



## Bellerive FCJ Catholic College

### Anti-Bullying Policy

*This policy will be implemented in a way which honours the vision that every FCJ school is a community of persons - students, staff, governors - bound together in mutual respect and ready to rely on each other in fulfilling their privileged task as educators in a Catholic school.*

#### **Bellerive FCJ Catholic College Mission Statement:**

- To help everyone within a caring community to grow in faith
- To respect and value other cultures and faiths
- To make the most of every given ability
- To enjoy and achieve personal growth and academic excellence
- To prepare pupils for their adult life, playing a full part in a modern global society

#### **History of Document**

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## **BELLERIVE ANTI-BULLYING POLICY**

**When we talk about Bullying at Bellerive we mean :**

**The repetitive intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power.**

**It is not bullying if:**

- **someone looks at you**
- **someone falls out with you and makes new friends/friendship groups**
- **accidentally does you harm and apologises for it**
- **if someone laughs in your direction but you think they are laughing at you**
- **you have been left out of a group chat, sleepover, party, outside activity, after school activity, conversation**

**THIS IS NOT BULLYING!**

### **VISION**

#### **Statement of Intent**

Bellerive's FcJ values\* mean that bullying type behaviours go against everything that we believe in as a school community. We are committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the school community feel safe, respected and valued. All children have an absolute right to be protected from others who may wish to harm, degrade, intimidate or abuse them. Bullying of any kind is unacceptable at our school. Bullying may be verbal, physical or psychological. In fact any action which makes a child feel uncomfortable, insecure or threatened could be seen as bullying. The school disapproves of bullying in all its forms and considers it a most serious offence. If bullying does occur, all students should be able to inform a member of staff and know that incidents will be dealt with promptly and effectively. We do not see this as "grassing" or "snitching" – we are a school that expects its pupils to tell staff of any issues that go against our school rules, but particularly those that could make fellow students unhappy. **Anyone who knows that bullying is happening is expected to tell a member of staff.** The staff will take the lead in creating a climate in which students will report immediately any bullying incident in the expectation that it will be dealt with urgently and firmly. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

\*Our values are Companionship, Dignity, Excellence, Justice, Gentleness and Hope.

## **SCOPE**

This policy applies only to incidents of bullying which take place on school premises or on the journey to and from school between members of our own school community. However, we do have an interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school as follows:

If it emerges that a student is responsible for bullying other children outside school then this matter will be addressed and (if appropriate) the bully's parents/carers informed.

If it is suspected that a student has used social media to bully another (when students follow our mobile phone policy this will ensure that this does not happen during the school day).

If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents/guardians will be informed.

If there are more general concerns about children's safety outside school then the local police may be contacted and their help sought in making a pupil's external environment as safe as possible. If concerns arise in relation to public transport then the issue will be raised with the transport companies and their help sought in dealing with the problem.

If information is received that a child is being bullied by a sibling or parent/guardian outside of school this will initially be discussed with the parents, if it is deemed appropriate to do so by the Designated Safeguarding Lead. If concerns persist then the matter will be referred to social care to safeguard the student (see our Safeguarding Policy).

If children are being bullied by pupils of another school then staff of that school will be informed and asked to deal with the matter.

## **WHAT IS BULLYING?**

There are five recognised features of bullying:

- It is deliberate, hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves
- It is difficult for those who bully to learn new social behaviours
- Those who bully have and exercise power inappropriately over others

All forms of bullying can be damaging to the development of both the person being bullied and the person bullying. Bullying can take many forms, but the main types are:

Physical - pushing, hitting, kicking, punching, taking belongings or an act of violence with intent to harm, someone using inappropriate or unwanted physical contact towards someone.

Emotional - being unfriendly, excluding others and tormenting.

Racist – racial taunts, graffiti, gestures

Sexual – unwanted physical contact or sexual abusive comments

Homophobic – focusing on an issue of sexuality

Transphobic – focusing on an issue of gender identity

Verbal – name calling, insulting, sarcasm, teasing or the use of derogatory or offensive language.

Cyber – tormenting, threatening, harassing, humiliating, embarrassing or otherwise targeting using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social media (Snapchat, Instagram, Facebook, Twitter). This also may involve the misuse of associated digital technology such as cameras, video aids or devices such as these incorporated into smart phones (please refer to the school's Mobile Phone Policy for what we consider acceptable use of such devices if they are brought into school).

