



BRAYS SCHOOL

Anti Bullying Policy

Adopted by the Governing Body: January 2020

Signed by the Governing Body: _____ (Chair)

To be reviewed (annually): September 2021

Brays School is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and it affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship through the ethos of the school. Every child and member of staff at Brays School should be valued and be able to learn and work without anxiety and fear from bullying.

This policy aims to outline a definition of bullying and how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying and how to support pupils to have a voice when bullying occurs.

The Education and Inspections act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part outlined in the school's Behaviour Management Policy.

All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying; There is a zero tolerance policy for bullying at Brays.

Legal Framework links:

This policy has due regard to legislation, including but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communication Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with Dfe advice, including but not limited to:

- Dfe 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the schools:

- Behaviour Policy
- E-Safety Policy
- PSHE Policy
- Citizenship Policy
- Equal Opportunities Policy

Aims:

Bullying is unacceptable at Brays School and as such we aim to:

- Raise awareness of bullying.
- Develop a school ethos in which bullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported.
- Provide a safe and secure environment where all can learn and work without anxiety, humiliation, harassment, oppression or abuse.
- Respond effectively to any bullying incidents that may occur.
- Ensure all children, parents, staff, governors and others connected with the school are aware of opposition to bullying and know that speedy and effective action will be taken if bullying occurs.
- Ensure that everyone takes responsibility for the protection and elimination of bullying in our school.
- To accept that some bullying may take place in all schools.
- To recognise that bullying can take place outside peer group relationships and can take place between adults and children.

Definition of bullying:

There is no legal definition of bullying, however it is described as behaviour that is:

- Usually repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical (causing physical pain or taking belongings)
- Verbal (name calling, insults, taunting)
- Non-verbal (eye rolling, gesturing, ignoring, staring)
- Indirect (spreading rumours, excluding from social groups)
- Cyberbullying (sending malicious emails, texts or social network messages)
- A combination of the above

Any of these may also have contexts that discriminate in relation to race, ethnicity, sex, sexual orientation, SEN or disability. At Brays School, we have to be particularly aware of the complications inherent in the learning and behavioural needs of our pupils.

Signs that a child is being bullied:

Pupils who are being bullied may display some of the following common responses:

- Increased anxiety (displayed through increasingly obsessive behaviours, hand movements, repetitive questioning and stammering or short temper)
- Withdrawal
- Unwillingness to come to school
- Decreased involvement in school work
- Cuts and bruises
- Lack of appetite
- Change in behaviour and attitude.

- Aggression
- Becoming withdrawn
- Seeming over-sensitive or over-reacting to minor occurrences
- Seeking revenge
- Repeatedly exposing themselves to the same kind of bullying situation. Although they may know it is a negative interaction, they may still consider this better than no interaction at all.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional and mental health issues so are still worth investigating.

Bullying by members of staff/adults

Staff/adults must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff/adults. Forms of bullying by staff may include:

- Teasing pupils about physical features or personal characteristics
- Invading personal space
- Inappropriate role modelling
- Ridiculing the work of a pupil
- Making fun of a pupils name by using a similar word
- Showing inconsistency in the way sanctions or rewards are applied
- Physically intimidating pupils
- Insulting or swearing at other members of staff/adults
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive or are unnecessarily personal.

A one-off incident may not be bullying. A minor incident that is repeated is bullying. We have to understand the difference between rough play, a genuine accident, a snap remark and bullying.

Staff/adults must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary matter.

Rights and Responsibilities:

It is the right of every child at Brays School to:

- Feel safe from verbal, mental and physical abuse both on the way to and from school and whilst in school.
- Be addressed by their correct name
- Not have their feelings hurt about the way they look and sound.
- Not be subjected to derogatory name calling, insults, racist jokes or discussion, ridicule and abuse.

It is the responsibility of every child (if they are able to) and members of staff to:

- Communicate to someone if any of their rights are being abused.

- Communicate to someone if they have observed someone else's rights being abused.
- Try to prevent abuse and to try to improve their life of someone whose rights have been abused.

