



School Policy for Anti-Bullying

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1. Introduction

At The Brook Special Primary School, as an inclusive learning community and restorative school, we actively support children and staff to build, maintain and repair relationships so that both social and academic learning is maximised.

We aim to provide a safe, caring and friendly environment for learning for all of our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity. We recognise that we have a responsibility to understand the community we serve and to respond to identified concerns - we will proactively teach our children about potential threats to their health and safety. We will, therefore, adopt a contextual approach to bullying and child-on-child abuse and will work actively with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school and want them to understand the issues relating to all forms of bullying so that they feel confident to seek support from school should they feel they, or others, are unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

We are aware of our legal obligations, including the Equality Act 2010. This means that we will consider where a pupil may have a protected characteristic as well as considering the context of any concerns that need addressing. This will ensure that any action taken by us as the school reflects their needs and that any actions taken by us does not put the pupils at greater harm. From 1 July 2015 we have been subject to a Prevent Duty under section 26 of

the Counter-Terrorism 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”.

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 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 pupils’ resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils 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.

We believe that everybody in our school community needs to be treated with dignity and respect; and that pupils who are bullying others need to be given the opportunity to learn different ways of behaving. However, we recognise that bullying is a particularly damaging form of ‘unacceptable behaviour’ that can cause significant and ongoing harm to those it affects.

As a consequence:

- We do not tolerate bullying of any kind.
- We take all incidents of bullying seriously.
- We are committed to acting quickly and decisively to stop bullying.
- We will seek to prevent bullying by teaching children and staff about it.

We acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should feel confident that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

As a special school it is not always possible for pupils to articulate that they are being bullied and there may be some instances in which the disability gives rise to bullying-type behaviours. The role of staff and parents, therefore, is of the utmost importance as they need to be our children’s eyes and ears and be alert to any changes in, for example, behaviour, or aware of physical injuries which might indicate bullying. Our pupils are also part of an inclusive learning community in which mainstream primary pupils play alongside those in the Brook. The Willow also has a rigorous anti-bullying policy and for both schools the policy applies to any child within either school.

This policy has been created in consultation with staff, Governors, Parents and Carers

2. Aims

The aims of this policy are:

- To define what bullying is and the known types of bullying

- To address current legislation and guidance on anti-bullying
- To outline the school's stance of bullying.
- To highlight the school's proactive and pre-emptive approach to reduce the likelihood of bullying taking place
- To highlight the school's reactive responses to reports of bullying.

3. Definitions of Bullying

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

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.
<http://www.antiullyinalliance.org.uk/about-us.aspx>

It takes many forms and can include:

- physical assault
- teasing
- banter
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)
- Physical violence such as hitting, pushing or spitting at another pupil.
- Interfering with another pupil's property, by stealing, hiding or damaging it.
- Using derogatory or offensive names when addressing another pupil.
- Teasing or spreading rumours about another pupil or his/her family.
- Belittling another pupil's abilities and achievements.
- Writing offensive notes or graffiti about another pupil.
- Misusing technology (internet or mobiles) to hurt or humiliate another person.

The school has adopted the following definition of bullying as our shared understanding of what bullying is:

Bullying is any deliberate, hurtful or threatening behaviour or language by an individual or a group towards other members of the school community. It is usually repeated over a period of time (if in doubt, remember the STOP acronym– it happens Several Times On Purpose). However, one off incidents of sexist, racist, and homophobic harassment are treated as bullying incidents, whilst the incident is investigated, due to the potential harm that they can cause.

DEFINITIONS of behaviour often associated with bullying:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get

them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: ‘the playful and friendly exchange of teasing remarks’ Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There’s no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as ‘child on child’ or ‘peer on peer’ abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Up-skirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of **protected characteristics** which are:

- age
- being or becoming a trans 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, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

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, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend 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 perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used 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.

Hate crime and bullying

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime.

The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home>

4. Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation. She is also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who has general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead (DSL) in our school is: Maureen Duncan. **The Deputy Designated Safeguarding Leads are:** Sukina Campos, Edward Putman and Felicia Rock.

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti-Bullying Co-ordinator in our school is: Edward Putman whose responsibilities are:

- Policy development and review involving pupils, 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

- Co-ordinating strategies for preventing bullying behaviour

Our staff will :

- Foster in our pupils self-esteem, self-respect and respect for others
- Support children to articulate their needs
- Intentionally teach about empathy
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Where appropriate (dependent on developmental levels and cognition of the pupils) discuss bullying, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the safeguarding team
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with our behaviour policy:

Our pupils will:

- Avoid involvement in any kind of bullying
- Help the pupil who is being bullied, by naming the behaviour as bullying.
- Where possible, tell a member of staff any instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Our Parents/ Carers will be asked to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Encouraging their children to report any bullying to (member of Senior Leadership /their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Working with the school, if their child/children are accused of bullying, try to establish the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The school records all instances of bullying on Sleuth and reports these to the Full Governing Body on a termly basis. The Assistant Head reviews incidents to see if a pattern is emerging or if the incidents are 'one off.'

