Counter Bullying Policy

Approved by:	Mr Tim Manson	**Date:** September 2021
Last reviewed on:	September 2021	
Next review due by:	September 2022	

<u>**Principles and values:**</u>

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences...Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus," *DfE, Preventing and Tackling Bullying, 2014.*

At The Brookfield School we are committed to ensuring that every pupil's right to be educated in an atmosphere which is free from fear *(Children Act 1989)* is fulfilled.   We respect every pupil's need for, and right to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.

The Brookfield School will work actively to enable respectful attitudes towards inclusion and diversity through:

- Treating all those within the school community (pupils, staff, parents, governors and the wider community) as individuals, accepting their particular abilities, beliefs, challenges, attitudes, background and experience
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone in the school community to gain a positive self-image and high self esteem
- Having high expectations of everyone involved with the whole school community
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- Monitoring, evaluating and reviewing all the above to secure continuous improvement

We will make it clear to pupils, staff, parents and governors that when bullying happens we will work as a community in accordance with the school's policy to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

<u>**What is bullying?**</u>

Bulling is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. We identify that bullying can be **physical**, including pushing, kicking, hitting, pinching and other forms of violence or threats. Bullying may also be **verbal**, including name-calling, sarcasm, spreading rumours and persistent teasing. Bullying may also be **emotional**, including, tormenting, ridicule, humiliation and silent treatment. These bullying behaviours can be explicit, implicit, overt and covert.

A pupil may be the victim of a bully because of their disability, gender, race, religion, sexuality or social circumstances.

Prejudicial bullying is motivated by differences. Pupils may be seen as different because of their:

- ethnicity
- religion or culture
- sexual orientation (perceived or actual)
- gender or transgender identity (perceived or actual)
- Special Educational Needs or disabilities.

Some children and young people are singled out because they are overweight, affluent, deprived, in care or young carers, or for a variety of other reasons. Sometimes the person bullying can't explain the reasons, they just see their target as 'different'. Bullying that is prejudice-related can include verbal assaults, offensive jokes or language, mockery and ridicule. Young children may use words without an understanding of their meaning.

Racist bullying - any hostile or offensive action against people because of their skin colour, cultural or religious background or ethnic origin, can include:

- physical, verbal or emotional bullying
- insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- offensive graffiti
- humiliating, excluding, tormenting, ridiculing or threatening
- making fun of the customs, music, accent or dress of anyone from a different culture
- refusal to work with or co-operate with others because they are from a different culture

Homophobic bullying - occurs when bullying is motivated by a prejudice against:
- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are known not to be lesbian, gay or bisexual but are called that as a form of bullying
- young people who are different in some way from a prevailing stereotype of how a boy or girl should look or behave
- young people who have friends, family members, parents or carers who are lesbian, gay, or bisexual
- teachers or other adults in school who may or may not be lesbian, gay or bisexual.

Teachers will receive training at least every two years, on homophobic bullying, provided by a Stonewall trained trainer.

Cyber bullying - when someone uses the internet or mobile phone to bully others - can be particularly distressing for the person on the receiving end. Cyber bullying can take a range of different forms, such as receiving hurtful or threatening text messages on a mobile, instant messaging, in a chat room, or someone posting humiliating images or messages on a social networking or video sharing website. At The Brookfield School, we teach pupils to **always respect others.**

We teach pupils that they can't see the impact that their words or images has on the other person, so it is important to show respect to people and be careful what is said/send. We remind pupils to **think before you send.** Whether photos or text, whatever they send or post online can be made public very quickly and could stay online forever.

We tell pupils to **keep passwords private** and only give their mobile number or personal website address to trusted friends. Pupils are told to **block the bully.** We teach pupils how to block or report someone who is behaving badly, and not to retaliate or reply in anger. We always ask pupils to **save the evidence.** We encourage pupils to keep records of offending messages, pictures or online conversations. Finally, all pupils are encouraged to **make sure you tell.** We teach pupils about adults they can trust and talk to, and give them access to help lines like Childline in confidence on 0800 1111. We tell pupils that they can also tell staff at school.

Children with Special Educational Needs and disabilities- Reports from the Children's Commissioner, the Ditch the Label campaign 2018, National Autistic Society and Mencap show that children with SEN and disabilities are more likely to be bullied than their peers. A 2007 Mencap survey found that eight out of ten respondents had been bullied, with children on the Autistic spectrum most vulnerable to bullying. Some children with SEN and disabilities may not recognise that they are being bullied or understand that their own behaviour could be perceived by their peers as bullying. Children with a learning difficulty including Autism or ABI may also be more vulnerable to being victimised into becoming perpetrators.

Children with SEN and disabilities may:
- be adversely affected by negative attitudes to disability
- find it more difficult to be resilient towards bullying
- be more isolated with fewer friends and social support
- not recognise bullying when it occurs
- have difficulty communicating their experience with others.

The school works hard within its own community to achieve a shared understanding of the nature of bullying and its different forms. The school also ensures that all incidents of bullying are shared with those teams at the appropriate level, to enable different groups of staff to be alert for signs of bullying and know what to do/ who to report their concerns to. All bullying concerns should be reported online using the secure system and should be discussed with a member of the SLT.

<u>School's responsibilities</u>

Statutory obligations establish clear responsibilities to respond to bullying.

