FORWARD
EDUCATION TRUST

Brays School

Anti Bullying Policy

Summer 2024

Statement Of Intent

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 several 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; Bullying of any kind is unacceptable at Brays School. If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively.

Legal Framework

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

▪ Malicious Communications Act 1988
▪ Protection from Harassment Act 1997
▪ Communications Act 2003
▪ Equality Act 2010
 ▪ DfE (2017) 'Preventing and tackling bullying'
▪ DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
▪ DfE (2018) 'Mental health and wellbeing provision in schools'
▪ DfE (2023) 'Keeping children safe in education'
▪ DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Statutory Implications
We understand that, under the Equality Act 2010, we have a responsibility to:
▪ Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
▪ Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
▪ Foster good relations between people who share a protected characteristic and people who do not share it.

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 us 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

Bullying is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:
▪ Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
▪ Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
▪ Targeting: Bullying is generally targeted at a specific individual or group.
▪ Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:
▪ Pupils with SEND.
 ▪ Pupils who are adopted.
▪ Pupils suffering from a health problem.
▪ Pupils with caring responsibilities.

Types of Bullying:

▪ Physical Bullying
▪ Verbal Bullying
▪ Relational Bullying
▪ Cyberbullying
▪ Sexual Bullying

▪ Prejudicial Bullying

Physical Bullying: Physical bullying is the most obvious type of bullying and what many people think of when they imagine this kind of aggression. Physical bullying involves any assault on a person's body, including hitting, kicking, tripping, or pushing. It can also extend to inappropriate hand gestures or stealing or breaking a victims' belongings. Physical bullying is perpetrated by an individual or group of individuals who are bigger or stronger than the individual being targeted.

Verbal Bullying: Verbal bullying involves using spoken or written words to insult or intimidate a victim. It includes name-calling, teasing, and even threats. Verbal bullying isn't always easy to recognise because it often takes place when authority figures aren't around. Moreover, a bully can pass it off as good-natured ribbing between friends. As a result, it can be difficult for the victim to prove. Therefore, this form of bullying can become a long-term source of stress and anxiety.

Relational Bullying: Relational bullying, which is also referred to as relational aggression or social bullying, involves actions intended to harm a victim's reputation or relationships. It can include embarrassing the victim in public, spreading rumours, purposely leaving them out of social situations, or ostracising them from a group. Unlike more overt types of bullying, it is especially sly and insidious because it involves social manipulation.

Cyberbullying: Cyberbullying is bullying that happens via electronic devices like computers, smart phones, and tablets. It can take place over text messages, social media, apps, or online forums and involves posting or sending harmful content, including messages and photos, and sharing personal information that causes humiliation. The school will be alert to instances of the sharing of indecent imagery of pupils amongst the school cohort, and will evaluate the whether the instance is part of normal sexual development or whether it presents a safeguarding concern; the latter instances will be managed in line with the Child Protection and Safeguarding Policy.

Sexual Bullying: Sexual bullying is online or in-person bullying that involves sexual comments or actions, including sexual jokes and name-calling, crude gestures, spreading sexual rumours, sending sexual photos or videos, and touching or grabbing someone without permission.

Specific Types of Sexual Bullying
Sexist Bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prejudicial Bullying: Prejudicial bullying involves online or in-person bullying based on the target's race, ethnicity, religion, or sexual orientation. It is based on stereotypes and is often a result of the belief that some people deserve to be treated with less respect than others. Though prejudicial bullying has been studied less than other types of bullying, research indicates that ethnic and sexual minorities are more likely to be bullied than their peers and

can also be directed towards specific characteristics, such as SEND and Mental Health and Wellbeing.

Specific Types of Prejudicial Bullying:

Racist Bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
Homophobic Bullying: Bullying another person because of their actual or perceived sexual orientation.
Transphobic Bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
Socioeconomic Bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Right, Roles and Responsibilities

The Local Academy Council is responsible for:
▪ Evaluating and reviewing this policy to ensure that it is not discriminatory.
▪ The overall implementation of this policy.
▪ Ensuring that the school adopts a tolerant and open-minded policy towards difference.
▪ Ensuring the school is inclusive.

