

Anti-Bullying Policy



BROOKLANDS PRIMARY SCHOOL

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Introduction

At Brooklands Primary School we aim to provide an environment for learning in which all our children can be **Safe, Kind and Proud**. Our aim is to improve opportunities for our pupils which help them maximise their potential and ignite a lifelong love of learning. This includes encouraging open discussion around differences between people, challenging prejudice and celebrating diversity. We recognise that our school has a responsibility to understand of the community we serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety.

We adopt a contextual approach to bullying, child on child sexual violence or harassment and child-on-child abuse - working with families and outside agencies where appropriate. We expect pupils to feel safe in school and to learn how to act safely both in and out of the school grounds. This includes understanding issues relating to all forms of bullying so that they feel confident to seek support from school staff should they feel that they or others are unsafe.

We want our parents and 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. The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider where a pupil, parent or carer may have a protected characteristic including: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation**. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the person concerned at risk of greater harm.

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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 Designated Safeguarding Leads in our school are: Mr T Daniel (Head Teacher), Miss K O'Neill (Deputy Head Teacher) and Mrs L Hibbert (Family Support Worker)

The Anti-Bullying Lead in our school is: **Mr Tom Daniel**

The Anti-Bullying Lead responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy, 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 on CPOMS.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: **Mr Tim Cuthbert**

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school.

Definition of Bullying

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 online.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definitionbullying

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

If a situation meets all three criteria it will be classed as bullying and will be handled as such. If a situation doesn't meet all three criteria it will be handled under the Behaviour Regulation Policy,

although victim support will be given.

Bullying can range from ostracising, name-calling, teasing, threats or extortion through to physical intimidation, assault on a person and/or their property.

Bullying is not a conflict, an argument or a fight.

What does bullying look like?

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, cyberbullying, peer on peer abuse and child on child sexual violence and harassment. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- Indirect – can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Behaviour often associated with bullying

Baiting

The dictionary describes to 'bait' someone as

“to intentionally make a person angry by saying or doing things to annoy them”

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 to intentionally make a person angry by saying or doing things to annoy them”

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
- Sexualised Banter: It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

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 prejudice-related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

False friendships

'False friendships' are where someone pretends to be a friend or is a 'friend' sometimes but manipulate the power the relationship gives them. This type of bullying can be very hard to correctly identify.

Child-on-Child Abuse

This can include but is not limited to:

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Taking or sharing non-consensual videos or images
- Upskirting
- Sexual activity without consent – including forcing someone to touch themselves or strip
- Initiation/hazing, violence and rituals (See Peer on Peer Abuse Policy for full details)

Sexual Bullying – Child on child sexual violence and sexual harassment.

Sexual Harassment: unwanted contact of a sexual nature which can occur on and offline

Sexual Violence: rape, penetration or touching of a sexual nature without consent

Brooklands Primary school staff acknowledge that sexual violence and sexual harassment can occur between two children of any age and sex and between groups of children or individuals. We acknowledge that sexual violence and harassment can occur online and face to face (both physically and verbally) and are never acceptable. Staff maintain an attitude of '**it could happen here**' and are vigilant.

Addressing inappropriate behaviour that helps prevent problematic, abusive and/or violent behaviour in the future is crucial to helping our children report their concerns and receive the support they need. All allegations of sexual violence or harassment are taken seriously and children are reassured that they will be supported and kept safe. Our staff will ensure that children feel empowered to express their concerns and are supported to discuss these openly with staff and other agencies if required.

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 however the initial response from staff will be led by Page 104 of KCSIE as will the gathering of the child's wishes and feelings. A DSL will be directly involved in dealing with any allegation of child on child sexual violence and sexual harassment.

Concern details will initially be handwritten to ensure facts are correctly noted and then will be stored on CPOMS – indicated by the sexual violence and harassment tab - and shared with parents and safeguarding partners. Risk assessments, if deemed necessary, will be produced to ensure the safety of pupils and will be kept under review. These will be stored on CPOMS and shared with all staff working with the child / children. .

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important

that the child perpetrator is also recognised as a victim.

We recognise that CCE and CSE involve a power imbalance and that more vulnerable children e.g. those children with special educational needs can become victims of this form of exploitation and coercion.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. In these cases children will need additional support from DSLs and other agencies to feel supported in moving forwards.