Indirect – exclusion from social groups or being made the subject of malicious rumours

**Please note that we would not classify an isolated disagreement or incident between pupils who are usually friends as bullying.**

#### Bullying Related to Race, Religion or Culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some bullied pupils have experienced racist or faith based bullying. Recent political and social issues appear to have been a factor in bullying and harassment. Bullying incidents can be a subset of the indirect and direct racist hostility which Black and Minority Ethnic (BME) children, children of different faiths and traveller children can experience in a number of situations. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

The school will log all incidents of racist or faith-based bullying. The Stephen Lawrence Inquiry Report (1999) 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*'.

#### Bullying Related to Special Educational Needs and Disabilities (SEND)

Research suggests that children and young people with special educational needs and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities do not always have the levels of social confidence and skills and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour to apply, as they do throughout the rest of the school community, having made the reasonable adjustments necessary.

### Bullying Related to Gifted and Talented Young People

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

### Bullying Related to Appearance or Health Conditions

Those with health or visible medical conditions may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

### Bullying Related to Sexual Orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who identify as Lesbian, Gay, Bisexual or Transgender (or are perceived by others to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to. Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, for example the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them. It can also include text messaging, including video and picture messaging. Some cyberbullying activities could be criminal offences under range of different laws, including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997 and Section 127 of the Communications Act 2003. There have been some instances of such prosecutions in the UK.

*The Malicious Communications Act makes it an offence for:*

*1) Any person who sends to another person –*

*(a) A letter, electronic communication or article of any description which conveys –*

*(i) A message which is indecent or grossly offensive;*

*(ii) A threat; or*

*(iii) Information which is false and known or believed to be false by the sender; or*

*(b) Any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature*

*2) Is guilty of an offence if his / her purpose, or one of his / her purpose, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient*

*or to any other person to whom he / she intends that it or its contents or nature should be communicated.*

*The Communications Act 2003 makes it an offence as follows:*

*Improper use of public electronic communications network*

*(1) A person is guilty of an offence if he/she—*

*(a) Sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or*

*(b) Causes any such message or matter to be so sent.*

*(2) A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, he/she—*

*(a) Sends by means of a public electronic communications network, a message that he/she knows to be false,*

*(b) Causes such a message to be sent; or*

*(c) Persistently makes use of a public electronic communications network.*

*(3) A person guilty of an offence under this section shall be liable, on summary conviction, to imprisonment for a term not exceeding six months or to a fine not exceeding level 5 on the standard scale, or to both.*

### Sexist or Sexual Bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

### Bullying of Young Carers or Looked After Children (or any bullying otherwise linked to home circumstances)

Students may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many may feel isolated and in extreme cases bullied. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

## **Bullying Of and By School Staff**

Concerns relating to a member of school staff or other person in a position of trust will be investigated thoroughly (see Managing Allegations Policy). Likewise verbal and physical abuse directed from students towards members of staff will also be dealt with severely (see Behaviour Policy). The Headteacher reserves the right to insist that abusive parents leave the site and may take necessary steps to ensure the safety of students, staff and other stakeholders. This could include taking out an injunction against the offending parent to prevent them from accessing the school site in the future.

## The Effects of Bullying

Young people who are being bullied are being denied the opportunity to reach their full potential.

Effects may be long term and include:

- Absenteeism – unknown or prolonged periods of time out of school
- Fall in academic performance
- Poor self-esteem
- Health problems
- Isolation and failure to develop socially
- Depression and suicide
- Relationship difficulties.

Signs of bullying occurring can include:

- Change of friendship groups
- Lack of friends
- School refusal
- 'Illness' at certain times or on certain days
- Change in standard of work
- Withdrawal/sudden lack of confidence
- Severe cases of depression.

Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be bullying.