Under section 89 of the Education and Inspections Act 2006:

"Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy, which must be communicated to all pupils, school staff and parents

"Headteachers [have] the ability to ensure that pupils behave when they are not on the school premises or under the lawful control of the school"

The Equality Act 2010 requires public bodies to have due regard to the need to:

"Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

"Advance equality of opportunity between people who share a protected characteristic and people who do not share it

"Foster good relations between people who share a protected characteristic and people who do not share it".

Bullying outside the school premises

"Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspection Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on the school premises and not under the lawful control or charge of a member of school staff... The headteacher should also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed," Preventing and Tackling Bullying, DfE, 2014

Specific responsibilities of staff groups

Governors – the governing body will work with the senior leadership team to ensure that:

- The school's countering bullying policy fulfils all statutory responsibilities
- effective prevention strategies are in place, through appropriate teaching within and beyond the classroom
- all stakeholders, including pupils, parents and staff, are aware of and are working towards achieving the aims of the countering bullying policy
- all allegations of bullying are addressed swiftly
- appropriate interventions are used in accordance with the countering bullying policy
- bullying incidents are recorded and reported appropriately

Staff – all school staff, including teachers, TA's and the wider staff community, will:

- teach, model and uphold the aims of the countering bullying policy, with specific teaching opportunities in PSHE, Citizenship, ICT and pastoral sessions
- promote respectful relationships and positive behaviour, with reference to the school behaviour policy
- refer to school rules and pupil Code of Conduct when managing behaviour of pupils
- respond to allegations of bullying swiftly, recording and reporting bullying to named Safeguarding Officers immediately, who will log concerns investigate the complaint
- complete a bullying report form which will use in the investigation. This must be factual and evidence based, not speculative.

 Pupils – all pupils across the school community will:

- be clear in their role to help to prevent bullying, including as a bystander
- follow the school behaviour policy, school rules and the pupil Code of Conduct
- know what to do if they feel that they are being bullied
- know that their concerns will be handled sensitively, safely and in accordance with the countering bullying policy
- know what the consequences will be if they bully another pupil

- know that they can talk about their concerns outside of the school, including talking to Childline on 0800 1111

Parents – all parents will:

- be made aware that the school does not tolerate bullying
- be made aware of the countering bullying policy
- be aware of how incidents of bullying will be managed
- be confident that the school will take any complaint about bullying very seriously and will resolve the issue in a way that will protect the child
- be asked to reinforce the value of good behaviour at home

Prevention and Intervention: How we minimise incidents of bullying and what we do if bullying is taking place

We acknowledge that bullying takes place in schools and that online platforms are increasingly diversifying the way that bullying can take place.

If a pupil tells a member of staff they are being bullied, staff will listen and not make comments, as per the safeguarding policy.

Guidance for staff:

- If you suspect a pupil is being bullied, talk to the pupil and find out what is happening. Record the information online using CPOMS or using a behaviour form. If a pupil refuses to talk to you, suggest that they might want to talk to another adult, who they feel they can trust. Encourage them to talk to whoever they feel they can.
- Report concerns to a member of the SLT or Behaviour and Wellbeing team who will then discuss the best way forward.
- Re-assure the pupil that it is OK to tell and them you will take what they say seriously.
- Do not be confrontational in your approach.
- Bullying is also addressed as part of the school curriculum e.g. in PSHE or eSafety lessons.
- Pupils are taught though the curriculum that bystanders have a responsibility to report their concerns safely and confidentially to their teacher or another adult, who will then investigate their concern.
- We teach pupils that if they fail to respond to protect those who are being bullied, by not reporting incidents that they have witnessed, they are not helping their friends and are condoning the behaviour
- Pupils who are being bullied will be helped to develop strategies to deal with the situation.
- In resolving an incident which is considered serious, a member of the senior leadership team will contact the parents.

Engaging parents and carers

We engage with parents and carers frequently, formally and informally. Parents and carers:

- Have a home school communication book, where there are daily opportunities to share messages or concerns between home and school (primary for identified pupils)
- Have telephone access to school 24 hours a day, and can speak with a member of the leadership team, pastoral team or any staff member of the school community
- Are invited into school each term to talk to pastoral teachers and subject teachers
- Senior leadership team members and other staff are always available at this time

- Have an annual review about their child every year, where they can raise any concerns
- Receive a welcome pack when their child enters school, which details school policies and procedures, including the countering bullying policy

Parental complaints

- If parents or carers are concerned that the school has not effectively addressed bullying, we would ask that they express those concerns to the headteacher, by telephone or in writing. The headteacher will detail how the bullying allegation has been managed, including how the incident was reported, how those responsible were challenged and how their child has been and will continue to be supported.

If parents or carers are still not satisfied with the outcome of their complaint or concern, they can:

- Write to the Chair of the Board of Trustees, Tim Manson, expressing their concerns, c/o The Brookfield School. All correspondence should be marked confidential and will be passed on to him securely.

If parents or carers are still not satisfied, they can contact:

- the Chair of the board of Members, Ed Edwards:

- The Secretary of State
  Department for Education
  Sanctuary Buildings
  Great Smith Street
  London SW1P 3BT Telephone: 0370 000 2288
- Ofsted, by calling the hot desk from 8am to 8pm Monday to Friday on 08456 404045 or by email.

References: Kidscape, NSPCC, Mencap, DfE, Network, Safe Children England, Anti-bullying.net, Restorative justice.org.uk, Devon.gov.uK, Childnet international, Beatbullying, Anti bullying alliance.

Signed on behalf of the Chair of Governors	**Tim Manson**