



Brookfields School Anti-bullying Policy

This policy should be read in conjunction with the following policies:

- Safeguarding Policy.
- Behaviour Policy.
- Allegations against staff
- Child Protection Policy
- E-Safety Policy

Brookfields School believes that all children and young people should learn and play in a supportive, caring and safe environment without fear of being bullied and that all adults and pupils should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the school approach; including roles and responsibilities with regard to all student-bullying matters.

The aims of the anti-bullying policy are to:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

The Law and bullying in school

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Call 999 if you or someone else is in immediate danger.

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school. All teachers, pupils and parents must be told what it is.

Anti-discrimination law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.

Definition of bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (e.g. email, social networks and instant messenger)

This can be further defined as:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups)

The Anti-Bullying Alliance (ABA) 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.

Evidence shows that children and young people with special educational needs and disabilities (SEND) are significantly more likely to be bullied or victimised than those who don't have any SEND. The children and young people at Brookfields School have a wide-range of complex needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all students at Brookfields will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual or have the intention. Cognitive understanding and communication impairment are strong factors in how/what the children and young people communicate. As such, the school uses the following strategies to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

Pupils who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school, clinging to adults and refusing to remain in class. It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying.

Prevention

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.

Intervention

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 taking into account 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.

Roles and Responsibilities/strategies

The Governing Body

- Creating the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice including analysis of data published under its single equality scheme.
- Ensure the school is promoting equality for its whole community.

The Leadership Team

- To determine, publicise and ensure implementation of the school's measures on behaviour support and anti-bullying.
- To consider what adjustments may be needed to policy and practice in this area.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.
- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy.
- Keep up to date on bullying related data from the Brookfields behaviour report analysis and plan appropriate interventions either at an individual or whole school level.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a port of call to advise staff on any bullying related matter

- To liaise with external agencies as necessary in partnership to support anti-bullying strategies
- To ensure bullying is factored into any analysis of student behaviour
- Ensure that behavioural recording systems record any instances of bullying.
- To ensure that the school website remains up to date with information about Anti-bullying and Safeguarding.
- To report to Governors relevant information and data.

All school staff

- To be constantly monitoring the students for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place.
- Record any incidences of behaviour on the schools CPOMMS system
- To be constantly modelling high standards of behaviour and to have high expectations for all the students.
- Staff members support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- To use the curriculum as a tool for educating children about bullying and what they should do if they are unhappy about a situation
- Staff members routinely attend training, which enables them to become equipped to deal with all aspects of behaviour management.
- Staff actively supports anti-bullying strategies by teaching children directly about safeguarding issues and cyber-bullying. Information is regularly sent home to Parents and Carers and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices. There is also a wealth of information on the school website.

The Pupils' Voice

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.

Reporting Process

In the event that bullying behaviours are reported or observed; the member of staff who has that information should report it to the class teacher for follow up action. The class teacher should then investigate to determine the facts behind any arising issue. In the event that bullying is taking place, the following procedures should take place:

- Any bullying behaviours should be recorded onto CPOMMS.

- Where the issue is complex or not easily resolved, the teacher should, as appropriate, seek further advice from the Deputy Head Teacher.
- Follow up actions should be devised, recorded and aimed at addressing bullying behaviours.
- In the event that bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working then the matter should be referred to the Deputy Head Teacher/Headteacher.
- In the event that there is a victim of bullying behaviour the class teacher should assess for any levels of distress and as appropriate take positive action to ensure the child/young person feels safe in the short term.

Working with Families

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life.

For individual matters relating to bullying, advice should be sought from the Deputy /Head Teacher on how to proceed. Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call. Pupils who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about. If as a parent/carer you are concerned about your child/young person being bullied you should:

- Contact the school immediately and ask to speak to the Deputy/ Head Teacher.
- Contact the school if the bullying is taking place on home to school transport. You should also contact the Transport Coordination Team responsible for home to school transport so they can also carry out an investigation.

Policy to be reviewed bi-annually.

Review 01/19

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.srrtc.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>