Anti-Bullying Policy

Written: January 2019 **Review Date:** April 2027

1. Vision and Values

Bradford Christian School believes that every child should be free to develop in all aspects of their life at school. We seek to promote an environment where all students feel valued and accepted as unique individuals within our school community. Intrinsic to our values is the 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.

Bullying of any kind is unacceptable in our school. Bullying is the intentional hurting of one person or group by another, where the relationship involves an imbalance of power. It can be physical, verbal, psychological, or online, and can have devastating effects on students' learning and mental health.

2. Responsibility

The Head Teacher and Senior Leadership Team (SLT) are responsible for implementing this policy, with day-to-day oversight delegated to all teachers, including form teachers.

All staff, governors, pupils and parents must:

- Understand what bullying is
- Know how to respond if bullying occurs
- Support the school in imposing sanctions where appropriate

Parents are expected to support the school's anti-bullying measures and work in partnership with us to address any incidents.

3. What is Bullying?

Our Anti-Bullying Charter

We have an anti-bullying charter displayed throughout school (Appendix 1).

Definition

Bullying is behaviour that is:

- **Deliberate** – hostile and aggressive

- **Targeted** – directed at someone who may appear vulnerable
- **Harmful** – painful and distressing to the victim

Types of Bullying

1. **Physical** – hitting, kicking, pushing, threats
2. **Verbal** – name-calling, insults, derogatory comments
3. **Emotional** – exclusion, isolation, humiliation
4. **Prejudice-based** – racist, religious, sexist, homophobic, disability-related bullying, or microaggressions
5. **Sexual** – unwanted physical contact, verbal abuse, sexting, upskirting
6. **Cyber-bullying** – misuse of digital technologies including:
    - Abusive messages, rumours, threats online
    - Sharing images/videos without consent
    - Hacking accounts
    - Creating harmful websites
    - Using AI to create 'deepfakes'

Child-on-Child Abuse

Bullying is recognised as a form of child-on-child abuse and is a safeguarding issue. Serious incidents may constitute child protection concerns. See our separate Child-on-Child Abuse Policy for further details.

4. Why We Challenge Bullying

- **Safety and wellbeing** – bullied pupils may suffer injury, unhappiness, loss of confidence and long-term effects on mental health
- **Educational achievement** – bullying affects concentration and learning potential
- **School community** – unchallenged bullying undermines confidence in the school's ability to provide a safe environment

Bullying Outside School

Staff have the power to discipline pupils for misbehaving outside school premises where it is reasonable to do so. This includes bullying incidents on school transport, in local areas, or online. Where bullying outside school is reported, it will be investigated and acted on. If the behaviour is criminal or poses a serious threat, the police will be informed.

5. Signs of Bullying

A child may indicate they are being bullied through signs or behaviour changes:

Behavioural changes:

- Reluctance to attend school or changes to routine
- Becoming withdrawn, anxious or lacking confidence
- Decline in school work
- Becoming aggressive or disruptive

Physical signs:

- Unexplained cuts or bruises
- Torn clothes or damaged property
- Missing possessions or money

Emotional signs:

- Nightmares or difficulty sleeping
- Feeling ill in the mornings
- Stops eating or comes home hungry
- Fear of using internet or mobile phone

These signs could indicate other problems, but bullying should always be considered and investigated.

6. Preventing Bullying

We prevent bullying by:

Fostering mutual respect:

- Modelling positive relationships in everyday school life
- Teaching about friendship, acceptance and differences
- Using varied seating arrangements sensitively

Providing opportunities:

- Supervised activities at break times
- Designated safe gathering areas
- Lunchtime clubs promoting open communication

Raising awareness:

- Annual anti-bullying sessions during Anti-Bullying Week
- Age-appropriate discussions of this policy with all students
- Prefects conducting surveys and monitoring potential issues

Creating safe reporting:

- Multiple channels for reporting (trusted friend, parent, prefect, teacher)
- Clear parent-teacher communication via website and newsletters
- Annual staff training during Anti-Bullying Week

Environmental vigilance:

- Identifying and supervising areas where bullying could occur
- Staff challenging any negative language immediately
- Promoting a climate where speaking ill of others is discouraged

7. Responding to Bullying Incidents

Reporting

Anyone can and should report bullying incidents to any member of staff.

