Anti - Bullying Policy

This policy outlines the commitment that Brenkley School makes to provide a caring, safe environment so all pupils can learn in a secure atmosphere, protected from harassment, bullying and discrimination.

This policy applies to **ALL STAFF AND PUPILS** of Brenkley School.

Bullying of any kind is unacceptable at our school. This includes physical, non-verbal, verbal, indirect, cyber, homophobic, racist, sexual, social and SEND bullying.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, or because a pupil is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences. It can take the form of physical or verbal harassment and involves an imbalance of power (a group of pupils can gang upon a victim or someone else, for instance).

Bullying can happen in any school. We have these principles and aims in place to ensure that bullying, when it does occur, is quickly stopped. Bullying behaviour can include name-calling, teasing, insulting someone (particularly about their weight or height, race, sexual orientation, religion, or other personal traits), pushing, hitting, or excluding someone. Relationships between young people can and do break down from time to time. To minimize the number of times these differences lead to bullying requires each individual to respect others.

Bullying can be by a single person or by a group (or gang). “Bullying” usually, but not exclusively, has three common elements:

It is deliberately hurtful

It is repeated, often over a long period of time

It is difficult for those being bullied to defend themselves.

The damage inflicted by bullying is often underestimated and can cause considerable distress to pupils to the extent that it affects their health and development. In the extreme it can cause significant harm, including self-harm.

Aims

- To ensure that school is a safe, secure, and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation.
- To ensure that all staff and pupils are aware of what constitutes bullying and

can identify key indicators of bullying behaviours
- To encourage pupils and staff to be part of a 'telling school'.
- All staff must be aware of their responsibility to listen and to take seriously any allegation of bullying and fully investigate all incidents reported to them.

- The issue of bullying in school will be tackled proactively for the benefit of all young people in the area.
- To create an anti-bullying culture through discussing the issues of bullying in the PSHE programme.

Definition of bullying

All parties accept the definition of bullying as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying can be described as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal, or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

Bullying should always be taken seriously. All bullying is unacceptable.

Safeguarding of pupils who have been bullied

If there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm because of bullying, Brenkley School will consult, and staff must refer such instances immediately to the Headteacher.
Even when safeguarding is not an issue, staff may consult and work with external agencies to support pupils who are being bullied or involved in bullying behaviour.
Brenkley School will take seriously any complaints of bullying and will deal with these complaints in line with the school's relevant policies.
Any incident where a pupil has been the subject of an assault, theft or harassment must be reported to the police at the earliest opportunity via the DSL.
When there is suspicion or an allegation of a pupil having been sexually abused or being likely to sexually abuse another child, it should be referred immediately to Children's Social Care or the Police in line with the school's relevant policies and local procedures.

Bullying does not only occur between young people. The above definition can also be seen to characterise some relationships between adults or between adults and young people. In more serious instances where adults abuse their power over a young person or a young person abuses their power over another young person, bullying may be viewed as child abuse and should be treated as such.

Seven common elements of Bullying

Bullying is deliberately hurtful. It typically has seven elements:

1. An initial desire to hurt.
2. The desire is expressed in action.
3. Someone is hurt either physically or emotionally.
4. There is an imbalance of power.
5. It is without justification.
6. It is typically repeated.
7. There is evident enjoyment by those who bully.

Bullying can also stem from thoughtlessness, such as in name calling or from institutionalised attitudes, for example in relation to gender or race. That does not make it any less acceptable.

The three typical forms of Bullying

Bullying can typically take three forms:

1. Physical bullying, such as hitting, kicking, taking belongings.
2. Verbal bullying, such as name calling, insulting, making offensive remarks.
3. Indirect bullying, such as spreading nasty stories, exclusion from social groups.

Name calling is the most common direct form. This may be because of individual characteristics. However, pupils can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or maternity, gender reassignment or some form of disability.

The use of mobile phones to text insulting, obscene or threatening messages is both verbal and indirect bullying. The use of phones, including camera phones to harass or transmit derogatory text messages and or photographs must also be viewed as bullying.

Bullying is always significant to the person being bullied.

All these things affect people in different ways and each person will react differently when bullied. We believe that if a person feels intimidated or is made to feel unsafe by the words/actions of another person then he or she is being bullied.

No case brought to our attention will be viewed as unimportant. We want everyone in

our school to view bullying as anti-social behaviour which is unacceptable, and which will not be tolerated.

Types of Bullying

There are different types of bullying such as:

- Name calling.
- Spreading rumours.
- Causing physical pain.
- Stealing possessions.
- Leaving you out.
- Texting mean messages.
- Filming you on mobiles then spreading it about.
- Sending derogatory, unkind or insulting emails or messages on social networking sites.

