



# Anti-Bullying Policy

Policy Owner: Deputy Head for Children's Services

Date last reviewed: October 2017

Taken to Governors: 8th January 2018 (Minute No. T158/18)

Date of next review: January 2019

Chair of Governors: \_\_\_\_\_

## Introduction

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, March 2014 and it is recommended that schools read this guidance: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>.

It promotes British values (democracy, British Law, individual liberty, mutual respect, tolerance of those of different faiths, beliefs and cultures). The school’s ethos and vision strongly reflect belief that bullying must be challenged in which ever form it may appear.

## Objectives of Policy

This policy outlines what Brackenfield School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

## Ethos and Vision

Brackenfield is a child centred school where functional literacy is embedded as our core purpose. We empower each member of our community to reach their full potential - academically, socially and **behaviourally**, whatever their starting point and whatever their individual need. We ensure that the learning environment we create is bespoke, enhanced and personal. We ensure all our staff are trained to understand and facilitate the needs of our students. We will keep our students **safe** and develop their understanding of safety in the wider world. We allow our students, whatever their communication requirements, to have a **voice**.

Brackenfield is a place where:

- Everyone has a right to an education
- Everyone has the right to feel cared for and be safe
- Everyone has a voice
- Everyone is treated fairly

## Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate

## **Definition of bullying**

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, October 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

## **Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

## **Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide regular opportunities to develop pupils’ social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.

- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly

### **Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Positive Behaviour Support policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation
- Acceptable Use Policy
- Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability PSHE and Citizenship Policy

### **Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

### **Roles and Responsibilities**

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

Anti-Bullying Coordinator responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour
- Ensuring anti-bullying lessons, events and assemblies occur throughout the school year

Staff Responsibilities are:

- Foster in our pupils self-esteem, self-respect and respect for others. Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to The Head Teacher or Deputy Heads.
- Follow up any complaint by a parent about bullying, using the appropriate forms and report back to them promptly and fully on the action which has been taken.
- This reporting back may be done by a member of the senior management team after consultation.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

- Only small groups of pupils that are well supervised are on the playground at break times
- Lunchtimes are supervised by staff who encourage positive interactions between pupils
- The curriculum supports our anti-bullying ethos in the following areas:
  - Healthy Living
  - Independent Living
  - Participating in Society
  - Through SMSC events

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Will not be enticed into engaging in bullying activities.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to their class teacher, or a member of staff they feel most comfortable with, and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying and speak to a member of the SLT.
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth, point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying and provide a safe, happy environment.

The named Governor with lead responsibility for this policy is: Leigh Thomas

The named member of staff with lead responsibility for this policy is: Jessica Lacey

### **Monitoring & review, policy into practice**

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” October 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## **Additional Content**

### **Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached or witnesses
- A clear and precise account of the incident will be recorded via integris and notified to anti-bullying coordinator in person (if urgent) and via daily debrief
- The head teacher / designated lead will interview all concerned if appropriate and will record the incident
- Relevant staff will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Consequences will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss or express their feelings about the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence as appropriate to the pupil's needs
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- The opportunity for restorative justice or peer mentoring as appropriate
- Sanctioning in line with school behaviour/discipline policy as appropriate. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher

- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

### **Reporting and Responding to Bullying**

Our school has clear and well-publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Systems of reporting for:

- Pupils in school
  - Directly to members of staff
  - To a classmate or school council member
  - To an anti-bullying ambassador
  - Via the “Reporting Bullying” form (appendix 1)
  - During therapies/ counselling sessions
- Parents/carers
  - Directly to a member of staff (either in person or by phone/ email)
  - Writing to the child’s class team or member of the senior leadership
- All staff and visitors
  - Directly to a member of staff (either in person or by phone/ email)
  - Via the “Reporting Bullying” form (appendix 1)
  - Writing to the child’s class team or member of the senior leadership
  - Cause for Concern form
- Bystanders
  - Directly to a member of staff (either in person or by phone/ email)
  - Writing to the child’s class team or member of the senior leadership

### **Procedures for dealing with incidents of bullying**

Where a bullying incident is reported the following steps will be undertaken and be fully investigated.

- Steps taken to support and respond to the needs of both bullied and bullying pupils. This may be time out and sessions with staff who may support them.
- Records are kept which can support the school to see patterns of behaviour and proactively support young people
- All relevant parties interviewed
- Parents are informed

- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.
- Contacting relevant professionals eg. EWO, MAT, Social Care, Educational Psychology, CAHMS.
- Restorative approaches may be used.
- In incidences of extreme cases of bullying police involvement may be sought.

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded on Integris by the member of staff who deals with the incident and in the pathway daily debrief. The Anti-bullying coordinator, in conjunction with the reporting staff member, will record the incident(s) using the appropriate forms (see appendix 2). The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the annual report. The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

### **Strategies for Preventing Bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Brackenfield Special School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Include here your strategies both as part of the curriculum and across the whole school for example

- Restorative Approaches
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- PSHE/citizenship
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice via the school council
- Peer mentoring schemes
- Playground Buddying
- Parent information and events
- Staff training and development for all staff
- Counselling and/or Mediation

### **Continuous professional development of staff**

Brackenfield School is committed to supporting staff to remain confident and knowledgeable in relation to our commitment to minimise bullying in school. This may be through internal training, external training providers or one to one information gathering sessions. This will be on an individual need basis.