



# BROOMFIELD SCHOOL



## ANTI-BULLYING POLICY

This policy should be read in conjunction with the School's Behaviour for Learning and Achievement Policy.

**Adopted by the Community Committee – 16<sup>th</sup> October 2018**



### **Pupil Mission Statement**

*“Our school will always be a bully-free environment, where discrimination, segregation and isolation will never be tolerated. Pupils, teachers and governors will work in collaboration to ensure the optimum safety of every member of the Broomfield Community. Together we will make everyone in our community feel accepted for who they are regardless of age, disability, gender, race, ethnicity, religion, belief or sexual orientation.”* (Anti-Bullying Peer Mentors, March 2015)

We want to make sure that all pupils feel safe at Broomfield and accepted into our school community. Our ethos is one of inclusion and mutual respect. Bullying of any kind will not be tolerated, whether it is a one-off incident or an on-going issue. Bullying can be verbal or physical and includes any form of cyber-bullying. It can be directed at both staff and pupils.

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. 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. This also includes online cyber bullying or other forms of bullying via social media. *(Please see the School’s Behaviour for Learning and Achievement Policy.)*

We work hard to prevent bullying in our school by ensuring that our ethos of inclusion and mutual respect is at the heart of our curriculum and everything we do. We make it very clear to pupils what is expected of them in terms of respecting their peers, the staff and the wider community in general.

If an allegation of bullying is made, the school will take it seriously and act as quickly as possible to establish the facts and take action if required.

**Bullying is defined as** ‘deliberately hurtful - physically or emotionally - behaviour by an individual or a group, usually although not necessarily, repeated over a period of time; bullying can be a ‘one off’. Bullying results in pain and distress to the victim.

**Bullying is never justified** and is not excused by such as ‘kids are kids’, ‘I was just joking’ or ‘it was just banter’ or any other explanation.

**The victim is never ‘responsible’** for being a target of bullying Support is given to all.

Bullying can take many forms; for instance, cyber-bullying via text messages or the internet or via social media, and is at times is motivated by prejudice against particular groups; for example on grounds of race, religion, gender, sexual orientation, disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It must be noted that bullying is often breaking the law and may result in police involvement.



## **Forms of Bullying**

There are many different forms of bullying; these can be seen in detail below and examples of each form are given.

<b>Forms of Bullying</b>	<b>Examples</b>
<b>Verbal</b>	<ul style="list-style-type: none"><li>• name calling</li><li>• cussing / “banter”</li><li>• spreading rumours</li><li>• offensive language</li><li>• making jokes</li><li>• making threats</li></ul> Examples: ‘Your mum’, ‘You have no friends – no-one likes you’.
<b>Physical</b>	<ul style="list-style-type: none"><li>• using or threatening violence against a person</li><li>• stealing someone’s possessions</li></ul> Examples: kicking, punching, throwing objects at them, spitting.
<b>Sexual</b>	<ul style="list-style-type: none"><li>• sexualised comments</li><li>• unwanted physical touching</li><li>• drawing/writing about a person’s body parts</li><li>• peer pressure to perform sexual acts</li></ul> Examples: grabbing of body parts e.g. bottom, breasts,
<b>Visual</b>	<ul style="list-style-type: none"><li>• graffiti</li><li>• offensive notes</li><li>• destroying someone’s property</li><li>• offensive gestures</li></ul> Examples: written messages on the toilet walls or on their book
<b>Emotional/Relationship</b>	<ul style="list-style-type: none"><li>• being left out or ostracised</li><li>• peer pressure (pressurising someone to behave in a certain way)</li><li>• to isolate or ignore someone</li><li>• belittling someone</li><li>• being unfriendly</li></ul>



	Examples: hiding possessions, encouraging others to dislike them
<b>Prejudicial</b>	<ul style="list-style-type: none"><li>• racial taunts</li><li>• jokes about disability</li><li>• gestures</li><li>• physical threats directed at one's race, religion, ethnicity or culture</li></ul> Examples: making comments about pupils, calling someone an offensive name, pulling a girl's scarf (qamaar), specific comments making reference to a person's race or ethnic background
<b>Homophobic</b>	<ul style="list-style-type: none"><li>• Name calling – focusing on the issue of sexuality</li><li>• Gestures and threats</li></ul> Examples: comments about appearance, voice, clothes and characteristics.
<b>Cyber / social media</b>	When any areas of internet and modern technology are used to demean or hurt people, for example: <ul style="list-style-type: none"><li>• Text messages</li><li>• Email</li><li>• MSN, facebook, Twitter,</li><li>• Misuse of technology (camera and video facilities on phones)</li><li>• BBM, Instagram, YouTube, Snapchat</li></ul> Examples: filming of fights / abuse, verbal or physical, and placing on YouTube, comments on MSN walls (see E-safety policy)



