



# Anti-Bullying Policy

**Approved by:** Daniel Pastori **Date:** 06.07.2020

**Last reviewed on:** September 2021

**Next review due by:** September 2023

## **Aim:**

At Broadstones School we are committed to working with children, staff, committee members and parents/carers to create a school community where bullying is not tolerated. Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. The safety, welfare and well-being of all pupils and staff is a key priority at all times. We take all incidences of bullying seriously and it is our duty as an educational establishment to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for modern life. These values reflect those that will be expected of our pupils by society, when they enter the next stage of their lives in the world of work, further study and beyond.

We are committed to improving our approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

## **We define bullying as:**

***'Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'***

## **What bullying is not**

We accept that bullying is not the occasional falling out with friends, minor peer group disputes. It is considered bullying if it is done "Several Times On Purpose" (STOP).

## **Developing a whole school approach**

At Broadstones, we work closely with members of the school to ensure consistency in the involvement and participation of students, parents, staff, committee members and the wider community as part of the development of policy related to supporting a positive ethos within the school.

## **We believe that:**

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it
- We must investigate all incidents of bullying and take action where necessary, supporting both the accused and the victim at all times
- We must take all incidents of bullying seriously and consider the needs of those affected
- Children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour
- Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and supporting repairing of harm done through a solution based approach
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times
- Everyone at Broadstones has a responsibility to respond promptly and effectively to all instances of bullying
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints regarding the matter

- All our pupils must feel safe and be confident that any bullying incidents will be dealt with effectively and is the responsibility of all staff
- It is important that the focus on bullying is upon prevention

### **Identifying and supporting vulnerable children**

All pupils at Broadstones are considered vulnerable but we are aware that pupils with potentially increased limiting factors may make them particularly vulnerable. It is important to be aware of these factors and to be able to identify particularly vulnerable groups such as minority ethnic groups, travellers, refugees, LGBTQ pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we always aim to plan positive action to support these pupils with all relevant staff members and provide additional support where necessary.

### **Who is bullied?**

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have specific special educational needs
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying

### **Methods of bullying:**

**There are a number of methods of bullying which can be summarised as:**

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm), inbox messages

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care**

### **Types of Bullying**

**There are various types of bullying which can be summarised as:**

- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs
- Sexual orientation – homophobic, transphobic or biphobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using ‘gay’ as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, unusual physical features
- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- Health – based on physical or mental conditions
- Income based – of living on a low income
- Transgender – based on perception of gender identity
- Caring responsibilities – name calling, negative assumptions/misunderstandings about young carers.
- Related to home or personal situation

### **Derogatory language**

Derogatory 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 all challenged by staff and recorded and monitored on IRIS (MIS) and follow up actions if appropriate, will be taken for pupils and staff found using any such language.

### **Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied. However we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,

- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

### **To prevent bullying in our school we will:**

#### **Develop our wider curriculum to ensure:**

- All members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- All children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- A climate exists where bullying and violence are not tolerated
- Promote safe social areas
- Audit our site regularly to establish that children feel safe, especially known vulnerable areas
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying

### **Dealing with an Incident**

#### **When bullying has been reported, the following actions will be taken:**

- Staff will investigate and record the bullying on IRIS
- Designated school staff will monitor incident reporting and information recorded on IRIS analysing and evaluating the results
- Staff will offer support to the victim. Individual meetings will then be held to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault, this may involve a restorative meeting.
- Staff will pro-actively respond to the perpetrator bully who may require support. They will discuss with the target's teaching and support staff
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

Safeguarding procedures must be followed when child protection concerns arise.

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being

beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Recording and reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available, where appropriate, for committee members via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

### **Sanctions:**

#### **Sanctions in response to Bullying**

Our staff will always be mindful of the school's agreed Behaviour Policy in relation to the imposition of sanctions on those children whose actions are deemed to be bullying. Sanctions which may be used must always be proportionate and appropriate to the age of the child and the severity and frequency of the bullying. These will normally be imposed the Headteacher or Deputy Headteacher.

### **Ratification**

This policy will be reviewed at least every two years after full consultation with the Committee and SMT.

### **Links to other school policies:**

- Equalities and diversity policy
- Behaviour policy
- PSHE policy
- Safeguarding policy
- Restorative Approaches strategy booklet