## Prevention

All staff at Bellerive involved in the education and/or supervision of children/young people will be made aware of the issue of bullying and the need to apply the policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with students at a number of levels including:

- At whole school level – for example through assemblies
- At classroom level – during form time, subject lessons, PSHEE
- At individual level – students who have suffered from bullying will be offered support
- Bellerive will be selecting and training Student Anti-Bullying Ambassadors who will offer other students support and will take an active part in conducting roles within the school e.g. assemblies, peer support at recreational times, student voice meetings.
- Students who have bullied others will be given advice and support to enable them to bring their unacceptable behaviour under control and prevent further incidents.
- Bellerive recognises that there are particular times when students may be more vulnerable to bullying – break and lunch time, between lessons and also at the beginning and end of the school day. Arrangements have been made during break and lunchtimes to separate the year groups into different areas to ensure that these are properly supervised.
- Parents who believe their children are the victim of bullying should share their concerns with the staff at the school at their earliest opportunity and be prepared to work with staff to keep their children safe in future. All expressions of concern will be taken seriously and investigated.
- Similarly, if parents believe that their child is bullying others, this information should be shared with staff so that the problem can be addressed and a plan agreed to prevent further incidents and the perpetrator helped to change their behaviour.

All of these preventative strategies operate within our FCJ ethos of Companionship, Dignity, Excellence, Justice, Gentleness and Hope. Individual differences are celebrated and seen as a source of enrichment in our school – as Nelson Mandela's granddaughter Tukwini said to our pupils when she visited on 13<sup>th</sup> February 2019 *"You are perfectly fine the way you are, there is one of you in the universe so appreciate your weirdness and difference, it will serve you well in the future"*.

In order to help students learn and develop appropriate responses to others, all staff at all times will treat each other (and children, parents and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

Bellerive will also strive to:

- Adopt positive behaviour management strategies as part of the school's behaviour policy
- Ensure that the anti-bullying policy is actively promoted in assemblies and other formal occasions, as well as its key messages being displayed around the school
- Continue to provide training on behaviour management and anti-bullying for all relevant staff.



- Provide support for vulnerable individuals and groups.
- Provide transition supporting students moving from primary to secondary.
- Provide information on support agencies when needed.
- Ensure adequate supervision of students at breaks, lunchtimes and in the immediate vicinity of school at the end of the day.
- Use CCTV when applicable to review any incidents in open areas or within school itself.
- Provide a range of opportunities at lunchtimes so that pupils have positive activities in which to engage.
- Through dialogue with the pupils we will review the effectiveness of the school's measures in counteracting bullying.
- Gather the views of parents on our Anti Bullying work (alongside other matters) through questionnaires and feedback forms and will respond accordingly in a timely fashion.
- Identify and use opportunities within the curriculum to discuss aspects of bullying to emphasise that the school views bullying as a serious issue, and to explore the appropriate ways of behaving towards each other.
- Teachers will ensure that they do not use teaching material or equipment which portrays a bad or negative view of any group because of their ethnic origin, gender, ability/disability etc.

#### Responding to Incidents of Bullying

All staff have a responsibility to tackle bullying. Bellerive endeavours to ensure that teachers and other adults working with students are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in students and how to identify vulnerable young people who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying. Bellerive's approach to anti-bullying work will be included within induction programmes for new staff.

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected staff will talk to the suspected victim, the suspected perpetrator and any witnesses. Written statements may be taken. It is recognised that in some situations 'victims' may exaggerate or invent bullying incidents and members of staff need to be aware of this.

School will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Informing parents at the earliest opportunity
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling

- Creation of a peer support group
- Extra supervision/monitoring
- Work with Bullybusters Liverpool, to provide wellbeing support and education
- Programmes of educational intervention within school and/or the curriculum
- Mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Arrangements to review progress.

Social media is sometimes used for bullying and any threats made on such a site and acted upon in school will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the school to take action on cyber bullying which has occurred outside of school time. Our strict guidelines on the possession of mobile phones in school should ensure that cyber bullying does not occur during the school day.

For the Bully:

- Talking about what happened, to discover why they became involved and encourage them to recognise the harm their actions can cause
- Informing the bully's parents/guardians
- Continuing to work with the bully in order to modify attitudes and behaviour, this can include changes to class groupings or school travel arrangements
- Taking disciplinary steps to prevent further bullying.
- Referral to community police officer to educate on the legal aspects of bullying
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### Reporting and Recording Incidents

#### Reporting Incidents of Bullying - Students

The school encourages the whole school community to report all incidents of bullying, including students who have experienced being bullied and bystanders who have witnessed an incident. As already stated, we do not subscribe to the view that telling staff when a pupil sees something that is not right is "grassing" or "snitching".

School endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff including teachers and support staff who are aware of the importance of listening to students' concerns. We encourage all students to think about significant members of the academy community that they can go to when they have a problem. This will generally be the students Form Tutor, Head of Year, Assistant Head of Year or a member of the Senior Leadership Team.
- There is a Designated Safeguarding Team, led by Mr Ian Withers, who will offer support/listen to concerns of pupils and their parents/carers.
- When in place our Student Anti-bullying Ambassadors will assist with reporting incidents and providing information and support.
- Internal school procedures ensure a concern reported through any of the above channels will be recorded appropriately.

### Sanctions for bullying:

The relevant member of the Senior Leadership Team will look at all the evidence given and, in consultation with the appropriate Head of Year and the Headteacher, will make a decision on the sanction depending on the severity of the incident. These could include:

- Detentions – during break, lunchtimes, after school
- Internal exclusion
- Suspension (issued by the Headteacher)
- Appearance at a Governor's Disciplinary Meeting followed by a Pastoral Support Plan
- Support from the local authority, for example placement at a Student Support Centre
- In extreme cases, and only after careful consideration, where a perpetrator has failed to heed advice, respond to support and continues to bully the same pupil, group of pupils or moves to a different pupil or group of pupils and replicates their bullying behaviour a Permanent Exclusion may be issued by the Headteacher.

## **Appendix**

### Support strategy

Working with the victim:

At Bellerive we want to ensure that the victim receives the best support possible in the event of them being bullied. To do this we will:

- Offer them the regular opportunity to speak to an appropriate member of staff (usually a Head of Year)
- Discuss mediation
- Counselling with our school counsellor or our Family/Student Support Officer will be considered
- External support

Working with the perpetrator:

It is important to offer support to the perpetrator so that they don't repeat their behaviour. To do this we will offer:

- Mediation
- Input on social acceptance/expectation
- Possible referral to an outside agency for specific support
- Counselling with our school counsellor will be considered

### Reporting – Parents/Carers

Concerns and routine queries should be raised to the appropriate Head of Year for your child. We place great emphasis on the role of the Head of Year, and where applicable Assistant Head of Year, in the day to day care of our pupils. It is the Head of Year who has the most regular contact with your child, monitoring attendance, academic performance and the general welfare of your child. If you have a query or a concern, please contact the Head of Year in the first instance. If the concern is of a sufficiently serious nature the Head of Year will inform/consult with the Key Stage Leader, who in turn will seek advice from the Deputy Headteacher, if needed.

In some circumstances it is necessary for an issue to be passed to another member of staff. This does not mean that we are taking your concern any less seriously. Through delegation we are trying to ensure that your concern is dealt with as quickly as possible.

At Bellerive, we firmly believe in a circle of communication between parents, pupils and teachers. Without this students' needs are not best met. With nearly 900 pupils in the school a wide variety of queries arise on a daily basis. If you have a concern we would like you to tell us about it as soon as possible. It is difficult for us to properly investigate an incident which happened some time ago.

Staff at the school will make every effort to respond to your concern promptly, but please be aware that often staff have teaching commitments so immediate responses are unlikely. You may be asked to leave a message with a member of our office staff. Due to the complex nature of some issues, particularly around bullying, it is not always possible to resolve matters within this time frame, but staff will at the very least acknowledge your concern and indicate who is dealing with the matter.

**Please note it may not be possible to come into school without a prior appointment and expect to see a member of staff. To avoid disappointment, please book an appointment with your child's Head of Year in the first instance.**

#### Recording

Bullying incidents will be systematically recorded electronically on Classcharts and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the school to allow preventative programmes to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the Pastoral Team at school, under the direction of the Pastoral Deputy Headteacher.

#### Monitoring and Review

To seek opinion of the effectiveness of anti-bullying strategies in place, Bellerive will survey/obtain information from a range of stakeholders. This will include:

- Regular meetings with the Student Anti-Bullying Ambassadors when these are in place.
- Parental survey at Parents' Evenings (to ascertain how effectively we care for students and deal with bullying).
- Student Voice Meetings.
- Informal meetings and discussions with parents/carers and students.