When to Report to External Agencies

Report bullying incidents to the relevant agency if:

- You think the incident constitutes a child protection concern (reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm)
- The incident could be a criminal offence or pose a serious threat to a member of the public

Inform the Designated Safeguarding Lead (DSL) immediately, but don't delay action if the DSL is unavailable.

Recording

All safeguarding concerns about a child should be recorded in writing. If an incident is a child protection concern, follow your safeguarding recording procedures. Record all incidents on the school serious incident log, monitored by the Head Teacher.

Action Steps

Immediate actions:

1. Inform SLT member and/or DSL/SENCO
2. Inform relevant colleagues if vigilance is needed
3. In serious cases, inform parents and arrange a meeting
4. Record on serious incident log
5. If necessary, inform police

Investigation:

- Investigate promptly and stop the bullying quickly
- Help the bully understand and change their behaviour

Staff Guidance: DO

- **Remain calm** – you are in charge
- **Take it seriously** – act quickly
- **Consider context** – private or public response?
- **Reassure the victim** – offer concrete help and support
- **Challenge the bully** – make your disapproval clear
- **Encourage empathy** – help the bully see the victim's perspective
- **Explain consequences** – be clear about any punishment and why
- **Think ahead** – prevent recurrence by addressing trigger factors

Staff Guidance: DON'T

- Be overprotective or prevent the victim helping themselves
- Assume the bully is "bad through and through"
- Keep the incident secret

- Hide incidents from parents
- Call in parents without a constructive plan
- React emotionally or aggressively

The 'No Blame' Approach

When signs of bullying exist but evidence is unclear:

1. **Listen to the 'victim'** – establish feelings and get permission to share with others
2. **Talk to the group** – discuss how the 'victim' is feeling without using blame language
3. **Explore understanding** – "Were they aware?" "Why does he/she feel like this?" "What can help?"
4. **Address communication** – explain how words can be misinterpreted
5. **Facilitate resolution** – work towards open sharing, forgiveness and new intentions
6. **Consider peer support** – involve Prefects or trusted year group members

8. Monitoring

Responsibility: Whole school community (staff, pupils, parents)

Process:

- Parents should contact the Head of Department if bullying occurs
- Prefects patrol and challenge possible bullying, reporting to Year 11 form tutor
- Annual policy review during Anti-Bullying Week
- Anti-Bullying Charter displayed throughout school

9. Links to Other Policies

This policy connects with:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour and Discipline Policy
- Equality Policy
- Child-on-Child Abuse Policy

10. Review

First written: 2019
Annual review: Alongside Discipline and Behaviour Policy
Next review: April 2027

Referenced guidance:

- Kidscape guidelines
- DfE: Preventing and Tackling Bullying (July 2017)
- Education (Independent School Standards) Regulations 2014

- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- Keeping Children Safe in Education 2025
- NSPCC guidance

Availability: Published on school website; parents notified via newsletter

11. Version Control

Date of Adoption	**24 June 2026**
Date of Last Review	**April 2026**
Date of Next Review	**April 2027**
Policy Owner (SLT)	**Jane Prothero**
Policy Owner (Governors)	**Zeilah Chadwick**

Appendix 1: Students' Anti-Bullying Charter

Bradford Christian School Anti-Bullying Charter

"Act justly, love mercy, and walk humbly with your God" – Micah 6:8

At Bradford Christian School, we are called to live out God's command in Micah 6:8. This shapes how we treat one another and guides our response to bullying.