## **Signs and Symptoms of Bullying**

A young person may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems, but bullying should be considered a possibility. The key is recognising a change in the behaviour of a young person.

<b>Signs and Symptoms</b>	
<b>Physical</b>	<ul style="list-style-type: none"><li>• Bruises/marks on skin,</li><li>• Ripped clothes</li><li>• Self-harm,</li><li>• Crying – showing emotions,</li><li>• Increased aggression,</li><li>• Loss of appetite,</li><li>• Weight loss/gain</li><li>• Being ill with no obvious ailments i.e. period pains, stomach ache</li><li>• Looking miserable/low</li><li>• Tired, clearly not sleeping</li><li>• Quietness</li><li>• No eye contact</li><li>• Personal hygiene – not washing or caring for oneself</li></ul>
<b>Emotional/Relationship</b>	<ul style="list-style-type: none"><li>• Withdrawn</li><li>• Change in emotions/reactions</li><li>• Jumpy</li><li>• Moody</li><li>• depressed</li></ul>
<b>Social</b>	<ul style="list-style-type: none"><li>• Often alone at school</li><li>• Staying in his/her room, refusing to come out</li><li>• Refusing to walk to school and/or begging for a lift</li><li>• Change in routine</li><li>• Lack of/reduction in communication</li></ul>



	<ul style="list-style-type: none"><li>• Disruptive behaviour</li><li>• Asking for additional money or stealing</li><li>• Hanging around at the end of a lesson</li><li>• Not going out for break/lunchtime</li><li>• Trying to fit in (change of dress)</li><li>• Change in friendship group</li><li>• Dramatic change in appearance</li></ul>
<b>Academic</b>	<ul style="list-style-type: none"><li>• Losing interest in work</li><li>• Not going to specific lessons</li><li>• Dramatic drop in grades</li></ul>



**What can you do?** - There is a job for us all if we want to reduce bullying at Broomfield School.

**Victims should seek help and not accept that this is how they should be treated**

- Tell a member of staff who you trust
- Tell your parents
- Tell an Anti-Bullying Peer Mentor (see Appendix 1)
- Tell a friend, friends give support and may help to give you the courage to inform a teacher
- Write a note to a teacher or someone that you trust in school

**Pupils - If you see another student getting bullied**

- Help the victim by telling a teacher
- Don't support or join in with the bully
- Don't encourage through laughing

**Parents of Victims should...**

- Inform the school immediately - the school needs to be aware of the situation so that it can take action
- Help their son/daughter to be assertive but not aggressive and support the school's efforts to do this
- Communicate regularly with their child and talk openly about what is happening in school
- Recognise changes in behaviour and raise any concerns with the school
- Encourage their son/daughter to tell the school what is happening

**Parents of Bullies should...**

- Talk with their son/daughter about why they are treating another pupil in this way
- Discuss with the school the support to be put in place to ensure that this behaviour stops
- Support the sanction put in place by the school: warning, detention, internal exclusion, exclusion

**Teachers/School should....**

- Staff to be vigilant and report ALL incidents, it could be a pattern
- Stop any incidence of bullying witnessed immediately
- Approach the victim and offer support or guidance
- Be aware that it is not always immediately obvious that bullying is taking place.
- Report any instance of bullying or suspected bullying to the pastoral team immediately and follow this up with a written report
- Talk to other pupils to get a full picture and remove all pressure from the victim
- Approach other members of staff/teachers to see if they have recognised any bullying
- Be cautious of mentioning the victim's name to other pupils in tackling the issue
- Follow school systems (see below)



## **Broomfield School systems**

### **Procedures**

1. All incidents, or suspected incidents, are to be investigated and swift and appropriate action taken with the victim and the bully.
2. A written record is to be kept.
3. The incidents of bullying should be recorded in Sims and kept on the pupils' – victim and bully – files.
4. Parents of both victim and bully should be informed and where appropriate asked to come in to a meeting to discuss the problem.
5. If necessary and appropriate, the Safer School's police officer will be consulted.
6. The incidence of serious incidents are reported to the Governing Body of the school.