The Headteacher is responsible for:
▪ Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
▪ Keeping an electronic record of incidents reported as bullying of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
▪ Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
▪ Arranging appropriate training for staff members.
• 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.
• 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.

Staff are responsible for:
▪ Being alert to social dynamics in their class.
▪ Being available for pupils who wish to report bullying.
▪ Providing follow-up support after bullying incidents.
 ▪ Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform SLT of such observations.

▪ Refraining from gender stereotyping when dealing with bullying.
▪ Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
▪ 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.

Families are responsible for:
▪ Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
▪ Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

The Child's Rights:
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.

The Child's Responsibilities
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.

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 statement or short temper)
• Withdrawal
• Unwillingness to come to school
• Decreased involvement in schoolwork
• 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. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

▪ They have experienced mental health problems, which have led to them becoming more easily aggravated

▪ They have been the victim of domestic abuse

▪ Their academic performance has started to fall and they are showing signs of stress

Preventing Child-On-Child Sexual Abuse

The school has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. Sexual violence refers to the three following offences:

▪ Rape: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

▪ Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

▪ Sexual Assault: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

▪ Healthy relationships

▪ Respectful behaviour

▪ Gender roles, stereotyping and equality

▪ Different types of families including LGBTQ+

▪ Body confidence and self-esteem

▪ Prejudiced behaviour

▪ That sexual violence and sexual harassment is always wrong

All staff will be aware that pupils of any age and sex can abuse their peers and will never tolerate abuse as "banter" or "part of growing up". All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. Where a pupil is found to have been involved in harmful sexual behaviour, the school will help the pupil to move forward from the incident by supporting them in adopting more positive behaviour patterns and attitudes.

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.

Managing Disclosures

Victims will always be taken seriously, reassured, supported, and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt over how to handle an incident or report, they will speak to the DSL.

Confidentiality

The school will only engage with staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the

disclosure, the school will not make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm. The DSL will consider the following when making confidentiality decisions:

▪ Parents will be informed unless it will place the victim at greater risk.

▪ If a pupil is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CASS.

▪ Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the school's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

Proactive Strategies:

• 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 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

Minor incidents will be reported to the victim's class teacher, who investigates the incident, sets appropriate consequences for the perpetrator, and informs the SLT of the incident and outcome via CPOMS.

When investigating a bullying incident, the following procedures are adopted:

▪ The victim, alleged perpetrator and witnesses are all spoken to separately

▪ If a pupil is injured, members of staff take the pupil immediately to a first aider for a medical opinion on the extent of their injuries

▪ A room is used that allows for privacy during conversations

▪ A witness is used for serious incidents

▪ If appropriate, the alleged perpetrator, the victim and witnesses, are asked to communicate details of the incident; this may need prompting with questions and appropriate communication tools from the member of staff to obtain the full picture
▪ Premature assumptions are not made, as it is important not to be judgemental at this stage
▪ Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented and if so, log on CPOMS in accordance with the Safeguarding Policy.

Consequences

If the headteacher is satisfied that bullying did take place, the pupil who has bullied others will be supported in the following ways:
▪ Receiving a consequence for their actions using the principle of restorative justice and social and communication interventions in accordance with a positive behaviour support ethos.
▪ Being able to discuss what happened
▪ Being helped to reflect on why they became involved
▪ Being helped to understand what they did wrong and why they need to change their behaviour

Pupils who have been bullied will be supported in the following ways:
▪ Being listened to
▪ Having an immediate opportunity to meet with SLT or a member of staff of their choice
▪ Being reassured
▪ Being offered continued support with referrals to multi agencies where necessary

Parents are informed of bullying incidents and what action is being taken.

Support for a month after the initial complaint of bullying - The class teacher will hold an informal discussion, on a weekly basis, to check whether the bullying has stopped. If necessary, group dynamics will be broken up by members of staff by assigning places in classes. Where communication allows, the victim will be encouraged to tell a trusted adult in school if bullying is repeated. The school will work with the victim to build resilience, e.g. by organising emotional interventions. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up Support - The progress of both the bully and the victim will be monitored by their class teachers. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Bullying Outside Of School

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted upon.

In all cases of bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Monitoring

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.

Useful links and supporting Organisations.
• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: https://carers.org/about-us/about-young-carers
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- Educate against Hate: www.educateagainsthate.com