Anti-Bullying Policy

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Role	Deputy Headteacher
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Chair of Governors Signature	Suzanne Millership-Liddle
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Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
	Jan 2023	JR		23/01/2023 - 931	T Good

Introduction

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*", July 2017 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 supporting our students to reach their potential and become functionally and emotionally literate young adults.. 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. Through a curriculum with functional life skills at its core we develop young adults who can safely navigate and contribute to society- with independence appropriate to their needs. We ensure that the learning environment we create is bespoke, enhanced and personal. We are fully committed to the safeguarding of all pupils which is embedded through all aspects of school life and strong home-school links.
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**. We aim to develop pupil voice to enable our students to make positive choices, share their opinions and preferences whilst demonstrating an understanding of British Values.

Through character education we support our pupils development and self-recognition of character, alongside providing a curriculum that is ambitious and designed to give our young people the knowledge, self-belief and cultural capital they need to succeed and be happy in life.

Brackenfield Ethos:

Ethos: Our School Values		
Belong	Believe	Be Brave
Caring for each other; helping each other; wearing our uniforms	Trying our hardest; treating everyone fairly; listening to each other	Never giving up; trying even when we find something hard; telling the truth

Brackenfield Characters:

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 "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 and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be
motivated by actual differences between children, or perceived differences.
Many experts say that bullying involves an imbalance of power between the perpetrator and
the victim. This could involve perpetrators of bullying having control over the relationship
which makes it difficult for those they bully to defend themselves. The imbalance of power
can manifest itself in several ways, it may be physical, psychological (knowing what upsets
someone), derive from an intellectual imbalance, or by having access to the support of a
group, or the capacity to socially isolate. It can result in the intimidation of a person or
persons through the threat of violence or by isolating them either physically or online." (DfE "Preventing and Tackling Bullying", July 2017)

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, or gaming, which can also include the use of images and video.

Bullying behaviour can be categorised into the following:
Physical – pushing, poking, kicking, hitting, biting, pinching etc.
Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
Indirect - Can include the exploitation of individuals.

Sexual Orientation and Gender Identity

Homophobic bullying is defined by St Mary's University London as bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at students who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi.
Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students who do not conform to gender stereotypes or are seen to be 'different' in some way.
For example:
• a boy repeatedly being called 'gay' for holding hands with another boy
• a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other students because she has short hair
• a boy who is picked on for being gay at break-times because he doesn't want to play football – 'He must be gay if he doesn't like football'
• a girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they're in the changing rooms
Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping, suggesting or assuming that being bisexual is a phase.
For example:
• a bisexual student receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls
• a bisexual student repeatedly being asked probing or intimidating questions, such as, 'can't you make your mind up – do you fancy boys or girls?' or 'why can't you be normal and just pick boys or girls?'

Homophobic language
This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms.
For example:
• 'that's so gay', or 'you're so gay'; 'those trainers are so gay'
• someone calling another student a 'dyke' or 'faggot'

Biphobic language
For example:
• shouting 'bi-bi'
• referring to a bisexual person as 'greedy'

Transphobic bullying is defined by beyondbullying.com as bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.

For example:
- students pestering a trans young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?' or asking invasive questions like 'do you wear knickers or boxers?' or 'what body parts do you have?'
- a girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes' – a boy who tells his friends that his dad is now his mum suffers other students laughing and repeatedly telling him 'that can't happen – your dad's a freak'

How is Transphobic Bullying different from Homophobic Bullying?
Homophobic bullying targets someone's sexuality (whether they are, or are perceived to be gay, lesbian, bi or heterosexual), whereas transphobic bullying targets someone because of their gender identity (whether they identify as male, female or something different, regardless of the gender they were assigned at birth) or because they do not 'conform' to traditional gender stereotypes.
It is important to recognise the difference between 'gender identity' and 'sexuality', as person's gender identity alone does not tell us anything about their sexuality.

Low Level Disruption and Offensive Language
Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on Iris and follow up actions/ sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are encouraged to monitor new or continued use of such language as this may be communicating other concerns for the young person in question.

Prejudice-based incidents
A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded/ monitored in school, with leaders regularly reporting on updates etc-including reporting to the governing body where appropriate. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions. It is also recognised the SEND population require clear and repeated social definitions where there may be conflict of belief/ attitudes due to the learning needs of the young person. This will be addressed on a case by case basis, involving social stories and regular restorative discussions, including working alongside family/ carers to support the young person.

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 (gender identity) 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; including the use of functional behaviour analysis for pupils who have limited expressive communication.
- 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 within the Education Handbook
- Mobile phone and social media policies
- Searching and confiscation
- 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. Log bullying incidents on My Concern.
- 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:
  - Good Health
  - Independent Living
  - Friends, relationships and our community
  - Personal Development opportunities embedded throughout the school community, including the Character Curriculum and 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, including the Early Help offer Team
- 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: Traci Good

The named member of staff with lead responsibility for this policy is: Janine Rivers

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
- Childline: 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
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
Cyberbullying

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

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: 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 Iris 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 designated 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
  - Via the pupil Handbook (paper form and online form)
  - 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

- o   Directly to a member of staff (either in person or by phone/ email)
- o   Via the pupil Handbook (paper form and online form)
- o   Writing to the child's class team or member of the senior leadership
- o   Cause for Concern form
- Bystanders
  - o   Directly to a member of staff (either in person or by phone/ email)
  - o   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 Iris 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 SEND 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.
- Life Skills lessons
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety via weekly Let's Stay Safe lessons
- Student voice via the developing pupil voice initiative
- 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.