



Blue Coat Church of England Academy Anti Bullying Policy

Date:		6 th May 2021
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Ratified by the Governing Body of:		7 th December 2023
	Signature	
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Review date:		7 th December 2025

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“When a stranger sojourns with you in your land, you shall not do him wrong. You shall treat the stranger who sojourns with you as the native among you, and you shall love him as yourself, for you were strangers in the land of Egypt: I am the Lord your God.” Leviticus 19:33-34

Introduction

Everyone at Blue Coat C of E Academy has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying and discrimination prevent this from happening and prevent equality of opportunity. Where bullying and any form of discrimination exist, the victims must feel confident to activate the anti-bullying systems within the school.

As adults working in school, it is our duty to provide a safe and respectful environment for all students. A safe school should be free from violence and any form of abuse. It should promote a caring and collaborative environment, whilst creating a culture where every child is treated with dignity and respect.

At Blue Coat C of E Academy, we strongly believe that all forms of bullying and discrimination are unacceptable and should not be tolerated; we strive to empower our students to challenge and prevent bullying and discrimination. Blue Coat C of E Academy has a zero tolerance anti-bullying policy. Peer on peer abuse will not be tolerated within school and further information relating to this can be found within the Child Protection Policy.

Definitions of Bullying

- 1) It is deliberate – perpetrators aim to hurt their victims either physically or emotionally. It is intentional, not accidental.
- 2) It involves a real or perceived power imbalance. Bullies might be older, stronger, bigger or may have a higher status than the victim.
- 3) It is usually repeated over time, although some one-off attacks can have a continuing harmful effect on the victim.

Bullying behaviours

Bullying can take many forms:

- 1) **Verbal bullying** involves language and the power of words.
Examples: name calling, insults, jokes, offensive language or comments which may include graffiti, threats, innuendo, teasing, taunting, bragging, ridicule.
- 2) **Physical bullying** involves violence.

Examples: unprovoked assaults such as prodding, pushing, hitting or kicking, ‘rushing’, shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons. *Bullying is different from fighting, which can usually be defined as a one-off incident with the purpose of resolving immediate conflict. An argument or fall out between friends does not constitute bullying, although bullying may result from this.*

- 3) **Emotional bullying** also known as non-verbal bullying and social humiliation involves non-physical behaviours.

Examples: social exclusion or rejection by peer group, ignoring, pointing and laughing, spreading rumours, gossiping, threatening and blackmailing, peer pressure, using difference as a dividing factor, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, spitting, stalking, refusing to touch or work with someone.

- 4) **Cyberbullying** involves the use of technology, such as the internet (websites, social media, email), computer, laptop, mobile phone or online gaming platforms.

Examples: text messages, phone calls, pictures/video clips, chat rooms, instant messages or posting on websites or message boards, creating fake accounts. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

Cyberbullying can be an extension of bullying behaviour that is already happening in school or the wider community – or it can be between people that rarely meet face to face – or have never met in person. Cyberbullying can vary from threats and intimidation, name-calling, harassment and exclusion, to gaining access to unauthorised information online or ‘hacking’, impersonation, posting personal information, sexting or manipulation.

- 5) **Racist bullying** relates to discriminatory attitudes, beliefs, behaviour, distinctions, exclusions, restrictions or preferences that are based on presumptions about a person’s colour, descent, national or ethnic origin, migrant status or religion.

The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people.

The Stephen Lawrence Inquiry Report, (2006) defines racism as

“... Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form”.

- 6) **Homophobic, biphobic or transphobic** bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be, lesbian, gay, bisexual or transgender (e.g. children of same-sex couples) (*Definition from Valuing All God’s Children, 2017*)

- 7) **Sexual bullying** is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. Sexual bullying is any behaviour which degrades someone, singles someone out by the use of sexual comments, language, gestures or violence. Sexual bullying is

also pressure to act in a sexual manner and to act in a way that makes others uncomfortable. This behaviour may also be classed as sexual harassment.

Examples:

- Spreading rumours of a sexual nature online or in person.
- Abusive, sexualised name calling and insults.
- Inappropriate and uninvited touching, without consent. Pressuring someone to do something of a sexual nature that they do not want to do, sometimes by using emotional blackmail, such as “you would do this if you loved me?” or comparing previous sexual encounters to make someone feel obliged to do something sexual.
- Pressuring someone to send a nude picture, sometimes by emotionally blackmailing someone; for example, by threatening to end a relationship if they do not agree to send a nude picture. Sending the image to others without consent is also a form of sexual bullying.
- Inappropriate sexual innuendo.
- Graffiti with sexual content or circulation of inappropriate material of a sexual nature, such as pornography.
- Sexism in all its forms and gender stereotyping roles of male and females.
- In its most extreme form, sexual assault or rape.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends messages of a sexual nature. Sexting can take place via mobile phones, smartphones, tablets, laptops – any device that allows its user to share media and messages.