In the case of a reported incident of CCE or CSE DSLs will work with the victim to ensure that can make a report of the concern and will liaise with other agencies e.g. Police, social care to ensure the victim and family are supported. Concerns will be recorded and stored on CPOMS.

Staff training in these areas are provide on a weekly team brief and shared with all staff. Specific training is completed by DSLs and records stored in the safeguarding training file in the HT office.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- 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

These are called 'protected characteristics' 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 disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include:

- Looked after children.
- Young carers.
- Bullying related to home circumstances.
- Bullying related to appearance or health.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children – [Miss K O'Neill](#) - who will liaise with staff and children to ensure that they are supported and know where to go for help.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Prejudice Related Language Racist, homophobic, biphobic, transphobic and disablist 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.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. Brooklands Primary School acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents or carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Responding to and Reporting Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Reporting systems for: Children in school, including bystanders:

To whom should the concern be reported to?

To Class teacher or a Designated Safeguarding Lead (Big Question PowerPoints show children weekly who the DSLs in school are). These are referred to by teachers during Crew Time.

How will it be recorded?

The Class teacher will speak to a DSL and the incident will be logged on CPOMS.

In addition, pupil voice is gathered through the School Council and Hot Chocolate Fridays. Crew time and the weekly big question allows classes to explore topics around bullying and feedback to teaching staff.

This is subsequently discussed by SLT or during staff meetings.

Are there confidential ways of reporting?

Worry box (monster) in each classroom, which is checked daily by the class teacher and allows children to report an incident confidentially. These reports are always taken seriously and actioned immediately.

How are people encouraged to report?

Children are encouraged to use the STOP 1 and STOP 2 strategy to identify if they are being bullied and who they can talk to.

Children are encouraged to talk to their class teacher, a DSL outlined on class posters, and also their pupil voice representative in their class.

Parents/Carers: To whom should the concern be reported to?

Concerns should be reported to the class teacher; the teacher will then report concerns to the DSL.

How will it be recorded?

Incidents will be logged CPOMS.

Are there confidential ways of reporting?

Dojo messaging sends the message directly to the teacher. The school email address is available at <https://www.brooklands.derbyshire.sch.uk> for confidential concerns to be emailed to specific members of staff. Also, a telephone appointment can be made by ring the office.

How are people encouraged to report?

Dojo messaging directly to class teacher; telephone appointment with teacher or DSL; email sent to school

office.

All staff and visitors: To whom should the concern be reported to?

If the concern is regarding a child/children, concerns should be reported to the child's/children's teacher or reported to a DSL shown on the posters around school. If a concern is regarding a member of staff, concerns should be discussed with the Head Teacher or a member of SLT.

How will it be recorded?

Incidents will be logged CPOMS.

Are there confidential ways of reporting?

Reports sent to the office or discussed via telephone appointment are confidential.

How are people encouraged to report?

Vis the school email address available at <https://www.brooklands.derbyshire.sch.uk> for confidential concerns to be emailed to specific members of staff. Telephone appointment with specific member of staff.

Responsibilities

The Head Teacher

The Headteacher has overall responsibility for the policy and its implementation; and liaising with the governing body, parents/carers, LA and outside agencies

The Headteacher:

- ensures that all pupils know that bullying is wrong, and that it is unacceptable in our schools
- sets the climate of mutual respect and praise for success, so bullying is less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of the behaviour
- encourages open lines of communication between members of staff, as well as between staff and pupils
- reports to the Governors and Flying High Trust about the effectiveness of the anti-bullying policy on request
- ensures that the Behaviour Regulation Policy is followed with regards to consequences that may be received for bullying behaviour

The Role of the Staff

Staff in our school take all forms of bullying seriously. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. All staff have responsibility for managing and dealing with any incidents which may involve bullying and reporting bullying incidents to a DSL. Staff will inform parents of any incidences of bullying who may then be invited in for a meeting to discuss the issues. If any adult witnesses an act of bullying, they should consult the class teacher, DSL or, if unavailable, a member of SLT who will look into the matter, ensure it is dealt with and record the event appropriately, consulting with the Head Teacher where appropriate. All incidents of bullying are logged on CPOMS where we record all incidents of bullying behaviour that occur.