Data will be used by the Senior Leadership Team to review strategies.

This policy will be reviewed by the Student Anti-Bullying Ambassadors group regularly.

Parents/carers will be kept informed of the school's anti-bullying work via methods such as our school website and newsletter.

#### Roles and Responsibilities (correct as of September 2024)

Mr Forsey – Headteacher

Mr McMenamin – Deputy Headteacher

Mrs Taylor – Deputy Headteacher

Mr Withers – Deputy Headteacher/Designated Safeguarding Lead

Mrs J Cadman – Deputy Headteacher

Mrs Kelly – Assistant Headteacher

Mr Lucas – Director of 6<sup>th</sup> Form

Individual Curriculum Leaders may be made aware of issues within their Departments and they will liaise with appropriate Pastoral Leaders.

#### Anti-Bullying Policy - Summary for Parents/Carers

We are told overwhelmingly in our surveys of parents that they feel that incidents of bullying are dealt with quickly and appropriately at Bellerive. Having said that we are fully aware that no school is immune from bullying, and no school should be complacent. If bullying occurs at Bellerive it is vitally important that all of us should know what action to take.

#### **THE GUIDANCE IS SIMPLE – TELL A MEMBER OF STAFF, THEY WILL HELP.**

Bellerive staff recognise bullying behaviour as all forms of physical and psychological abuse systematically directed at victims who find this hurtful. We take responsibility for helping all students to understand what bullying is and the harm it can do. We believe that adults can set an example in their own behaviour. We hope that the FcJ ethos of the school will help to instil mutual respect and civilised behaviour.

We recognise that in our preventative approach to bullying we should provide pupils with the opportunity to discuss the topic through their lessons. We will also ensure that every student knows where, when and to whom they can talk about any bullying incidents. This may be school or parents at home who can inform school staff. Pupils must feel confident that talking to adults is the proper course of action if they witness or experience bullying.

If you discover that your child is being bullied do not encourage her to 'hit back'. It may be contrary to your child's nature and may be just what the bully wants. Emphasise to your child that there is nothing wrong with her and that she can be helped. Contact school. Suspected incidents of bullying should be immediately referred to the Head of Year. Members of the Senior Leadership Team may be called upon to help. Although the nature of the response will depend on the circumstances, we have a standard procedure to follow which does not necessarily involve punishment in the first instance. Staff are experienced and use tact and discretion in their follow-up.

The whole school community (parents, pupils, teaching and support staff) has a role to play in combating bullying. All pupils should be aware that there is no such thing as an innocent bystander and that Bellerive neither condones nor ignores bullying, while all adults should be familiar with this policy to avoid inappropriate action being taken. We should all be committed to ensuring that every student receives an education in a safe environment free from humiliation, oppression or harassment.

#### **Anti-Bullying Policy - Advice for Students**

***Agreed with Year 7 Pupils on their Health and Well Being Day (March 2019) and with the Anti Bullying Ambassadors Group (May 2019).***

***Bullying can ruin a student's school life and education, so school treats it very seriously. It is a form of anti-social behaviour that has no place at Bellerive. Bullying can take many forms - physical, psychological or verbal. It can affect the happiness and achievements of the victims, the on-lookers and the bullies themselves. Remember that there may be others being bullied so you will be helping them as well as yourself by talking to someone.***

Follow this advice on how to help make sure Bellerive students are not bullied:

- Always report any incidents of bullying you witness or are the victim of.
- Tell someone what has been happening, even if you have been warned not to. You may go to any adult in school, but particularly your Form Tutor, Head of Year, Assistant Head of Year, Key Stage Leads or other senior member of staff. Tell your parents at home so they can tell school if you are worried. All adults will want to know and to help.
- Do not retaliate (try to get even) in a physical or verbal way. Walk calmly away from the situation do your best to not let what has just happened bother you further. Report it!
- Do not blame yourself.

### The cycle of bullying

- If you see someone else being bullied, find an adult in school (your Form Tutor, Head of Year, Assistant Head of Year, Key Stage Leads or other senior member of staff). Tell your parents at home so they can tell school if you are worried. Explain what you have seen and heard.
- Do not just ignore bullying. Think about how you would feel in the victim's position. Remember that bullying doesn't go away by itself.
- Make sure that you do not get involved in the bullying as an "easy" option out of the situation – don't help the bully, help the victim.