### **Outcomes**

1. The bullying is to stop.
2. The victim is to have received full and proper support.
3. The bully (bullies) may be asked to genuinely apologise; appropriate sanctions applied, appropriate support to ensure that the bully understands that bullying is wrong and behaves properly in future.
4. If possible, the pupils will be reconciled.
5. In serious very serious cases permanent exclusion may be used.
6. In some cases, it may be necessary to refer to the police, social services or another outside agency.
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Supporting the pupils**

The school offers a wide range of interventions to support young people through difficult times including bullying. Where necessary support can be put in place relatively quickly. A referral will usually be a result of a 3-way discussion between parent, pupil and school namely.

### **Some Possible Support Interventions:**

- Tutor, Pastoral Officer, Key Worker and Achievement Leader monitoring and support
- School counsellor service
- Encourage participation in confidence boosters i.e. drama and sports activities
- School trips e.g. Outward Bound to take their minds off the situation and develop skills
- Meetings or discussions with other victims
- Counselling/Mediation between the bully and victim – with support and supervision
- Attempt different methods of encouraging victims to talk
- Restorative Justice
- Referral to an outside agency, such as social care if it is a safeguarding issue.





### **Appendix 1**

#### **The Aims and Role of the Anti-Bullying Peer Mentor**

- Always to report to staff every bullying instance.
- To support pupils who are experiencing difficulties, especially those who are not confident (or do not wish) to speak to an adult about their worries in the first instance.
- To support and assist the school in promoting the ethos of anti-bullying.
- To help resolve reported incidences of bullying or harassment.

#### **Vulnerable pupils can seek help by:**

- Speaking to an anti-bullying peer mentor in the “Talk Zone” which is manned before school, at lunchtime or after school daily.
- Speaking to members of staff, including form tutors.

### **Appendix 2**

**Anti-Bullying Statement - This statement is to appear in all pupil planners.**

**The Broomfield community rejects bullying of any kind.**

Bullying **is** behaviour that is deliberately designed to intimidate and control others and which leaves a person unhappy, bewildered, frightened or threatened. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any use of violence
- Prejudicial– prejudiced remarks, graffiti and gestures on grounds of race, gender, sexuality or disability can constitute
- Sexual - unwanted physical contact, sexually abusive or offensive comments
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - malicious text messages on mobile phones, on social networking sites or through emails.

#### **Broomfield School will:**

- Take consistent action on all incidents of bullying behaviour. In serious cases the school may permanently exclude those responsible for bullying.
- Heighten the awareness of all pupils, staff and parents about what is regarded as bullying behaviour.
- Educate pupils in proper behaviour.

**Any pupil who is aware that someone is being bullied or feels they might be a victim of bullying should talk to their Achievement Director, the Pastoral Team or any other member of staff immediately. Alternatively, report the bullying to an Anti-bullying Peer Mentor (see appendix 1)**



### **Appendix 3 - Further sources of information**

Preventing and tackling bullying, Advice for head teachers, staff and governing bodies, October 2014)

**Other departmental advice and guidance you may be interested in** DfE Behaviour and Discipline in Schools Guidance

**Legislative links** Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010, Power to tackle poor behaviour outside school, The Equality Act 2010

### **Specialist organisations**

#### **The Anti-Bullying Alliance (ABA):**

Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

#### **BeatBullying:**

A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

#### **Kidscape:**

Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

#### **The Diana Award:**

Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

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#### **Cyber-bullying**

'ChildNet International': Specialist resources for young people to raise awareness of online safety and how to protect themselves

'Think U Know': resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

'Digizen': provides online safety information for educators, parents, carers and young people. 11

'Advice on Child Internet Safety 1.0': The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

#### **LGBT**

'EACH': A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

#### **SEND**

'Mencap': Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

'Cyberbullying and children and young people with SEN and disabilities': Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying

#### **Racism**

'Show Racism the Red Card': Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

'Kick it Out': Uses the appeal of football to educate young people about racism and provide education packs for schools.

'Anne Frank Trust': Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

End of Policy and Appendices.