

# Anti-bullying Statement of Practice



## Bluecoat Wollaton

believe in yourself, in others, in God

### Our Christian Vision is:

*Through believing in ourselves, in others, in God, we trust that our hard work will result in the transformation of our lives and the lives of those around us.*

### Our Christian Values are:

*Faith, Hope and Love*

### Our Bluecoat Family is:

*Inclusive  
Committed to Staff  
Highly Literate  
Grounded in Faith  
Knowledgeable  
Rooted in Respect  
Dedicated to Character Development*

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## Introduction

This document sets out the arrangements for the variety of methods used to deal with any instances of bullying at Bluecoat Wollaton Academy.

## Related Policies, Statements of Practice and procedures

- Behaviour Statement of Practice
- SEN policy
- PSHE policy
- Attendance and Punctuality Statement of Practice
- Safeguarding Policy
- Safeguarding Statement of Practice
- Mental Health Statement of Practice

## Statement of Practice

At Bluecoat Wollaton Academy we are very proud of the calm and purposeful atmosphere. We rely on the full support of parents and carers to reinforce the high standards and expectations of pupil behaviour. We believe that parents/carers choose this Academy due to the insistence on the highest levels of **respect** shown not only between staff and pupils but also the 'family' relationships between peers and strong links with their parents/carers. We believe that every pupil has the right to feel **loved**, safe and secure within our Academy. We are a diverse and **inclusive** academy. We care for and value each pupil, regardless of who they are or where they have come from. We take all instances of bullying very seriously because each person in our family is highly important, wonderfully unique and a child of God. Therefore, our **faith** encourages us to react immediately whenever bullying is reported. The actions that follow are always done with the aim of **developing the character** of our pupils, teaching them about what we value as a Christian Academy, promoting a sense of living well together and encouraging reconciliation wherever possible. Our **hope** is that all pupils will leave us with the capacity to know right from wrong and use this knowledge to determine how they behave as they move towards, and through, their adult lives.

### What Is Bullying?

Being bullied means being on the receiving end of behaviour that is unwanted. Its purpose is usually to embarrass or to taunt someone. These behaviours are **WRONG** and we are all, staff and pupils, responsible for ensuring that it will not be allowed to continue.

**The following are examples of types of bullying behaviours that will not be tolerated at our Academy:**

#### Physical:

- Fighting, pushing, shoving, intimidation, gestures or invasion of personal space, either as actual physical contact or as a direct threat
- Theft of or damage to another's property, belongings or school work

#### Verbal:

- Name-calling which identifies ethnicity, sex, gender, ability, disability, health, sexual orientation, religion, economic circumstances, family background or appearance as the cause for discrimination
- The use of language related to the above to implicate it as negative.
- Rumour spreading
- **Visual:**

- Offensive notes, material, graffiti
- Offensive e-mails, text messaging, posting messages or any other material on social networking and internet sites, such as Facebook

#### **Victimisation:**

- Bullying, defined as purposefully directed regular and frequent victimisation of an individual, including any of the following: threats to the individual or their family, extortions of money or material possessions, physical or emotional intimidation, social exclusion or ostracising

#### **Sexual:**

- Touching or brushing against another in a sexual manner
- Sexually orientated jokes, drawings and literature
- Invitations of a sexual nature that the recipient does not want
- Asking uninvited questions about another's private life

#### **Cyberbullying**

Cyberbullying may be defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However it differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

There are many other types of harassment, but we want our pupils to be clear that these types of behaviour, among others, become bullying when a pupil has made it known that it is unwelcome or unwanted and it does not stop immediately. In some cases another pupil or member of staff may report something that they have witnessed or heard which also warrants action to be taken. All staff at the Academy are trained in dealing with disclosures regarding bullying and will take immediate steps to support the young person and resolve the issues raised.

We take any type of unkind behaviours seriously and record behaviours we describe as 'bullying remarks' (e.g. comments that could cause upset but may not be intentional) as we believe to not take swift and direct action could compromise a pupil's safety and/ or wellbeing and in turn become bullying if not managed and challenged immediately. These remarks are dealt with in the same way that a behaviour breach would be and expectedly would result in a sanction, ranging from a negative point through to a more severe sanction. Sanctions will be issued for any type of bullying remarks or comments and evaluated on an individual basis on each occasion, assessing the severity of the behaviour breach and referring to our Behaviour Statement of Practice.

All incidents of pupil conflict are resolved through sanction, communication with parents/carers and pupils involved making clear why the behaviour is not acceptable to prevent further incidences but also restorative practices are followed with all pupils involved to allow time for reflection and to repair the relationships. This type of practice is proved to prevent anti-social behaviour, repair harm and restore relationships and we believe at Bluecoat Wollaton Academy that this is how our 'family' community cohesion is maintained in all areas of our Academy life.