Anti-Bullying Policy

Written January 2019 – Review date April 2024

1.0 **INTRODUCTION**

1.1 We believe that every child should be free to develop in all aspects of their life at school. Bradford Christian School seeks to promote an environment in which all students feel valued and accepted as unique individuals, in the family of the School Community. Intrinsic to our values is a belief that every individual is unique and of inherent value, made in the image of God. Our behaviour towards one another should reflect these values.

1.2 Bullying of any kind, is unacceptable in our school. Bullying is 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 online. "Bullying can take many forms for instance Cyber bullying via text messages, social media or gaming which can include the use of images and video and 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. It might be motivated by actual differences between children or perceived differences." (Preventing and Tackling Bullying– advice for headteachers, staff and governing bodies July 2017)

1.3 Bullying, especially if left unaddressed, can have a devastating effect on students. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. This also applies in different ways to the character and development of the person/s doing the bullying, including those who know the bullying is going on but do nothing to challenge it. By effectively preventing and tackling bullying, Bradford Christian School can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

2.0 **Responsibility**

2.1 The responsibility for the outworking of this policy rests with the Head Teacher and the SLT. However, day to day oversight will be delegated to all teachers including form teachers.

2.2 We will ensure that all governors, teachers and non-teaching staff, pupils and parents have an understanding of what bullying is.

2.3 We will ensure that all governors, teachers and non-teaching staff, pupils and parents aware of how they should respond if bullying occurs within the school.

2.4 Bradford Christian School have an expectation that parents across the school will support the school in imposing sanctions if their child is responsible for bullying.

2.5 All involved in the school community will know that bullying will not be tolerated.

2.6 If bullying does occur, all pupils should be able to tell a teacher and know that incidents will be dealt with promptly and effectively.

3.0 Definitions of Bullying

3.1 We have an anti-bullying charter as a school. [Appendix I]

3.2 Bullying is also often defined succinctly as 'any abuse of power'. As a school, we have a shared understanding of what constitutes bullying and a shared agreement that it is wrong, and that pupils can and should challenge such behaviour with the support of the staff in the school.

3.3 Definitions of bullying contain three common themes. (Definitions of bullying taken from a pamphlet produced by 'Kidscape', referring to research findings published by Sheffield University in a research task commissioned by The Department for Education) Bullying is defined as behaviour which is:

- Deliberate hostility and aggression
- Directed at a target who may appear vulnerable
- An outcome which is painful and distressing to the target

Bullying can take many forms, but seven main types are:

- Physical: pushing, hitting, kicking, pinching and any other forms of violence, threats ("give me your dinner money or you'll be sorry")

- Verbal: name-calling, sarcasm, spreading rumours, insulting remarks, making derogatory comments about a person's ethnicity or sexual orientation etc
- Emotional: exclusion, isolation, tormenting (hiding books, threatening gestures), ridicule, humiliation, spreading stories about someone excluding them from social groups etc
- Racist prejudice-based and discriminatory bullying: Racial taunts, graffiti, gestures, Prejudice-based and discriminatory bullying Microaggression (commonplace daily verbal, behavioural or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups)
- Sexual: Unwanted physical contact, verbal abuse, sexting, upskirting.
- Homophobic: Physical or verbal abuse based on stereotyping sexual orientation, whether or not the target is gay.
- Cyber bullying: is the misuse of digital technologies or communications to bully a person or a group, typically through messages or actions that are threatening and or intended to cause offence, anxiety or humiliation. Behaviour that is classed as cyber bullying includes:-
  o Abusive comments, rumours, gossip and threats made over the internet or using digital communications this includes internet trolling
  o Sharing pictures, videos or personal information without the consent of the owner and with the intent to cause humiliation or harm
  o Hacking into someone's e-mail, phone or online profiles to extract and share personal information, or to send abusive or inappropriate content while posing as that person.
  o Creating specific websites that negatively target an individual or group typically by posting content that intends to ostracise, humiliate and or threaten.
  o Blackmail or pressuring someone to do something online they do not want to such as sending a sexually explicit image.

3.4 The Governors, Senior Leadership Team, and all staff and volunteers at Bradford Christian School are committed to the prevention, early identification and appropriate management of peer-on-peer abuse both within and beyond the School. The majority of this document has peer on peer abuse in mind however, peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. Please see separate policy on peer on peer abuse.