Sexting may also be called:

- Trading/Sending nudes
- Dirties
- Pic for pic

Sexting can be seen as harmless or normal among young people; however, creating or sharing explicit images of a child, even if the person doing it is a child, is illegal. The school will use personal development days to support student understanding of online safety.

If you are under 18, it is against the law for anyone to take or possess a sexual photo of you, even if this is a selfie.

A young person is breaking the law if they:

- Take an explicit picture or video of themselves or a friend.
- Share an explicit image or video of a child, even if this is shared between children of the same age.
- Possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.
- Pressure someone into taking a picture or video of themselves.

In all of the above situations, the police and the criminal justice system have the power to take formal action.

- 8) **Bullying due to Special Educational Needs and disability (SEND)** Special Educational Needs and Disability (SEND) covers a diverse population of children and young people with a range of physical, learning, behavioural and sensory needs. Children and young people with special

educational needs and/or disabilities (SEND) are significantly more likely to be bullied or victimised than those who don't have any SEND. Children with SEN and disabilities are adversely affected by negative attitudes and perceptions of difference including forms of discrimination which often involves bullying.

- 9) **Other forms of bullying:** Extortion, blackmail, hiding or interfering with personal property, forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours, making others behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda onto the school site.

How can pupils report a bullying incident?

Blue Coat C of E Academy does not tolerate any form of bullying. Staff are vigilant for signs of bullying and take all bullying reports very seriously.

If you are bullied or witness someone being bullied, you can do any of the following to report the incident:

1) **Tell a teacher immediately.**

- a) Anti-bullying Lead, **Mrs N Pritchard**
- b) Head of Year
- c) Form tutor
- d) Any other member of staff (teaching or support staff).

2) **Complete a Pupil Account form** (Pupil Statement). This can be accessed from the Head of Year office or the Success Centre.

3) Use the Academy's Help Advice Reporting Page System, the **Sharp System**. Click [here](#) for a video demonstration on how to use the SHARP System efficiently.

Please Note: to support with the investigation of the bullying incident, a detailed account of the events that took place, as well as details (name, year, college etc.) of the perpetrators and victims are highly recommended.

Anti-bullying Procedures

Investigate the incident: The school's Anti-Bullying Lead, **Mrs N Pritchard** and/or any member of the pastoral team (HOYs, BFL Mentors, CP, DSL) will obtain information on the alleged bullying incident by using open questions when interviewing those involved, whether they are a victim, witness or perpetrator:

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where and when did the incident(s) take place?
- What happened just before/after the incident(s) took place?

- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

The member of staff dealing with the investigation (pastoral team) will also summarise what is being reported regularly so a common understanding of the events is achieved.

The staff member dealing with the investigation or the HOY must inform the parents, and alleged perpetrator, involved that there has been a possible incident of bullying. It is crucial that effective communication between all parties involved is maintained at all points.

Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and the action taken. The school may advise contact with police dependent upon concerns raised.

The Department for Education released the following statement in regards to bullying outside of school premises:

“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 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.’”

Is there a child protection concern? All staff must be alert to whether there may be a child protection concern and follow the correct procedures if they think this is the case. Please refer to the school’s Child Protection Policy for further information.

Inform the relative member of staff: Once all the information has been gathered (pupil accounts, PFRs and any evidence) the member of staff dealing with the investigation (pastoral team) must inform the Anti-Bullying Lead and Associate Principal, relevant Pastoral staff and provide a copy of all the evidence gathered. The Anti-Bullying Lead will record all incidents of bullying using the school’s bullying incident form. The pastoral team will meet and determine a plan of action for those involved in the bullying incident.

Intervention Strategies:

The school’s response to incidents of bullying will be unique to each and every situation.

- Restorative Practice meetings between the parties involved.
- Involvement of Outside Agencies, such as West Midlands Police, when necessary.
- Small group work – Team building activities.
- Anti-Bullying Workshops and Presentations (Academy staff and outside agencies, i.e. role models from different communities).
- Success Centre Placements on anger management, social skills, Zones of Regulation.
- Reflective work on the impact of bullying, conflict resolution.
- Anti-Bullying assemblies (whole school church, college, year group assemblies).

- Peer mentoring sessions.
- Meetings with Parents.
- Referral to the Wellbeing Hub, when necessary.

