

# Brandles School

Part of Larwood Academy Trust



**Sandra Barr**

Chair of Trustees Signature

APPROVED DATE  
December 2020

**Sean Trimble**

Executive Headteachers Signature

## Review Date

DECEMBER 2021

# **ANTI BULLYING POLICY**

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Executive Headteacher: Mr Sean Trimble

## BACKGROUND

It is compulsory that every school has an anti-bullying policy. Various guidance from the DfE has been published which supports such an action and this includes: The Education and Inspections Act 2006, The Equality Act 2010, The Education Act 2011, 'Don't Suffer in Silence', and 'Bullying-A Charter for Action', and 2017 guidance on preventing and tackling bullying. It should also be read alongside Keeping Children Safe in Education 2019

## WHAT IS BULLYING?

The 2017 DfE's guidance defines bullying as:

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 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. Stopping violence and ensuring immediate physical safety is obviously a school's priority but emotional bullying can be more damaging than physical; teachers and schools must make their own judgements about each specific case.

The document also highlights the increasing need to be vigilant regarding the area of cyber-bullying, amongst all groups of children and

## THE AIMS OF THIS POLICY

- All staff at Brandles School have a role to play in ensuring that our students feel safe and that we prevent all forms of bullying.
- We do not accept bullying and it will not be tolerated at Brandles School.
- We aim to work together (Headteacher, Senior Leaders, Staff, Students, Parents and Governors) to equip our students with the ability to recognise such damaging behaviour and do something about when it occurs.
- We also aim to work with all parties so that a consistent approach is used to try and stop such behaviour taking place in the first instance.

THE DfE'S DOCUMENT 'PREVENTING AND TACKLING BULLYING 2015 STATES THAT SUCCESSFUL SCHOOLS:

- INVOLVE PARENTS to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about

bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

- **INVOLVE STUDENTS.** All students understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- **REGULARLY EVALUATE** and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- **IMPLEMENT CONSEQUENCES FOLLOWING AN EVENT.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- **OPENLY DISCUSS DIFFERENCES BETWEEN PEOPLE THAT COULD MOTIVATE BULLYING**, such as religion, ethnicity, disability, gender, or sexuality. Also, children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable.
- **USE SPECIFIC ORGANISATIONS OR RESOURCES FOR HELP WITH PARTICULAR PROBLEMS.**  
Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying.
- **PROVIDE EFFECTIVE STAFF TRAINING.** Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their students, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) students.
- **WORK WITH THE WIDER COMMUNITY** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.
- **MAKE IT EASY FOR STUDENTS TO REPORT BULLYING** so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside school including cyber-bullying.

- **CREATE AN INCLUSIVE ENVIRONMENT.** Schools should create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination; and
- **CELEBRATE SUCCESS.** Celebrating success is an important way of creating a positive school ethos around the issue.

CONSIDERING ALL OF THE ABOVE, AT BRANGLES SCHOOL, WE IMPLEMENT OUR ANTIBULLYING POLICY IN THE FOLLOWING MANNER:

- All staff have access to this policy and can contribute to it via discussion and by speaking to the Deputy Headteacher.
- The Headteacher is charged in ensuring that staff are aware of the protocols relating to bullying such as how to report an incident, and what to do if such an incident does happen and how Brandles School actively works with all parties to try and stop such issues happening in the first place. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-Bullying Coordinator in our school is: Ms natalie Wilsher- Assistant Headteacher, who is supported by our family support worker- Mr G Wiggins

**The responsibilities are:**

- Policy development and review involving students, 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.
- Teachers and Learning and Support Assistants (LASA's) are responsible for ensuring that their students know what bullying is and how to report it with confidence. They are also responsible for recording such incidents, taking appropriate actions, and relaying their actions with parents relating to bullying.
- All staff acting as role models to ensure that this policy becomes practice in a day-to-day manner.

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling, taunting, and mocking.
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices.
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories.

#### Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief, or lack of religion/belief
- sex /gender
- sexual orientation

These are called ‘protected characteristics.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobia, transphobic and disability in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### Prejudice Related Language

Racist, homophobic, biphobia, transphobic and disability language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobia and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken, or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

#### Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education. For students at Brandles, it may also take place during residential placement, or in a taxi journey to, and from school.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

#### Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include: -

- Hacking into someone's accounts/sites.
- Posting prejudice/hate messages
- Impersonating someone online

- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

NB-Staff will be vigilant to this during times when COVID-19 means a greater number of students are learning remotely.

