

Brookfields School

Anti-bullying policy



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1. Position and values

This policy will help staff to achieve the mission of the school, which is that the staff, pupils and whole school community will 'Enjoy, believe, achieve together.'" This will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment Brookfields School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Brookfields School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- keep all other children safe, happy and confident
- identify signs that indicate that a pupil may be experiencing bullying but are not reporting it.

2. Clarification of terms

Definition of bullying

Bullying is defined as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Forms of bullying

- **Physical:** Deliberately hurting particular children on a regular basis

- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

There are many different kinds of bullying including:

- bullying related to race, religion or culture
- bullying related to special educational needs
- bullying related to appearance or health
- bullying related to sexual orientation
- bullying of young carers or looked after children, or related to home problems
- sexist or sexual bullying
- cyber bullying.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

All children have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- not liking someone
- being excluded (unintentionally)
- accidentally bumping into someone
- making other kids play things a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.
- behaviour to gain a response; related to cognitive ability

Reasons for bullying

Some reasons why children might bully someone include:

- they think it's fun, or that it makes them popular or cool
- they feel more powerful or important, or they want to get their own way all the time
- they feel insecure or lack confidence or are trying to fit in with a group
- they are fearful of other children's differences
- they are jealous of another child
- they are unhappy
- they are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries

- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- poor outcomes, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

3. Roles and responsibilities

The Education Act 2002, Education and Inspections Act 2006 and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Brookfields School have also developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises. If seen as appropriate the headteacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

The role of Academy Councillors

The Academy Council supports the headteacher in all attempts to eliminate bullying from the school. The Academy Council will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The Academy Council monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The academy councillors require the headteacher to keep accurate records of all incidents of bullying and to report on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Chair of the Academy Council. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

The role of the headteacher

It is the responsibility of the headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The headteacher will report to the Academy Council about the effectiveness of the anti-bullying policy on request. Although the headteacher has overall responsibility, they may have nominated a staff member to implement the anti-bullying policy.

It is the headteacher (or designated member of staff) who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher will draw the attention of children to this fact at suitable moments. For example, the headteacher may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Praise, reward and celebrations of successes of all children are a fundamental element to the schools positive behaviour management structure and thus help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the headteacher with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the Academy Council, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the headteacher being involved in such incidents, reports will be given immediately to the chair of academy council who will also take formal action where necessary.

If you are a member of staff who is experiencing bullying (by other adults or students), you should inform your line manager, a member of the senior leadership team or your union representative as soon as possible. You can contact the academy council if you feel the situation is unresolved. For visitors to the school, any concerns should be directed to the headteacher (or other appropriate member of staff).

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. If they are not satisfied with the action taken, they should contact the headteacher. If they remain dissatisfied, they should follow the procedure detailed above. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of pupils

Pupils are encouraged to tell somebody they trust such as a teacher, member of support staff, family support worker or member of SLT. If they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught several strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

There are a number of ways that pupils can communicate to express their feelings and thoughts. These include the everyday communication with school staff, school council, annual reviews and reports, Education Health Care Plans etc. School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed either through a student voice or from signs such as distress, change in mood, injury, change in behavioural norms. Claims or expressions of bullying made by pupils will be taken seriously.

4. Cyber bullying

Brookfields School has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is displayed prominently in all ICT classrooms and is explained and discussed with pupils in assemblies and through relevant lessons as appropriate to each pupil.

5. Reporting, sanctions and monitoring

All members of Brookfields School are encouraged to challenge all forms of bullying including prejudice-based bullying if they come across it.

How to report bullying

Staff members should report any incidents using CPOMS.

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The class teacher must be informed immediately
3. A clear account of the incident will be recorded in writing by the staff member
4. The class teacher will follow up the incident with the child.
5. Parents will be kept informed as appropriate by the class teacher / head teacher
6. The school will appropriately apply measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. The organisations listed in the appendices provide a range of practical resources to help staff develop their own approaches to different issues which might motivate bullying and conflict
7. Behaviour logs are constantly monitored, and analysis completed on a half termly basis. These are reported and shared with all staff and the academy council.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, academy councillors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

1. Academy councillors, the headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. An approved DFES pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to councillors
3. A record of all such incidents will be kept both centrally and on students' files
4. The numbers of incidents will be reported to councillors termly or provided to them at any time on request
5. Bullying data will be analysed to reflect and re-design further strategies to improve procedures

6. Strategies to reduce bullying

Brookfields response to bullying does not start at the point at which a child has been bullied. Where necessary school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address. The school maintains an ethos of good behaviour where pupils treat one another and the school staff with respect because they

know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others underpin the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Brookfields School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at Brookfields
- consultation with the 'Student Voice' on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied
- the celebration of all student's backgrounds and cultures through assemblies
- during assemblies and PHSE learning sessions discuss and explore bullying issues with the children
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- effective recording systems
- work with multi-agency teams including police and children's services as appropriate
- contact the parents of both the child being bullied and the bully
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

Appendix 1

Further sources of information: -

Specialist organisations

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector. <http://www.anti-bullyingalliance.org.uk/>
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. <https://www.kidscape.org.uk/>
- The **Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. <http://diana-award.org.uk/>
- **Restorative Justice Council:** Includes best practice guidance for practitioners. <http://www.restorativejustice.org.uk/restorative-practice-schools>

Cyber-bullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves <http://www.childnet.com/>
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk/>
- **Digizen:** provides online safety information for educators, parents, carers and young people. <http://www.digizen.org/>
- **The UK Council for Child Internet Safety (UKCCIS)** has produced universal guidelines for providers on keeping children safe online. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

SEND

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people; including online support. <https://www.mencap.org.uk/advice-and-support>
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>
- **Cyberbullying and children and young people with SEN and disabilities:** Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice. http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- **Anti-bullying Alliance SEND programme of resources:** Advice provided by the Anti-bullying

Alliance for school staff and parents on issues related to SEND and bullying. This is a very useful list of resources for professionals and for parents / carers. <http://www.anti-bullyingalliance.org.uk/media/14816/aba-send-programme-resources-jan-14.pdf>

LGBT

- **EACH:** (Educational Action Challenging Homophobia): provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. <http://www.eachaction.org.uk/>
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. <http://www.schools-out.org.uk/>
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/>

Racism

- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young People about racism. <http://www.srtrc.org/educational/teachers-area/home>
- **Kick it Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools. The organisation has worked with the youth parliament. <http://www.kickitout.org/education/resources/>
- **Anne Frank Trust:** Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. <http://www.annefrank.org.uk/learn-zone/welcome>