Sanctions:

- Internal suspension within the Success Centre
- Fixed Term suspension
- Placement in the Success Centre
- Alternative Provision at a different school (placement for a number of days/weeks)
- Managed Move to a different school
- Permanent Suspension from Blue Coat C of E Academy

In order to prevent bullying the school will:

- challenge all forms of bullying and promote a culture where bullying will not be tolerated.
- raise the awareness of the school's anti-bullying policy amongst parents.
- raise the awareness of the school's anti-bullying policy amongst students.
- always investigate and act when bullying incidents are reported.
- develop a culture where pupils understand that by not tolerating any form of bullying and therefore by reporting any alleged bullying incidents, all pupils will feel safe, welcome and happy at school.
- work proactively to encourage anti-bullying restorative approaches to conflict.
- ensure that support is provided during and after incidents of bullying to all students involved in bullying, including victims and perpetrators.
- to collect, monitor and analyse bullying behaviour.
- work proactively with the local community and external agencies in order to address bullying and its impact.
- participate in national activities such as Anti-Bullying Week.
- provide staff with training on bullying and its impact.
- ensure that effective and consistent intervention happens when bullying occurs.
- model positive relationships and communication at all times.
- engage students with the issue of bullying through the PDE days, Anti-Bullying workshops, assemblies etc.
- use student voice throughout the year to measure the effectiveness of our anti-bullying measures.

In order to prevent bullying pupils' parents/carers will:

- ensure that they know and understand the school's anti-bullying policy.
- report any concerns regarding bullying immediately to the school.
- watch for signs of bullying in their child that could include:
 - 1) dramatic changes in character, e.g. an outgoing child becoming withdrawn, a shy child becoming aggressive.
 - 2) reasons, such as illness, which prevent them from going to school.
 - 3) difficulty sleeping.
 - 4) unexplained marks or bruises which might indicate physical abuse. truanting school.

- 5) asking for advice in the third person, e.g. "My friend is being bullied, what should I do?"
 - 6) spending more online
- advise their child to report bullying either to a member of staff, peer or via the Sharp System.
 - work closely with the school, and external agencies, to resolve issues of bullying.
 - support the school's response to bullying, Interventions, restorative approaches and sanctions.
 - encourage their children not to retaliate.

In order to prevent bullying all students at the School will:

- follow the school's code of conduct, ensuring that they are respectful to all.
- model and promote the school's core values of respect and equality.
- challenge all forms of bullying and discrimination in the school and local community.
- report bullying or alleged bullying incidents (to a member of staff, parent or peer).
- not tolerate any form of bullying or discrimination.

Blue Coat C of E Academy will strive to challenge, prevent and deal with any form of bullying or discrimination and ensure that pupils can activate the anti-bullying systems within the school. Blue Coat C of E Academy has a zero tolerance anti-bullying policy and is committed to providing a safe, free from violence and abuse, respectful environment for all students and staff.

Links to other policies:

- Blue Coat Church of England Child Protection Policy
- Blue Coat Church of England Relationships and Behaviour Policy

Appendix 1 (Anti Bullying Policy)

Related Policies

- Equality and Diversity Policy,
- Safeguarding and Child Protection Policy

Blue Coat CE Academy encourages a culture of celebrating difference. Everyone at Blue Coat CE Academy has the right to feel welcome, secure and happy. Bullying and discrimination prevent this from happening and prevent equality of opportunity. This appendix sets out in more detail Blue Coat C of E Academy's approach to LGBTQ+ people within our school community but is applicable to any type of bullying.

As a school, we take pride in fostering positive relationships through the use of Restorative Practice and going above and beyond to tackle any bullying including LGBTQ+ people (as people who often may experience discrimination).

For Example

- Blue Coat CE Academy takes proactive steps to promote respect and understanding of LGBTQ+ people and issues.
- We promote understanding and support the needs of LGBTQ+ pupils and staff through appropriate structures and giving appropriate information to pupils on LGBTQ+ issues.
- We provide an inclusive environment in which LGBTQ+ pupils and staff are valued and respected.
- Our curriculum is inclusive.
 - This includes using some Personal Development Days, form time and assemblies to raise awareness of LGBTQ+ issues. These allow for opportunities to discuss many issues including gender identity and sexuality. In addition, our school library (the LRC), contains books with LGBTQ+ themes and stories, and there are LGBTQ+ displays illustrated across the school.
- We ensure our policies and practices are inclusive and supportive of LGBTQ+ people explicitly stating that HBT language and bullying are unacceptable.
- We provide training to staff in supporting LGBTQ+ pupils and tackling any HBT (Homophobic, Biphobic, Transphobic) language or bullying.
- We tackle bullying that might be verbal or otherwise, including HBT language.
- Blue Coat Academy monitors and records HBT bullying and language
- LGBTQ+ are empowered to report bullying and trust that incidents will be dealt with effectively (see below).
- The Academy's Diversity Group also works hard to promote equality and raise awareness of diversity.

There are multiple ways for pupils to report HBT language and bullying. The options include:

1. Inform a teacher immediately
 - Anti-bullying Lead, Mrs N Pritchard - Assistant Headteacher

- Head of Year
 - Form tutor
 - Any other member of staff (teaching or support staff).
2. Complete a Pupil Account form (Pupil Statement). This can be accessed from the Head of Year office or the Success Centre.
 3. Use the Academy's Help Advice Reporting Page System, the Sharp System, available on the school website.
 4. Tell a Blue Coat Peer, a Prefect, a Peacemaker Mentor, or a member of the Diversity Group.
 5. Staff can also be contacted via email.