**Bully leader**  
Starting and leading the bullying but not always the person 'doing' the bullying.



**Outsider(s)**  
Ignores any bullying and doesn't want to get involved.

Some advice on how to avoid being bullied:



**Bully leader**  
Actively involved in 'doing' the bullying.



**Outsider(s)**  
The person who is being bullied

- Be friendly. Friends help you avoid these situations.
- React calmly, walk away to avoid further reaction.
- Think positively about yourself. Be confident.

Some advice on how to avoid being a bully:



**Assistant(s)**  
Supports the bullying, might laugh or encourage other people to carry on what is going on.



**Target**  
Stands up for someone being bullied, knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

- Assistant(s) Talk about problems, rather than taking them out on someone else.
- Don't make unpleasant remarks about anybody – even if you intend them as a joke. If you feel that others may take your joking comments seriously do not make them.
- Try to avoid confrontations; find some way and somewhere to cool down.

**Reinforcer(s)**

**Defender(s)**

**REMEMBER - We all have a responsibility to make sure that bullying has no place at Bellerive.**

### What is bullying and discrimination?

The Anti-Bullying Alliance (AGA) defines bullying as:

**“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.”**

It can happen face to face or through cyberspace

The types of bullying can be:



Verbal bullying



Physical bullying



Virtual bullying



Social bullying

- name calling
- spreading rumours
- deliberately excluding or ignoring people
- hitting
- physically intimidating or using inappropriate or
- texting, emailing or using social media to write or say hurtful
- deliberately excluding or ignoring people

## The cycle of bullying

There are different roles played in bullying.  
What role do you play? What role should you play?



**Ringleader**

Starting and leading the bullying but not always the person 'doing' the bullying.



**Outsider(s)**

Ignores any bullying and doesn't want to get involved.



**Assistant(s)**

Actively involved in 'doing' the bullying.



**Target**

The person who is being bullied



**Reinforcer(s)**

Supports the bullying, might laugh or encourage other people to carry on what is going on.



**Defender(s)**

Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.



**1**  
Tell someone you trust



**2**  
Keep a record of what's happening. Save the evidence.



**3**  
Report it, block it



**4**  
Don't retaliate (often that's what they want!)



**5**  
Surround yourself with people that make you feel good



**6**  
Don't blame yourself, remember the problem is with them not you.

## What to do if someone tells you they're being bullied or discriminated against



**1**  
Listen



**2**  
Praise them for speaking out!



**3**  
Calmly work with them to resolve the problem



**4**  
If needed, get help from a trusted person



### Talk to someone

If you are being bullied or discriminated against  
Talk to a trusted adult or if you cannot do that a trusted friend.

If you see bullying or discrimination  
You must SPEAK OUT and say something. You must tell a member of staff in school.



**"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality." *Desmond Tutu***

### **Useful organisations/helplines:**

- BullyingUK: 0808 800 2222

(Advice for parents/carers on dealing with bullying)

- Carers UK: 0808 808 7777

(Information, advice and support for people who need help looking after a friend or family member)

- CASS: 0808 800 8088

(National organisation that supports women and girls affected by self-harm)

- Childline: 0800 11 11

(Free confidential service to help young people under 19 with any issue they are experiencing)

- Family Lives: 0808 800 2222

(Offers information, advice, guidance and support on any aspect of parenting and family life, including

bullying)

- Kooth: [www.kooth.co.uk](http://www.kooth.co.uk)

(UK's largest digital mental health provider to the NHS for children and young people aged 10-25, offering digital mental health services)

- MIND: 0208 215 2243

(A Mental Health charity that offers advice to people with mental health issues)

- Refuge: 0808 2000 247

(Information and advice on violence against teenage girls and young women)

- Runaway Helpline: 116 000

(Provides information, help and support and options for young people thinking of running away or are

already away)

- Samaritans: 116 123 or 08457 90 90 90

(Crisis support for anyone in emotional distress or suicidal)

- Scope: 0808 800 3333

(Support for disabled people, their families and professionals)

- Victim Support: 0845 30 30 900

(Free and confidential support for those affected by crime)

## **Online Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

## **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)