5. Other school policies this policy links with:

- Code of Conduct
- Complaints Policy
- Equality policy
- On line Safety Policy
- Wellbeing Policy (and positive behaviour support)
- Child on Child (formerly Peer on Peer) Abuse Policy (within Safeguarding policy)
- The use of Physical Intervention Policy
- Prevent Duty Plan
- RSHE Policy
- Safeguarding and Child Protection Child protection Policy

Awareness of this policy is raised in the following ways:

- Awareness raising programmes (INSET, Curriculum, parent information evenings)
- Survey/questionnaires distributed to pupils, parents and whole school staff.
- Obtaining the views of elected student representatives e.g. school council
- Seeking the views of parents at information evenings.
- Monitoring, evaluation and review

6. Procedures for dealing with incidents of Bullying

There are a number of steps taken to support and respond to the needs of both bullied and bullying pupils. SLT and the positive behaviour support team have received specific training articulating their role and the key steps of dealing with incidents of challenging behaviour (including Bullying):

- The incident, including interviews of all parties is investigated so that all aspects of the events leading up to the bullying are considered
- Parents/carers of all affected pupils involved in the bullying incident are contacted
- A wellbeing support plan is put in place to support both the victim and the perpetrator
- If deemed necessary, referrals are made to the relevant LA and Health Professionals (Ed Psychologist, school nurse, CAMHS, LA SEND, LA social care)
- Appropriate disciplinary sanctions are implemented in accordance with the School's Behaviour Policy. Responses depend on the seriousness of the incident and send out a message that bullying is unacceptable and will not be tolerated.

- Rigorous monitoring is continued of both victim and perpetrator to ensure that the bullying is not continuing.
- Bullying and behavioural incidents will be recorded by the member of staff who deals with the incident and this will be stored on MyConcern and Sleuth. Incidents deemed as 'bullying' incidents will be reported to Governors – the lead Governor for safeguarding is informed once the incident occurs and then the Governing Body is informed at the next FGB meeting.
- 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 in regular staff meetings. This information will be stored in accordance with GPDR.

The school keeps in touch with the person who reported the situation. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office. A range of responses and support appropriate to the situation are taken – these may include solution-focused approaches, restorative approaches, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate. We will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime and will liaise with the safeguarding team if there are any safeguarding issues to consider-who may refer on to the MASH . We will liaise with the lead for young cares and looked after children where appropriate.

7. Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils, the Brook School has developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum/Whole-School Strategies

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- RSHE/PSHE/Citizenship lessons, drop down days and cross curriculum themes
 - including work on challenging prejudice- related language and behaviour and
 - challenging unconscious bias
- Inclusion of our bespoke **R.E.S.P.E.C.T** mindset within the curriculum.
- Celebration events
- Anti-Bullying Week annually in November.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Pupil Voice (e.g. pupil surveys)
- School Council
- Visits from external agencies (e.g. NSPCC etc)
- Modelling of positive relationships

- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

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 School Comms, newsletters, the school website and social media etc
- Information available on parents' evenings
- Information sessions ie e-safety

5. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour
- Staff training about curriculum delivery of RSHE related curriculum areas. All teaching and support staff engage with termly training on behaviour which may look at Anti-bullying directly or the underlying causes of behaviour including bullying behaviour. Members of the Positive Behaviour Team meet with class teams regularly to offer guidance, support, write wellbeing plans and monitor any incidents of bullying or challenging behaviour.

8. Monitoring, review and distribution of this policy

This policy will be reviewed every two years or sooner in response to Government updates.

A copy of all Brook School policies, including this policy, can be found on the school website: www.thebrook.haringey.sch.uk

9. Organisations providing support and information

Anti-bullying Alliance (ABA) - 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

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 The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – 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

Beatbullying – 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

The UK's safer internet centre

Safe to learn - DCSF Guidelines

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

Homophobicbullying – DCSF – 00668-2007

Cyberbullying supporting school staff – www.teachernet.gov.uk/publications Cyberbullying
- A whole school community issue - www.teachernet.gov.uk/publications

Bullying involving Children with Special Educational Needs and Disabilities - – DCSF 00372-2008
www.teachernet.gov.uk/publications