The Role of Parents/Carers

Parents/carers who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If parents feel that their concern has not been dealt with, they should make an appointment to see the Phase lead or member of SLT. The next step is to see the Head Teacher. Should the concern remain, a parent should contact the Chair of Governors. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures. When an incident has been reported, the school will take the following steps:

- Interview all parties including target, bully and all others involved.
- Inform parents and/or carers of the situation.

- Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken.
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate.
- Follow up all reported incidents, keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Have a clear complaints' procedure for parents/carers who are not satisfied with the school's actions (see school complaints policy).
- Have a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate.
- 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.
- Liaise with the DSL if there are any safeguarding issues to consider – who may refer on to Starting Point.
- Liaise with the lead for young carers and looked after children where appropriate.
- Refer to starting point and complete an EHAF if appropriate.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks her to conduct an investigation into the case and to report back to a representative of the governing body.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be logged on CPOMS. Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that as a school we record these incidents for our own information and to inform planning of interventions. Information stored in school will be used to ensure individual 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 meeting agenda items, staff briefings and curriculum planning. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies. All information will be stored in accordance with GDPR.

Prevention

As part of our on-going commitment to the safety and welfare of our pupils, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- The introduction of the [Diana Anti-Bullying Ambassador Programme](#)
- Delivery of effective PSHE through the Jigsaw Scheme.
- Promote Anti-bullying week annually in November.
- SMSC/British values teaching which is both discrete and through the wider curriculum.
- Whole school/class assemblies which discuss British Values and celebrate good behaviour.
- Crew Time and the "big question" of the week.
- A child-friendly Anti-bullying policy which is developed in conjunction with the school council and shared with children.
- Specific curriculum input on areas of concern such as Cyber-bullying and internet safety (see the E-safety policy for more detail).
- Introduction of the i-Vengers online safety crew
- Student voice through the classroom, Hot Chocolate Fridays and school councils.
- Worry boxes in classrooms.
- Daily reference to our school values – safe, kind and proud.
- Playground buddying and peer support.

- Staff training and development for all staff where appropriate.
- Working closely with partner agencies

As part of our ongoing commitment to the safety and welfare of our pupils we at Brooklands Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. Strategies are used both as part of the curriculum and across the whole school including celebrating good behaviour and achievements.

For example:

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values.
- Anti-Bullying week annually in November and Safer Internet Day in February.
- RSHE and PSHE lessons and cross curriculum themes including work on challenging prejudice related language and behaviour and challenging unconscious bias.
- Celebration events.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety.
- Student voice, school council and class council meetings.
- Peer mentoring and support schemes and playground buddying
- Resilience leader programme
- 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.
- Reactive programmes for vulnerable groups or groups involved in bullying.

For example:

- Restorative approach, which is modelled by all members of staff.
- Counselling schemes and pastoral interventions.
- Small group work and social interventions.
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.
- Support for parents/carers Parent groups
- Parent information events/ information-on the school website

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 and modelling restorative approach.
- Staff training around curriculum delivery of PSHE related curriculum areas.
- Anti-bullying Alliance online training modules for all staff.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; forced marriage and honour based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Monitoring and Review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request. Our anti-bullying policy is the governors' responsibility to review its effectiveness annually. They do this by examining the school's behaviour reporting, safeguarding reporting,

and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents. The policy will be reviewed and updated every two years.

Links with other policies

- Behaviour policy
- Safeguarding policy
- Equalities policy
- PSHE/SRE policy
- Confidentiality policy
- Computing/e-safety policy
- Complaints policy

Policy Development

This policy was formulated in consultation with the whole school community with input from:

- Members of staff (through regular agenda items at staff meetings, class provision maps and phase meetings)
- Governors (discussions at governor meetings)
- Parents/carers (parents will be encouraged to contribute by taking part in written consultations and parent meetings)
- Children and young people (pupils contribute to the development of the policy through the School Council, our Big Questions and Crew Time, Hot Chocolate Fridays, Behaviour Buddy scheme, Resilience Leaders etc.)
- The School Council will develop a pupil friendly version to be displayed in every classroom.
- Other partners (Flying High Partnership, PE providers, safeguarding partners etc.)

This policy is available:

- Online at www.brooklands.derbyshire.sch.uk
- From the school office.
- Child friendly versions are being developed and will be available in the classrooms for pupils to read