



## Anti-Bullying Policy

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### Introduction

The British Shuai Jiao Union (BSJU) is fully committed to identifying and tackling bullying behaviour. Anti-bullying is a key part of safeguarding and from part of the wider safeguarding commitment and the BSJU anti-bullying policies and procedures aim help to prevent and effectively respond to incidents of bullying behaviour.

BSJU Safeguarding Standards are focused on keeping all children and adults at risk safe from harm, abuse, violence, exploitation and neglect.

The BSJU aim is to ensure all members participating in Shuai Jiao have a positive experience; and that no member, staff member, or volunteer is bullied. This policy statement applies to any BSJU member, staff member or volunteer.

### What is Bullying?

Bullying includes a range of abusive behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse:

- name-calling
- saying derogatory things.

Physical abuse:

- hitting and pushing (outside of the martial arts sparring context)
- physical assault.

Emotional abuse:

- making threats
- undermining people
- excluding people from a friendship group or activities.

Cyberbullying/online bullying:

- excluding people from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about particular people
- creating fake accounts, hijacking or stealing online identities to embarrass a people or cause trouble using another person's name.

Bullying can be a form of discrimination, particularly if it is based on a person's disability, race, religion or belief, gender identity or sexuality.

## **Legal Framework**

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect people in the United Kingdom.

## **Policy Position**

The BSJU works with members, staff members, and volunteers, as part of its activities to promote and develop Shuai Jiao.

The purpose of this policy statement is:

- to prevent bullying from happening between members, staff members, and volunteers, who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all members, staff members, and volunteers about what we should all do to prevent and deal with bullying.

Separate documents set out:

- our code of behaviour for children, young people and adults

- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

We believe that:

- members should never experience abuse of any kind
- we have a responsibility to promote the welfare of all members, to keep them safe and operate in a way that protects them.

We recognise that:

- bullying causes real distress and affects a person's health and development in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with members and staff who use our organisation about bullying and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place.

Our regular discussions with members, staff, and volunteers will focus on:

- members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

## **Responding to Bullying**

Bullying can have a long-lasting impact on a young person's mental health for those who are getting bullied, witnessing bullying and doing the bullying. That is why our first step is about securing and ensuring the safety and wellbeing of those involved. Below are some questions that should be asked at this stage. It is important to have a record of these considerations.

In most bullying situations you do not need to use outside agencies such as social workers or police however this should always be considered. Young people often tell us that at this stage they aren't asked what they would like to happen. So it's important to involve them along the way.

## Stage 1

We will make sure our response to incidents of bullying takes into account:

- Is the person being bullied now in a safe environment?
- Is anyone's physical health or wellbeing at risk?
- Have you needed to use the child protection policy?
- Did you access any outside support?
- Have you recorded the incident(s)?
- Did you tell the person being bullied that you are taking it seriously, it's not their fault and they don't have to put up with bullying?
- Have you asked the person bullied how they're feeling and how they think it can be resolved?
- Have you informed the person being bullied what you will do next?

## Stage 2

Once you've secured the safety of those involved, the next step is about working with the group of individuals involved to prevent the bullying from reoccurring.

Bullying is a group behaviour. It rarely happens between two individuals in isolation. So, it is important to consider the wider peer group at this stage.

You should work through the activities below to develop a peer strategy.

- Record names based on the roles involved in bullying how they were involved and what you could do to change their behaviour (Annex A)
- Have you been clear what steps you are taking with those involved?
- Have you developed a strategy together with the target and are they happy with your agreed way forward?
- Have you sought agreement from all those involved about the way forward?

Sometimes this could be done with a signed agreement by those involved or simply a conversation; but it is important to record this agreement.

- Have you regularly checked in with the target/s?
- Do they have a discreet way to report to you about how they are feeling regularly? Have you talked to parents/carers of any children involved?
- Is your response built upon changing the behaviour of the group and not solely on changing the behaviour of the target/s?

This is important to avoid sending a message to the target that the bullying is their fault.

### Stage 3

This is an important step. It allows us to reflect upon our practice to ascertain if there is anything we can do to prevent a similar situation in the future. Stages 2 and 3 can and should happen concurrently.

You don't have to wait to 'fix' the issue amongst the group before you implement the learning and reflection step.

- What has this incident taught us?
- Does this reveal any issues within the BSJU?
- Do staff need any training?

Remember to think across the whole staff team and include service providers where appropriate.

- Do you need to refresh the BSJU policy and procedures?
- Have you identified any gaps?
- Do parents have a good understanding of what bullying is and isn't?
- Do they know the BSJU's approach to anti-bullying?
- What needs to happen/who do you need to speak to in order to make this happen? By when and how?



### Bullying Log Template

Member of staff recording:	
Date / time of report:	
Name of target(s) You may also want to record details about the demographic of the target here to allow you to identify any groups which may be more vulnerable e.g. SEN status / race / faith etc.	
What happened? <ul style="list-style-type: none"> <li>- What type of bullying</li> <li>- Who was involved?</li> <li>- Where did it happen?</li> <li>- When did it happen?</li> </ul>	
Was the bullying targeting any aspect of the child's character? E.g. disability, SEN, looked after, young carer, LGBT+, race or faith, appearance, gender/sexism	
How was the target (e.g. bullied child) affected at the time?	
How did the person feel? <ul style="list-style-type: none"> <li>- What did they think should happen to make it right?</li> <li>- Were there any injuries (are there photos)?</li> <li>- Later effects</li> </ul>	
Who was spoken to and what actions were agreed?	
Did you access any external support? E.g. NHS, police	
Does this constitute a child protection issue?	
Do you need to record an injury?	
Review box. Regular reviews with dates and agreements.	