#### **Restorative Practice**

We are a restorative practice organisation committed to dealing with the cause of incidents as well as dealing with the outcomes. We operate 'restorative practice' sessions where appropriate to give all parties the opportunity to understand what has happened, the impact it has had on others, and to consider what reparatory actions can be taken to move forwards. These sessions involve working through 6 key questions:

1. What happened?
2. What were you thinking at the time?
3. What have been your thoughts since?
4. What and who have been affected by what you did?
5. In what way have they been affected?
6. What do you think needs to happen next?

#### **Parents:**

- are made aware that we have an active policy for preventing bullying
- are invited to be involved in our policy of prevention, in helping us watch for tell-tale signs that all is not well
- will be completely assured that any bullying will be dealt with and that, if they give information about an occurrence, it will be dealt with discreetly and confidentially
- This policy should be used to ensure pupils do not suffer in silence.

#### **Guidance for Dealing with Incidents**

If an incident of bullying is reported it will always be investigated thoroughly and the following steps will be taken:

- protection of the victim will be the first priority
- the incident will be taken seriously
- a member of staff will talk to all parties concerned to gather a clear picture of what has occurred
- if the incident is of a serious nature, a senior member of staff or the headteacher will be involved
- the victim of the bullying will be given appropriate support with advice on how to respond to any recurrence. This would normally include directing the child to a named member of staff
- if bullying has occurred, the child(ren) responsible will have sanctions applied in accordance with the school's behaviour policy. This will include advice and support on how to improve their behaviour
- checks will be carried out regularly to ensure that the bullying has not started again



- consideration will always be given to contacting parents with bullying at any level, and if the bullying is of a serious nature, parents will be contacted
- if the incident is deemed to be racist or of a very serious nature, a record will be kept of incidents and the school's response
- Incidents of bullying will be carefully recorded using the school's MIS and behaviour recording system

*In the construction of this policy the BAWB Federation has, in addition to referring to its strategy for 'Promoting Emotional Health and Wellbeing', given regard to:*

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. (World Health Organization)*