Act Justly

We Stand for What is Right

- ***We acknowledge bullying can happen** – we are honest about this reality and committed to addressing it with fairness and integrity*
- ***We understand what bullying means** – deliberate, repeated behaviour that hurts someone where there's an imbalance of power*
- ***We recognise the harm it causes** – bullying damages both the person being bullied and the person doing the bullying*
- ***We challenge injustice** – we will not stand by when we see someone being treated unfairly or cruelly*

We Take Responsibility for Justice

- ***We report bullying** – if we witness bullying, we will tell a trusted adult who will follow our school's anti-bullying policy*
- ***We keep speaking up** – we will persist until we are heard and action is taken*
- ***We hold ourselves accountable** – we exercise self-control and take responsibility for our own words and actions*
- ***We support fair consequences** – we understand that bullying behaviour has serious consequences and we accept this*

We Commit to Fair Treatment

- ***We treat everyone with dignity** – every person is made in the image of God, unique and of inherent value*
- ***We challenge prejudice** – we will not tolerate bullying based on race, religion, gender, sexual orientation, disability, or any other characteristic*
- ***We are upstanders, not bystanders** – we will not join in, laugh at, or ignore bullying behaviour*

Love Mercy

We Show Compassion to Those Who Are Hurting

- ***We support victims of bullying** – we will befriend, include and stand alongside those who are being bullied*
- ***We listen with empathy** – we take time to understand others' feelings and experiences*
- ***We create a safe community** – where everyone feels valued, accepted and able to learn without fear*
- ***We offer forgiveness** – we recognise that we all have the capacity to hurt others because of our sinful natures, and we extend grace when people genuinely change*

We Respond with Kindness

- ***We choose our words carefully** – knowing that words have power to hurt or heal*
- ***We include, not exclude** – we welcome others into our friendships and activities*
- ***We build others up** – we encourage, affirm and celebrate each other's strengths*
- ***We are patient with one another** – recognising that we all make mistakes and need second chances*

We Help Those Who Bully to Change

- ***We believe people can change** – we support those who have bullied others to understand the harm they've caused and to make better choices*
- ***We show mercy alongside justice** – we balance consequences with opportunities for restoration and growth*
- ***We pray for one another** – asking God to help us all become more like Christ*

Walk Humbly with Our God

We Recognise Our Need for God's Help

- ***We admit we all struggle** – we are all capable of unkind behaviour and need God's strength to do what is right*
- ***We seek God's guidance** – we ask for wisdom to know how to respond to bullying situations*
- ***We depend on God's grace** – we cannot create a loving community in our own strength alone*
- ***We reflect Christ's love** – we aim to treat others as Jesus would treat them*

We Serve One Another

- ***We put others first** – considering their needs and feelings before our own*
- ***We use our influence for good** – whether as prefects, older students, or friends, we use our position to protect and support others*
- ***We work together** – students, staff, parents and governors united in creating a safe school*
- ***We celebrate diversity** – valuing the unique gifts and perspectives each person brings*

We Grow in Character

- ***We learn from our mistakes** – using them as opportunities to become better people*

- ***We develop self-control** – managing our emotions and responses in healthy ways*
- ***We build positive relationships** – based on mutual respect, trust and understanding*
- ***We become people of integrity** – whose private actions match our public commitments*

Our Promise

As members of Bradford Christian School, we promise to:

✓ ***Act justly** by standing against bullying, reporting incidents, and treating everyone fairly*
✓ ***Love mercy** by showing compassion to victims, supporting positive change, and extending forgiveness*
✓ ***Walk humbly** by recognising our need for God's help, serving one another, and growing in character*

We commit to making Bradford Christian School a place where everyone can flourish, reflecting God's love in all we do.

Monitoring and Accountability

- *This charter is reviewed annually with all students during Anti-Bullying Week and assemblies each term*
- *All incidents are recorded and monitored by the Head Teacher and Senior Leadership Team*
- *Governors receive regular reports on anti-bullying work and its effectiveness*
- *We celebrate students who exemplify these values and live out Micah 6:8*

"Love one another as I have loved you" – John 15:12

I have read and agree to uphold this Anti-Bullying Charter, seeking to act justly, love mercy, and walk humbly with God.

Student signature: _____ Date: _____

Parent/Carer signature: _____ Date: _____