Proactive Strategies:

Should be based on the following principles:

- Effective leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum/learning opportunities to draw out anti-bullying messages.
- Use of opportunities throughout the school calendar to raise awareness of the negative consequences of bullying (e.g. Anti-bullying week, PSHE lessons, Tutor time and school assemblies).
- Engaging children and adults in promoting open and honest reporting.
- School council address school issues, including bullying, as a part of their set agenda.
- Reviewing the school environment and staff supervision.
- Provide positive examples of friendship, trust and caring through relationships with each other and through the PSHE curriculum.
- Reinforcement that bullying is unacceptable behaviour.
- Parental involvement so they understand the school does not tolerate bullying, and know the procedures to follow if they believe their child is being bullied.
- Ensure parents feel confident that the school will handle complaints about bullying seriously and seek resolutions as quickly as possible, in a way that protects pupils.

In deciding whether actions amount to bullying many factors are to be considered:

Procedures and Intervention:

The exact course of action will vary but the main objectives should be that bullying incidents are identified, brought out in the open, recorded, discussed and that strategies are agreed to help resolve the problem. In all incidents of bullying observed, disclosed or suspected, it is important to ensure that:

- It is clear that the bully's behaviour is unacceptable and the bullying must stop.
- The victim is assured that they will be supported and kept safe.
- Everything that happens is carefully recorded
- Any parental concerns are referred to a member of the Senior Leadership Team.
- Situations not satisfactorily resolved in the view of Senior Leadership, parent or any concerned member of staff will be referred to the Head Teacher or a member of the Local Academy Council or Trust, if appropriate.
- When applying sanctions to deal with the situation the school sanctions will be implemented as appropriate to the incident; this may include verbal reprimand, break-time time in, letters to parents, interview with parents. These sanctions are not to be seen as progressive rather in response to the severity and/or duration of the incident.
- Victims will be made aware of the sanctions that are being used.

- Restorative practice may be an element of the support programme

Additionally, those involved will need to discuss and agree on:

- What support is needed or available for the bully to help change his/her behaviour.
- What support is needed or available to help the victim to learn coping strategies.
- If the behaviours are ongoing and whether it would be helpful to work with the parents of both bully and victim.
- Working together to discover the motives behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If this is the case, school should consider whether referrals to other agencies are appropriate.

Intervention:

When bullying arises the priority is to work with the child to prevent further incidents, whilst supporting the victim.

- Brays School will ensure the correct disciplinary measures are implemented for perpetrators to show clearly that their behaviour is wrong.
- Disciplinary measures must be applied fairly, consistently and reasonably, taking into account a pupils needs and level of understanding.
- Where bullying occurs towards a member of staff, it is equally important that SLT and/or officers from Forward Education Trust (if required) intervene correctly. Brays School community should understand that bullying, whether by pupils, parents or colleagues is unacceptable and will not be tolerated.

Roles and responsibilities:

The Head Teacher is responsible for:

- Overall monitoring of bullying and the anti-bullying policy within school
- Dealing with incidents of bullying between adults
- Following up any situations not satisfactorily resolved in the view of SLT, parents or any concerned member of staff.
- Ensuring class teachers record incidents of bullying on CPOMS
- Provide effective training for staff, ensuring they understand the principles of the school's Anti-bullying Policy, legal responsibilities, how to resolve problems and where to seek support.

SLT are responsible for:

- Supporting the planning of behaviour management and coping strategies to the perpetrators, victims and parents.
- Recording, advising on and following up any incidents of bullying or suspected bullying.
- Liaising with parents regarding concerns over bullying that have not been resolved by the class teacher.

Teachers are responsible for:

- Keeping records of any bullying observed, disclosed or suspected on CPOMS

- Informing SLT of any incidents of bullying observed, disclosed or suspected.
- Liaising with parents regarding concerns over bullying.

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff responses to bullying behaviour and any concerns of pupils, staff and parents regarding bullying.

All members of SLT are responsible for responding to incidents of bullying and the Head Teacher has specific responsibility for ensuring that procedures in this policy are followed.

This policy will be reviewed by the Local Academy Council.