



# Anti-Bullying Policy

<b>Policy Owner</b>	<b>Milly Murray</b>
<b>Role</b>	<b>Deputy Headteacher</b>
<b>Date issued</b>	<b>June 2022</b>
<b>Chair of Governors Signature</b>	<b>Suzanne Millership-Liddle</b>
<b>Date and Minute Number</b>	<b>18<sup>th</sup> July 2022 - 905</b>

<b>Next review date</b>	<b>Reviewed Date</b>	<b>Reviewed By</b>	<b>Changes made to the policy</b>	<b>Date and Minute number</b>	<b>Chair of Governors signature</b>
Jan 2024	Jan 2023	JR		23/01/2023 - 931	T Good
Feb 2025	Feb 2024	JR	No changes	15/04/2024 - 1013	<i>M. Goleman Jones</i>
Feb 2026	Feb 2025	SPo	Policy Owner Governor name changed. Policy owner name changed	16/06/2025 - 1080	<i>E. Watts</i>
Feb 2026	July 2025	SPo	New logo added. Across two sites added. For all children aged 3-19 added.		

June 2027	June 2026	Milly	Full review	15/06/2026 - 2029	<i>ElWatts</i>
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## 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

Brackenfield Special School is committed to providing a safe, supportive and inclusive environment where every pupil feels valued, respected and protected from bullying.

Bullying of any kind is unacceptable and will not be tolerated. We recognise that bullying can have a significant impact on a child's emotional wellbeing, mental health, attendance, achievement and wider life opportunities.

As a special school, we recognise that some pupils may be particularly vulnerable to bullying due to their special educational needs and disabilities (SEND), communication differences, social understanding, emotional regulation needs or additional vulnerabilities.

Brackenfield SEND school aims to:




- prevent bullying before it occurs;
- identify concerns early;
- provide safe reporting systems;
- respond consistently and proportionately;
- support victims effectively;
- educate pupils about respectful relationships;
- promote equality and diversity;
- develop resilience and self-advocacy.

## Ethos and Vision

This policy is underpinned by our school values.

### Brackenfield Ethos:

**Ethos: Our School Values**

<p>Belong</p> 	<p>Believe</p> 	<p>Be Brave</p> 
<p>Caring for each other; helping each other; wearing our uniforms</p>	<p>Trying our hardest; treating everyone fairly; listening to each other</p>	<p>Never giving up; trying even when we find something hard; telling the truth</p>

As a school we are committed to:

- creating a culture where bullying is not accepted;
- promoting positive relationships and mutual respect;
- encouraging all members of the school community to report concerns;
- responding promptly and effectively to incidents;
- supporting both those experiencing bullying and those displaying bullying behaviour;
- ensuring pupils understand how to stay safe both online 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

#### **Definition of bullying**

Bullying is defined by the Department of Education as "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying often involves repetition of the behaviour, an intent to cause harm and an imbalance of power.

Bullying can take the form of physical, social, emotional, intellectual or technological and we recognise this can occur face-to-face or online.

At Brackenfield we recognise that not all incidents of conflict constitute to bullying as there may be differences in:

- Social understanding
- Interpretations of social situations

- Communication styles
- Behaviours
- Knowledge and understanding of social expectations

In order to effectively manage concerns raised, staff will carefully consider the intent, frequency, impact, power imbalance, all of which must be considered alongside the individual pupils needs.

That being said, all behaviour causing distress to others will be addressed and appropriate support will be provided in a timely manner.

Bullying behaviour can be categorised, but is not limited to, the following:

**Physical** – pushing, poking, kicking, hitting, damage to belongings, inappropriate physical contact

**Verbal** - name calling, sarcasm, spreading rumours, threats, offensive language

**Emotional or psychological** – isolating others, humiliation, intimidating, excluding, manipulation and coercion.

**Online /cyber** – posting on social media, sharing photos, sending nasty text messages, online exclusion, AI-generated harmful content, anonymous messaging

**Prejudice-based bullying**, relating to - disability, race, ethnicity, religion or believe, gender, sexual orientation

At Brackenfield, we recognise that bullying may form part of a wider pattern of child-on-child abuse, which may include:

- bullying (including cyberbullying);
- prejudice-based bullying;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- abuse within intimate relationships;
- coercive or controlling behaviour.

All incidents will be assessed inline with the safeguarding procedures and where appropriate, referrals will be made immediately.

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

### **Prevention**

At Brackenfield, we will promote an anti-bullying culture by:

- Embedding our school ethos
- Explicitly teaching of respectful relationships
- Following robust PSHCE and RSE curriculum
- Implementing targeted days and events (anti-bullying week/assemblies)
- Following restorative approaches
- Capturing and responding to pupil voice
- Delivering online safety education
- Supporting continued staff training
- Ensuring parental engagement
- Create and support an inclusive environment which promotes a culture of mutual respect

- 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
- 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 Opportunities where pupils feel safe to discuss or avoid potential bullying.
- 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.

We recognise the importance of open communication with our families at Brackenfield, and the importance of collaborative working to ensure that all of our pupils are safe both in and out of school.

Any parents who have concerns regarding bullying at Brackenfield School should contact the school as soon as possible and will be supported by the appropriate staff members to discuss this further.

### **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:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986
- Online Safety Act 2023
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Searching, Screening and Confiscation (DfE)
- SEND Code of Practice 0–25

### **Roles and Responsibilities**

The Executive Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.

- The Executive Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Head of Site to review and ensure there is effective implementation of the policy
- All staff to ensure pupils are educated to support prevention of potential bullying
- All staff to read and implement the policy
- Parents/carers to support their children and work in partnership with the school

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 Executive Headteacher or Head of Site. 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.
- 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:

- 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.
- Be open to learning about positive relationships

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;
- Work in collaboration with the school to support any potential accusations of bullying

Everyone should:

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

### **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 my concern and/or Iris
- The Executive Headteacher / 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/ Executive 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 school's 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 school's 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

### **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**

Incidents of bullying will be recorded on 'My Concern'. If the incident also involved a behavioural incident, this will be logged on 'Iris'.

Following completion of recording, each case will be managed on an individual basis to ensure all parties are supported.

Records will include the nature of the concern, any protected characteristics, actions taken and the outcomes achieved. Bullying data will be analysed and trends identified and shared termly.

### **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](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)" 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.srrtc.org/educational](http://www.srrtc.org/educational)