



**BURTON
BOROUGH
SCHOOL**

Anti-Bullying Policy

Policy Reviewer	Ben Morgan	Date of review	January 2021
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What is bullying?

Bullying is an act of repeated aggressive behaviour in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person.

Someone is bullied when they are exposed, repeatedly and over time, to negative actions on the part of one or more other persons. Negative action is when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words, social media, or in other ways.

Bullying behaviour may include name calling, verbal or written abuse, exclusion from activities, exclusion from social situations, physical abuse, online abuse or coercion. Bullies may behave this way to be perceived as popular or tough or to get attention. They may bully out of jealousy or be acting out because they themselves are bullied.

There are different types of bullying. These include homophobic, racist, gender, disability, cyber bullying. Homophobic bullying includes things like calling people 'gay' meaning they are rubbish. We need to ensure that all students feel safe and valued. Teachers should always challenge homophobic language, log it onto BROMCOM, and report it to their Head of Small School or School Manager.

Cyber bullying includes anything on social networks that is offensive or makes another person feel unhappy or threatened. This often happens in the evenings and other times outside of the school day. If this is the case then parents have the right to contact the police. If this however spills into school then the school has a duty of care to investigate and deal with the incident from a schools perspective. If Cyber bullying persists outside of school then parents will again be directed to the police and advice will be given to both parents and students.

At the Burton Borough school all students sign a code of conduct that states we should 'Respect All' which the Student Council created and have reviewed. In it we are very clear about how we expect all people in the school community to behave towards each other. We will not tolerate bullying and we do our best to deal with it swiftly. We work with parents, the local police and other agencies that can help to resolve the situation.

If a student is being bullied please tell someone at the school and we will work to address it and stop it. Students should go to their tutor, Small School office, or any adult they trust and tell them what the problem is. They can take a friend for moral support. Students can also email the school at bbs,reportbullying.gov.uk If a student sees bullying they should report it immediately to any of the above. If a parent has concerns they can phone their Small School office and can arrange an appointment with any of the above. If a parent continues to have concerns they should contact the Head of School or School Manager and the situation should be resolved as quickly as possible.

We take three main approaches to bullying at BBS. They are:

1. **Proactive strategies** that contribute to an anti-bullying school climate and ethos. We do this via:

- CLL and PSHE- In these sessions' students are taught about the topic of bullying and how to take a stance against it.
- Assemblies- Students receive regular bullying assemblies from the Senior Leadership team and the local police. These are calendared in to the school year and focus specifically on matters such as Homophobic bullying, sexting, and matters that arise during the school year.
- Working with students, parents, school staff and the whole school community – using email, TV screens around school to promote messages about positive behaviour around school and 'What to do if...'. All staff are encouraged to model approaches that promote positive behaviours and to address negative behaviours.
- Information about bullying is prominently displayed in the PSD, on classroom walls, around the school, and in the school's outward face through its website, twitter feed, and newsletter.
- School Council – Student Reps are invited to focus on discussing bullying-related questions and once every term they attend SLT meetings after school where they are encouraged to express their experience, thoughts, ideas for action etc.
- Student and parent surveys where specific questions are asked such as 'Do you /Does your child feel safe in school?'
- Circle Time – in CLL and other lessons such as philosophy where students work co-operatively in small groups and problem-solve particular situations and then present their ideas (in a mini play) to other members of the class.
- Anti-Bullying Week focus – we join in with the National A-B Week in Oct/Nov each year, creating displays and giving assemblies that raise awareness and provide opportunities to explore and reflect on the effect bullying can have and how to take appropriate action.
- Training Lunchtime Supervisors (LTS) so that they are familiar with ways of managing student behaviour and are valued by staff and students.
- Running lunchtime clubs and having a 'Quiet' room and using the Learning Support department, using the Library at Breaks and Lunchtimes, and using the Music Block all of which supports vulnerable students in informally supervised areas.

- 2. Peer Support Strategies such as:
- Older students mentor younger students through the vertical tutor group system
- School council meets to discuss the schools anti-bullying stance
- Ambassadors
- School Manager lead

3. **Reactive Strategies** such as Direct Sanctions and the Restorative approach:

We use direct sanctions because it sends a clear message that bullying is not tolerated. Also it is effective in stopping bullying and preventing bullying.

There is a need to be flexible in adapting sanctions to fit the age, incident, severity and frequency of incidents and that also takes into account the type of bullying.

(i) **Direct Sanctions** can include the following:

- Verbal reprimands
- Being placed on a Report with a behaviour focus
- Meetings with parents
- Temporary removal from class
- Withdrawal of privileges
- School Community Service
- Detentions
- Internal exclusion
- Fixed Term exclusion
- Managed move to another school
- Permanent Exclusion

Why use Reactive strategies?

They are successful. National statistics show that most cases of bullying are resolved by a 'Serious talk'. This can be with or without parent's present. Sometimes student's just need to have it explained how their actions are affecting another person. This can sometimes work with an additional direct sanction.

(ii) Restorative Approaches:

We are continuing to develop this response at present, training staff in the approaches that Restorative justice uses, such as:

- Restorative Thinking Plans
- Enquiry
- Classroom conferences
- Statements around school – on TV screens and on display boards
- Use Restorative language
- Use diagnostic questions
- Have contracts drawn up, signed and apologies made.

Why use Restorative Approaches?

It is educative. Everyone has the opportunity to speak. Misunderstandings can be aired and time given to allow for reflection. There is a safe environment to explore harm that has been done. It is reparative and builds bridges. It is safe for the bully and the bullied. It can succeed where other approaches, such as

Reactive Strategies, have failed.

Some useful websites are:

www.kidpower.org

www.bullying.co.uk

www.childline.org.uk

www.kidscape.org.uk

www.beatbullying.org