

**Brook Green
Centre for Learning
Anti-Bullying Policy**



“WE ARE TELLING A SCHOOL”

All members of the Brook Green Centre for Learning community are committed to CHALLENGING, MANAGING, RESOLVING and REPORTING all forms of bullying and harassment. It is the right of everyone to work, study and play without fear of bullying or harassment. These types of behavior prevent students from progressing and achieving at school and must not be tolerated.

As a TELLING SCHOOL, we are all responsible as individuals, both students and staff for reporting any bullying we know about or see to ensure that everyone in our school community is safe. All students are encouraged to report incidents so that even if the victim is too frightened to say anything the bully will know they cannot get away with bullying behaviour because someone will tell.

In order to minimize the occurrence of bullying issues it is essential that all staff, students, parents/carers and Governors are aware of this policy and that it is followed in school making effective use of school systems as described.

As a proactive measure to counter bullying, a suitable Personal, Social and Health Education (PSHE) curriculum will be delivered to students, and in each year, issues connected to self-esteem, empowerment and bullying will be addressed.

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What Informs Our Policy

Keeping Children Safe in Education, 2015
Behaviour and Discipline in Schools, 2014
Preventing and Tackling Bullying, 2014

Cyberbullying: Advice for Head Teachers and School Staff, 2014
Supporting children and young people who are bullied, 2014
Equality Act, 2010

Guiding Principles for Preventing and Tackling Bullying

The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. The governors consider that a child should be treated as being bullied simply because s/he perceives that s/he is.

All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that students can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. Brook Green Centre for Learning aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

Aims of the Policy

We aim to create an environment where students can grow and flourish without fear. Each student has the right to be safe in and out of school and to be protected when feeling vulnerable.

We aim:

- To ensure that students learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all students and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of students is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in students (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.

- To ensure that all staff are aware of procedures through regular training.

What is Bullying (Including Definition, Roles, Styles, Signs And Symptoms)

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

At Brook Green Centre for Learning we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

Four main types of bullying can be identified:

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| Physical | hitting, kicking, taking or hiding belongings |
| Verbal | name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy). |
| Emotional | being intentionally unfriendly, excluding, tormenting looks, spreading rumours. |
| Cyber | email and internet chat room misuse, mobile phone threats by text, calls, social websites. |

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation or gender identity.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.
- Bullying using electronic forms of contact (cyber bullying) see *Appendix 1*

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms.

Signs and Symptoms

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a student:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self-harm;
- cries her/himself to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

The Role of Governors

The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate.

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

The Role of Staff (Duties)

The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst students.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and students; and
- report to the governing body.

The Deputy Head/ KS 3 & 4 Leaders/Behaviour Manager:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head informed of incidents;
- refer and liaise with inter agency working groups if necessary;
- arrange relevant student training with the Head, determine how best to involve parents in the solution of individual problems; and
- ensure proper record keeping.

Subject Leaders will:

- be responsible for ensuring that the school's positive strategies are put into practice; and
- know the school's procedure and deal with any incidents that are reported.

Tutors will:

- be responsible for liaising with the Key Stage Leaders over all incidents involving students in their Tutor Groups;
- be involved in any agreed strategy to achieve a solution; and

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on "Sleuth" ;
- be observant and talk to students;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where is most likely; and
- discuss from time to time where extra staff might be needed.

The Role of Staff (Responses)

Dealing with incidents

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached.
- If a racial element to the bullying is suspected the Head/ Deputy Head must be informed immediately.
- The teacher will record the details of the incident on Sleuth and inform the relevant senior staff.
- All the parties will be interviewed and a record made.
- Staff teaching the bullied student and the Tutor will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the Head or Deputy Head and Behaviour Manager.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Head.

In any incident of bullying, staff are aware of the following principles:

- It is important that students who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If students feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time.
- It must be emphasised to the student that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.

- The most serious incidents are referred to the Head.
- Parents would be requested to come and discuss matters.
- The incident would be recorded on SLEUTH.
- Students will be told always to report incidents of bullying.

Reporting and Recording

- All incidents must be reported and recorded in full on Sleuth
- Reports of bullying will be logged by the relevant member of staff
- The incidents will be updated and the names of students and staff who are involved will be written in full and not abbreviated. This record of bullying will enable patterns to be identified.

The Curriculum: How We Prevent and Tackle Bullying Through Our Curriculum

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through a PSHEE programme, school assemblies, the school council, use of Building Block time and in the curriculum as appropriate.
- The Key Stage Leaders are responsible for initiating and developing an anti-bullying programme as part of the Building Block and Tutor programme
- Subject Leaders are responsible for introducing anti-bullying material in their programmes of study as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

Supporting Students

Bullied Students: Staff who deal with students who have been bullied must always offer reassurance. Students who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the students concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other students of their choice attendant and encouraged to participate, help the students to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

Sanctions

Where students do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc.

Involving Parents

- Parents, as well as all staff and students, should know that the school will not tolerate bullying, and takes a positive, active approach to educating students to combat it. Parents will be informed of the policy and procedures.
- Parents of students who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

Involving Students

- Students will be involved in the positive strategies through both the school council and Tutor Groups. Students will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating students in how to cope with bullying.
- Students must know to whom they should go if they are being bullied or if they are concerned about another child.

Monitoring the Effectiveness of Our Approach

The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified.

Anti-Bullying Process

Always take all opportunities to encourage students to TELL on bullies, even if it is not them being bullied & know the school policy



If you become aware of bullying or it is reported to you, always give all parties involved the opportunity to give their version of events, don't assume from a first account



Encourage the bully to see the victims point of view
Make it very clear that bullying is not acceptable
Be clear about the bullying behaviours shown/seen



Record bullying incidents on SLEUTH at all levels which fit the definition of bullying in the school policy
Consider if the bullying is part of a pattern for the young person, check SLEUTH recordings for the young person to confirm



Sanctions for bullying to be put in place and recorded on SLEUTH



Parents and Carers to be informed of bullying issues (for both young person's being bullied and those doing the bullying)



Ongoing/persistent bullying issues, where the bully has not responded to discussion & sanctions will be managed by Behaviour Manager/Key Stage Leads

Cyber Bullying

What is it?

- “Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself.”

Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.

Types of Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

Combating cyber bullying

- Protection from Harassment Act 1997
- Malicious Communications 1988
- Telecommunications Act 1984

School Policy on Cyber Bullying

The school recognises that many students have mobile phones and access to the internet outside school and to that end:

- The school holds an Internet Safety week each year, in which the risks of technology and cyber bullying are discussed in depth. The school arranges internet safety workshops, addressing the safe use of the net and mobile phones.
- Acceptable Use Policies are reviewed regularly with all students in school and at home, so that they have a good understanding of how they must behave online.
- The Head and safeguarding team update policies and provide parents with advice, helping them to understand how students can use technology safely, as well as the risks and consequences of mobile phone use.
- Staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- Victims should keep emails and text as evidence for tracing and possible police action.
- The school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

Brook Green Centre for Learning believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying. The use of the web is an essential part of modern life and the young are the pioneers. They use the web in a very different ways.

Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their students for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

Useful websites for community use:

www.childnet.com

www.digizen.org

www.thinkuknow.co.uk

Students should understand that they must tell an adult if they are being bullied in these ways, that they should not delete any bullying messages or texts, but they should never respond to these.

This policy was reviewed by the Local Authority Safeguarding Team and the SLT in June 2018

Review date: Summer 2021