However, there is a difference between bullying and falling out between friends. People can be hurtful to each other because of thoughtlessness, but if this is intentional then this can also be bullying.

Racist Bullying

The Macpherson (1999) report defines racist bullying as ***"any incident which is perceived to be racist by the victim or any other person".***

A young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery/mimicry.
- Physical aggression or threats.
- Wearing offensive or provocative badges or other insignia.
- Bringing racist leaflets, comics or magazines into the school.
- Racist inciting of others.
- Racist graffiti or other written insults including against food, music, dress or customs.
- A refusal to associate with someone of other ethnic origin in work or play.

Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling.
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendoes and propositions.
- Pornographic material.
- Graffiti with sexual content.

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would always be involved as these are criminal offences.

Sexual Orientation Bullying

A person does not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

For further information and guidance consult the DfES publication on homophobic bullying 'Stand Up for Us' 2004.

Disability Bullying

Young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. Bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these young people may not be able to articulate their experiences.

Everyone within the school community has the right to work in a safe, secure environment and the right to mutual respect.

The role of the pupils

The role of our pupils in the successful implementation of this policy is fundamental. Pupils should know that hurting someone (physically or emotionally) is wrong and that bullying is wrong. Pupils should tell any adult (school staff or parent) if they feel they are being bullied. If bullying persists, they must keep on letting people know.

The role of teacher and other staff in school

- All staff take all forms of bullying seriously; they aim to ensure bullying is not acceptable at our school. Classroom staff should communicate to pupils the message that hurting someone (physically or emotionally) is wrong and that bullying is wrong and unacceptable.
- If a staff member witnesses an act of bullying, they should investigate it themselves and share the details with the Headteacher or the Proprietor. This should be done by using an Incident Report form (IRF).
- Adults will fully support a pupil who is or has been being bullied. Time should be spent with the pupil to restore the pupil's confidence, happiness and other aspects of health – adults within the school will monitor and restore the pupils' wellbeing through checks, smiles and other 'signs' that they are being looked after and are safe. The pupil's parents, carers or others will also be consulted.
- School staff aim to stop the problem for the pupils being bullied. This will be done through the application behaviour policy, informing parents, carers or others and possible involvement of outside agencies.
- Sometime will be spent with the pupil who has bullied to explore reasons for

his/her actions and demonstrating why their actions are unacceptable.

- All staff should equip themselves with skills and awareness e.g. through CPD, Policies and by seeking advice.
- All classroom staff should follow PSHE (Personal, Social, Health Education) guidance to ensure our pupils are fully aware of what bullying is and how we tackle it as a school.
- All staff will follow the principles set out in this policy in order to continue our school climate of mutual support and praise, so making bullying at Brenkley School even less likely.

The role of the Headteacher

- All principles and roles from this policy are implemented.
- All staff are aware of their roles and responsibility for the prevention of bullying at Brenkley School.
- That they follow all principles and roles from this policy.
- To hold a record of all bullying incidents, including any racist, homophobic or gender-phobic.

The role of parents, carers and others

- Parents, carers and others have the responsibility of supporting this policy on positive relationships.
- Parents, carers or others concerned about bullying should contact their pupil's Class Teacher straight away. If a parent is worried that their child is being bullied, we encourage them to contact school as soon as possible. Please do not leave these for a period of time hoping it will subside. The quicker school knows the easier the issues are to resolve.
- If a parent, carer or others suspects their child may be bullying someone else we would also encourage them to contact the school to ensure that any targetted work can be done with their child.

The following procedures will be observed when a report of bullying is reported:

Report - staff will record and investigate all bullying incidents in order to stop the bullying quickly.

React - Interventions will be implemented.

Reassure/Review - The situation will continue to be monitored to reassure the pupil.

Bullying due to Relationships and Behaviour Policy Statement

Racist, homophobic, harassment and other serious incidents

Significant behaviour incidents must be recorded. These include racist, homophobic or other incidents amounting to prejudice or discrimination, and incidents which are serious enough to warrant at least five warnings. This applies to incidents amongst children and / or adults.

The teacher will note the incident on an IRF identifying whether the behaviour is one involving harassment, a Racist incident or Homophobic behaviour.

Harassment in the Equality Act 2010 means unwanted behaviour which has the purpose or effect of violating the dignity of another person or creating for that person an intimidating, hostile, degrading and humiliating or offensive environment.

The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'.

A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual or Transgender (LGBT). At its most benign it involves passive resentment of LGBT men and women. In its most destructive form, it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. Homophobic behaviour can start in the early years of school, when children frequently misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. ('Stand Up For Us', DfES, 2004.)