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff/ adults  Individuals or groups

Homophobic bullying and using homophobic language.

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality, they are using the terms to mean inferior, bad, broken, or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs because of others' prejudice being directed at a child or young person because:

- They are transgender.
- They are perceived to be transgender.
- They do not fit with traditional gender norms (e.g., boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members.
- They are perceived as being different.

Our approach to all forms of bullying:

- We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

- Where bullying is witnessed by a member of staff, immediate action should be taken. This may be in the form of speaking to the individual child and offering guidance as well as supporting the victim. Careful explanation is needed so that all parties know such behaviour is wrong and will not be tolerated.
- Where behaviour outlined above is repeated after such action, further action and sanctions will be taken. This may include school-based meetings with parents and child, loss of free time and other privileges.
- Regular training to ensure that all staff are equipped to deal with such behaviours.
- The use of curriculum time to tackle this issue such as dedicated Personal, Social, Health Education lessons and whole school assemblies, supporting anti-bullying events, restorative justice and by using appropriate resources.
- There will be a continuous process of policy review so that policy reflects practice and vice versa.
- Governors are charged with reviewing the school's approach to bullying and supporting all staff in the drive to stop bullying and act upon such behaviour swiftly and effectively. They also monitor incidents, verbal, and physical bullying and RPI's via the PASC Committee and will challenge the school regarding policy and practice.

### MONITORING, REPORTING AND REVIEW

Parts of this policy will be monitored and discussed on a weekly basis. This may be informally amongst staff, formally during reflection (3 times per week) or via the Leadership meeting on a Friday morning. Regular review of data relating to bullying is undertaken by the Leadership team and is then shared with the governing body. Governors are duty bound to review such data and challenge the school regarding trends, actions, and policy related matters. Focus should be made to SEN students and possible racist incidents.

#### Reporting and responding to bullying

Our school has clear and well publicized 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)

- Children are encouraged to speak to an adult they trust in school or at home.
- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing, especially during dedicated circle time on Monday morning across the school.

#### Specific Procedures:

All reported incidents will be taken seriously and investigated involving all parties (as noted in previous sections). Staff are aware of and follow the same procedures:

- Staff members complete an incident log on Behaviour Watch (BW)
- Interviewing all parties
- Informing parents
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the schools' actions. This is available online or from the school office.
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Liaising with the wider community if the bullying is taking place off the school premises i.e., in the case of cyberbullying or hate crime.

#### Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be monitored closely. After three incidents it will be logged on BW as bullying unless it is deemed as a serious bullying incident, in which case it should be logged immediately.

Information stored in school will be used to ensure individuals 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 discussed by staff regularly during reflection sessions (Monday, Wednesday and Thursday) or at Friday SLT meeting or in more serious cases at full SLT meeting on Mondays. Behaviour Support Plans need to be updated and risk assessment put in place for the aggressor and victim/s

This information will be presented to the governors as part of the annual report.

The policy will be reviewed and updated every two years.

#### **Strategies for preventing bullying.**

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

##### 1. Curriculum/Whole-School Strategies

Involvement in SEAL

- Involvement in the Healthy Schools Programme
- Anti-Bullying Week annually in November.
- PSHE/Citizenship lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student Voice
- School Council
- Modelling of positive relationships
- Notes/ postcards home from class teacher regarding good behaviour
- Working with the local PCSOs

### **2. Reactive programmes for vulnerable groups or groups involved in bullying.**

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Justice

### **3. Support for parents/carers**

- Parent information distributed by parent mail, newsletters, and the school website etc.
- Information available on parents’ evenings
- Information sessions i.e. e-safety

### **The Prevent Duty**

From 1 July 2015 all schools are subject to a duty under section 26 of the Counterterrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build students’ resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop students debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

### **Links with other Policies**

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

Policy	Why
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection
Acceptable Use policy	Cyberbullying and e-safety
Equality policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Policy	A plan to protect children from the risk of radicalisation.

## USEFUL ORGANISATIONS

**Anti-bullying Alliance (ABA)** [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall**

[www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH)**

[www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out**

[www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying**

[www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International [www.childnet-int.org](http://www.childnet-int.org)  
Childnet International - The UK's safer internet centre

#### References Documents and Related Policy/Guidance

##### National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF  
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