4.0 **Importance of Challenging Bullying**
4.1 There are a number of reasons for challenging bullying behaviour:
- The safety and wellbeing of students who are being bullied.
  Pupil's lives are made miserable; they may suffer injury, they may become unhappy about coming to school. Over time, they are likely to lose confidence and self-esteem. This may have long term effects on character and personality. Persistently bullied pupils are more likely to be depressed as young adults and may move to self-harm or other damaging behaviours.
- Educational achievement. The unhappiness of being bullied is likely to affect pupil's ability to concentrate and their level of achievement will suffer. A sense of security is important in a school community, for pupils to reach their learning potential and be happy at school.
4.2 Unchallenged, bullying will have a wider, negative effect in the school community and undermine the confidence of pupils and their parents in the school's ability to provide an environment where children are safe and able to fulfil their potential.
4.3 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 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying or cyber bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

4.4 Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police of the action taken against the pupil. If the misbehaviour is criminal or poses a serious threat, the police will always be informed.

4.5 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.

5.0 Signs and Symptoms of Bullying

5.1 A child may indicate by signs or behaviour that he or she is being bullied. Staff and parents/carers should be aware of these possible signs and that they should be investigated. If a child :

- Is frightened of walking to or from school
- Doesn't want to go to school on the public bus
- Begs to be driven to school, when normally they would walk
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn or anxious, or lacking in confidence.
- Starts stammering
- Attempts or threatens suicide or running away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly at their school work
- Comes home with clothes torn or property damaged
- Has possessions that 'go missing'.
- Asks for money or starts to steal money (to pay a bully)
- Has dinner money or other money that is continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (money or lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is 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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

5.3 There are many reasons why a student may be bullied, some of these are listed below:

- They are good at what they do
- They are intelligent, determined and creative
- They have a personal vulnerability
- They have few or no friends, or conversely they are popular and well liked.
- They have physical features that attract attention
- They have an illness or a disability
- They have different cultural or religious beliefs or sexual orientation

6.0 Preventing Bullying

6.1 Bullying may be prevented through fostering a proper attitude of mutual acceptance. Promoting mutual respect and acceptance through:

- The way we promote and model relationships during everyday life at school.
- The use of different seating arrangements in different subjects, remaining sensitive to the needs of particular subjects.
- Specific teaching on relevant areas (friendship, acceptance, differences. etc)
- Providing opportunities to foster relationships, and to minimise opportunities for bullying. e.g. Activities at break times where pupils can be constructively occupied

- Designated areas where pupils can gather safely under some level of adult supervision.
- Supervised lunchtime sessions where pupils learn to communicate openly and honestly with one another. (pupils involved in a lunchtime club.)

6.2 Identify potential problems by:
- We will complete antibullying sessions with all students and discuss our anti bullying policy with them in an age appropriate manner on an annual basis during anti-bullying week to raise awareness
- Ask Prefects and older pupils to take part in a survey of possible bullying within school.
- Identify areas in school premises where bullying could more readily occur, and arrange for such areas to be supervised more regularly.

6.3 Staff will promote a climate where speaking ill of each other is discouraged. Deal firmly and swiftly where they overhear pupils speaking ill of each other. Staff will use such occasions to reinforce publicly our positive values and ensure pupils understand that school does not accept bullying.

6.4 Bradford Christian School will promote a climate of safe reporting and establish safe channels of communication - e.g. through trusted friend, parent, senior student(Part of the role of Prefects.), or direct to teacher.

6.5 Bradford Christian School will develop parent-teacher communications further. In particular, provide information of this policy to parents via our web page to ensure they understand our school's anti-bullying policy and also informing them of the topics for discussion during anti bullying week.

6.6 Provide training for staff, during anti bullying week to enable them to discuss the topics raised with students in the annual event and help them to apply the antibullying policy if they are informed/identify a bullying incident.

7.0 **Dealing with a bullying incident**

7.1 Anyone can and should report any bullying or cyber bullying incident. Such report can be made to any member of staff within Bradford Christian School.

7.2 Action to take if, as a member of staff you identify or are informed of bullying.
Involving Others:
- Inform Senior Leadership Team member and/or other appropriate persons e.g. DSL, SENCO.
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant, e.g. unsupervised toilets.
- In serious cases, parents should be informed and will be asked to come into a meeting to discuss the problem
- Record the incident on the school serious incident log which will be monitored by the headteacher.
- If necessary and appropriate, the police will be informed
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the bully (bullies) change their behaviour.

