

# BLACKFRIARS ACADEMY ANTI-BULLYING POLICY

Revised: May 2024  
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Education  
Trust

# ANTI-BULLYING POLICY

## Our Approach to Bullying

At Blackfriars, all behaviours are underpinned by PRIDE, our school motto.

This stands for: -

**Pride** in our appearance and in all that we achieve

**Respect** for ourselves, others and our environment

**Independence** skills

**Determination** to succeed

**Enjoyment** of learning and life

We consider bullying to be disrespectful behaviour which contravenes our school code encapsulated in the PRIDE motto.

Bullying, both verbal and physical, will not be tolerated at Blackfriars. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the academy community.

Bullying can take place between pupils (child on child abuse) between pupils and staff or between staff. It can involve individuals or groups and be face to face, indirect or use a range of cyber-bullying methods.

There are potential vulnerabilities in particular groups of children, for example; pupils with special needs, looked after children, children from minority ethnic backgrounds, children with disabilities and traveller children.

In our academy pupils have a right to feel respected, welcome, safe and happy. In our academy we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms.

The 5 main types are: -

**Physical** – for instance, hitting, kicking, taking belongings

**Verbal** – for instance, name calling, insulting or racist remarks

**Indirect** – for instance, spreading unpleasant stories about someone, excluding someone from social groups

**Cyber** – for instance, using technology to facilitate bullying e.g. text messages, e-mail and social networking websites

**Prejudice based and Discriminatory bullying** - the term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example

disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two pupils of similar power and strength fight or quarrel.

### **Aims**

- we aim to prevent bullying at Blackfriars Academy
- we aim to raise pupils' awareness of bullying behaviour and the anti-bullying policy
- we aim to reduce bullying by including proactive programmes within the curriculum
- we aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school

### **Individuals can be targeted by bullies for a number of reasons, including:**

- race/sex/gender/background
- new child in the academy
- child with family crisis
- timid children who may be on the fringes or outside a group

Bullies make life miserable for many children.

### **DfE Definition of Bullying:**

- it is deliberately hurtful behaviour
- it is repeated often over a period time
- it is difficult for those who are being bullied to defend themselves

### **Individuals may choose to bully others because they:**

- have been / are a victim of violence
- have been / are bullied at home
- enjoy power/creating fear
- have difficulties in expressing their feelings / have very specific needs
- are coping with behaviour they have seen at home, in school, in the community or on TV
- are unhappy
- are feeling 'peer pressure'
- are insecure
- have low self esteem

Bullying occurs in children from all backgrounds, cultures, races, sexes and ages with a range of needs.

### **General Statements**

- some victims are also bullies
- some victims are treated as culprits
- those who witness bullying and do not act are condoning bullying and becoming part of bullying

### **Early Signs of Distress**

- withdrawal
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for the start of the day
- bed wetting
- crying themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

### **Framework For Anti-Bullying Campaign**

Prevention is better than cure so at Blackfriars Academy we will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly.

Children are encouraged to report all incidents of bullying to a Peer Mentor or to an adult. These will then be referred to the Class Teacher / Teaching Assistant.

### **In the Exploratory and Questioning pathways, staff will use the curriculum to:**

1. increase awareness of different types of bullying.
2. help them to develop strategies to combat all types of bullying.
3. ensure that all pupils know how to report bullying; know how to get help and be confident that the response to bullying is effective.
4. be encouraged to develop positive values and attitudes such as tolerance, kindness and respect.
5. use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with bullying.
6. use proactive systems and procedures which promote an inclusive, supportive ethos and positive relationships whereby differences are acknowledged and celebrated.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher/ TA can aim to help the pupils find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the pupils can find out whether their solution has been effective or not.

Responding to incidents must be done in a way that is sensitive to the needs of the victim.

A record must be kept of the incident – date – time – place – names of children involved and their accounts of what happened. Older pupils may be able to write these themselves.

Serious incidents must be reported to the Principal or a member of the senior management team via Class Charts

Persistent bullies will be referred to the Clinical Psychologist for an anti-bullying course designed to develop their understanding of the consequences of their actions on the victim. They may also have a suspension imposed and in very serious cases, this may lead to a permanent exclusion.

Any disciplinary procedures applied must be used fairly and consistently and take into account the level and type of Special Educational Need (SEN).

Class Charts data is used to evaluate the effectiveness of the anti-bullying work carried out across the academy. This data is shared with the whole academy community. Improvements should be highlighted and celebrated.

**Duty staff should always:**

- ensure pupils are supervised at playtimes and lunchtimes.
- patrol secluded areas such as toilets, corridors and doorways.
- observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- investigate every allegation of bullying.
- Encourage students to use peer mentors

We encourage proactive academy systems and procedures which promote an inclusive, supportive ethos and positive relationships, within which differences are acknowledged and accepted.

These are:

- celebration assemblies
- team building
- Performing arts
- choir
- drama / PSHE workshops 'drop down' days
- sports / fun day
- charity / fundraising events
- personalised curriculum
- residential opportunities

To ensure that the academy community is kept aware of and understands the policy and their responsibilities, time will be allocated at staff meetings/ Student of Concern meetings for discussion. This will include review times or when the policy is changed.

**Parents / Carers**

Parents / Carers of both the victim and the bully will be informed. Staff will undertake to give feedback to parents / carers on the steps taken. Involvement of parents / carers at an early stage is essential. If things have not gone well, the problems will be further analysed. There is the possibility of outside agency involvement. Parents / carers are kept informed at all stages. Parents / carers will be made aware of the complaints procedure.

Blackfriars Academy works in partnership with County services such as police, health service, families first and organisations to reduce bullying and promote safer communities.

The student council will have opportunities to review the policy at an appropriate level so that they are able to make their own contributions if required.

Changes can be made as required but will need ratification by the Academy Council following a consultation period.

The policy reflects the Children's Act 1989; The Inspection Act 2006, Keeping Children Safe in Education 2023 and The Equality Act 2010.

This policy will be reviewed every two years as a minimum.

The whole academy community is jointly responsible for ensuring that the policy is implemented on a day-to-day basis.

Evaluation, review and the development of policy and procedures is the responsibility of the Senior Leadership team and the SCIPr Coordinator

**UPDATED: May 2024**

**DATE: 1<sup>st</sup> May 2024**

**RATIFIED BY ACADEMY COUNCIL:**

AWAITING RATIFICATION

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