7.3 Do:
- Remain calm; you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident or report seriously
- Take action as quickly as possible
- Think hard about whether your action needs to be private or public; who are the pupils involved?
- Reassure the victim(s), don't make them feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- Make it plain to the bully that you disapprove
- Encourage the bully to see the victim's point of view
- Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power
- Explain clearly the punishment and why it is being given
- Make sure the incident doesn't live on through reminders from you
- Try to think ahead to prevent a recurrence of the incident, if you uncover the trigger factor

7.4 Don't :
- Be overprotective and refuse to allow the victim to help him/herself
- Assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully

- Keep the whole incident a secret because you have dealt with it
- Try to hide the incident from the parents of the victim or of the bully
- Call in the parents without having a constructive plan to offer either side.

7.5   When a pupil shows sign of being a victim of bullying, but there is no clear evidence of bullying taking place, the following procedure is recommended. It can be referred to as 'no blame' approach.

- The 'victim' needs to be made to feel that the complaints/concerns are being heard. Establish clearly how the pupil is feeling and why. Get him/her permission to share these "feelings" with others in the group. Get the pupil to understand that we are not seeing to blame anyone, but we are looking for everyone, including the 'victim', to take responsibility for their own future actions.
- Talk to other members of the group either individually or corporately about how the 'victim' is feeling.
- 'Were they aware of this?'
- 'Why does he/she feel like this?'
- 'What can be done to help him/her?'
- Make them aware of the power of their words, - explain the 'hearing' process whereby what we say gets filtered by the hearers' feelings and emotions - often to mean something we never intended to say.
- 'Are there things they have said that could have been misinterpreted?'
- 'How can they communicate differently?'
- Avoid use of terms bullied, victim, bully etc in these discussions
- Ideally, work towards getting the 'victim' to agree to sit with the 'bullies', so that open sharing of one another's feelings can be expressed, forgiveness spoken out, and new intentions verbalised - in front of a third party witness (e.g. form tutor)
- An alternative to 'no blame' approach when working with a year group, the 'victim' may prefer to be helped by being supported by older students (members of the Prefect Body) and also by trusted members of their own year group, where possible. It may be possible for the older students to achieve the same end result, as a staff member, through a more informal approach, speaking on behalf of the 'victim'.

8.0   Monitoring the policy:

8.1   Monitoring the school's policy is the responsibility of the whole community; staff, pupils, and parents. Parents should contact the head of department if they feel that bullying has occurred.

8.2   Pupils chosen as Prefects have an important role to play, as they patrol the school where staff may not be in immediate supervision. Prefects are encouraged to challenge possible bullying themselves. They should be able to talk to the Year 11 form tutor who meets regularly with the Prefect body.

9.0   Links to other school policies

9.1   Our anti-bullying policy is closely linked to other school policies:

- Safeguarding and Child Protection Policy
- On-Line Safety Policy
- Behaviour and Discipline Policy
- Equality Policy
- Child on Child Abuse policy

10.0   Review:

10.1   This policy was first written in in 2019, and has been discussed with a pupils during antibullying week every year. When writing this policy the senior leadership team and governing body were involved in agreeing and ratifying the policy.

10.2   In writing this version of the policy the following have been referenced:-

- Kidscape's guidelines for preventing and tackling bullying and cyberbullying.
- Preventing and tackling bullying – advice for headteachers, staff and governing bodies July 2017
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006

10.3   This policy is reviewed annually within school, and the Anti-Bullying charter is displayed around the school to coincide with these reviews.

10.4   The policy will be available to parents on the school web page and parents will be directed towards the reviewed policy via the parent newsletter.

Formally agreed through compliance:	**18th May 2023**
Signed Jane Prothero – Head Teacher	
Review Date:	**April 2024**

Bradford Christian School

Students Anti Bullying Charter

- We admit that bullying can go on in our school.

- We are aware of what is meant by 'bullying' in our school.

- We all have the ability to bully because of our sinful natures.

- Bullying behaviour is damaging and can have serious consequences for the person being bullied and also, but in a different way, for the person or persons who bully.

- Bullying behaviour can go on anywhere and at any time, but there are key times and key places that staff as well as students should be aware of.

- As students, we must take responsibility for our own behaviour.

- This means exercising self-control and showing each other respect.

- If we witness bullying, we must tell a teacher who will follow our agreed policy for challenging bullying behaviour.

- I agree with our school's policy and know that I must take responsibility to see that that our policy works.