

# Brookes UK

## Preventing And Tackling Bullying Policy

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**Please also refer to the Behaviour Policy and Child Protection and Safeguarding Policy**

## Introduction

### Standards of behaviour at Brookes UK

All staff at Brookes UK are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of staff. Bullying will not be tolerated at Brookes UK. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. As a school community, all staff have a responsibility to respond promptly and effectively to all issues of bullying.

## Aims

### Our Preventing and Tackling Bullying Policy will:

- Identify the different forms of bullying that may occur in school;
- Support staff and parents to take appropriate action when a report of bullying is made;
- Assure pupils and parents that they will be supported when bullying is reported;
- Ensure all allegations of bullying will be properly investigated and recorded;

### Actions the school will take:

- Identify effective anti-bullying practices as a high priority;
- Encourage children and parents to report incidents of bullying to the school in the knowledge that appropriate and effective action will be taken;
- Ensure all staff are particularly aware of vulnerable children/students who might become a target for bullying;
- Require every teacher to provide pastoral support for children in their form class who are vulnerable or have been bullied. The SENDCo provides additional pastoral care in collaboration with the class teacher to ensure continuity is provided at all times of the school day and beyond.
- Ensure staff work closely with the SENDCo to use effective strategies to support vulnerable pupils so understand and recognise potential bullying situations and feel confident to report concerns to a trusted adult;
- Clarify what we expect all members of the school community to do when they either see, hear about or are subject to incidents of bullying;
- Ensure that all incidents of bullying in school are recorded;
- Ensure that the victims of bullying are effectively supported;
- Ensure that the parents of both the victim and perpetrator of bullying are informed and understand the required actions that will be taken.

### Bullying is identified as:

The use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. This can be physical or emotional. It is a selfish act, influencing another child's behaviour and emotional stability by means of aggression. Many children both use and experience bullying behaviour at one time or another. The following list sets out the different forms that Brookes UK identifies for all members of the school community to know and understand.

- |            |  |
|------------|--|
| Emotional: | excluding, tormenting, hiding things, threatening, making gestures |
| Physical:  | pushing, kicking, hitting, punching, any use of violence           |

Racist:	racist name calling, taunts, graffiti, gestures
Sexual:	unwanted physical contact or sexually abusive comments
Homophobic:	because of or focusing on the issue of sexuality
Verbal:	name-calling, sarcasm, spreading rumours, teasing making fun of other children's families
Cyber:	all areas of Internet, such as email & internet chat room misuse, comments on Facebook/Snapchat etc, mobile phone threat by text messaging & calls, misuse associated technology, i.e. camera & video facilities (see below).

Cyber Bullying Members of staff are also aware that bullying can be carried out through cyberspace. Children should be encouraged to tell someone if they are being bullied in this way. Guidance is also given in ICT lessons when the children are taught about internet safety.

**Not all unkind behaviour is bullying. Unkindness turns into bullying when:**

- It is repeated and goes on over time
- It is deliberate and not accidental
- It involves the person doing the bullying having some sort of power over the person experiencing the bullying.

## **Anti-Bullying - Educational Provision at Brookes UK**

The Personal, Social and Emotional development of every child at Brookes UK is central to our teaching and learning strategy. This educational aspect prioritises the need to equip every child with the essential skills to make meaningful and lasting relationships as well as acquire the necessary skills to manage conflict and seek support when challenging behaviours occur. Internet Safety week is used to highlight key issues on an annual basis, focusing on safety and in particular Cyber Bullying.

**If you are a child and you are being bullied you should:**

- Tell an adult in school, or someone at home straight away.
- Take a friend with you if you want.
- Keep telling until the bullying stops.

**If you are a child and you see someone being bullied you should:**

- Tell someone straight away.
- Don't stay and watch, go and get help.
- Don't ignore it.

**If you are a parent you should:**

- Watch out for any signs that your child might be a victim of bullying.
- Listen to your child and take reports of bullying seriously (but remember there are often two sides to a story)
- If you think that your child is being bullied, contact the school straight away. Speak to your child's teacher or a senior member of staff.
- Work with the school. Help us to make sure of the facts and support your child through the incident.
- It can take more than one attempt to stop bullying. Don't hesitate to contact us again if you think that it is continuing.

**At Brookes UK we will:**

- Ensure that the child's class teacher is made aware of any concerns or reports of bullying;
- Take allegations of bullying seriously and undertake a thorough investigation;
- Record allegations and decide whether to deal with the matter themselves or to involve senior staff;
- Inform parents who will be asked to come into school to discuss serious concerns;
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed;
- Where there are child protection concerns report any incidents of bullying to children's services (see Safeguarding Policy);
- Work with other agencies and the wider community to tackle bullying that is happening outside school;
- Talk with the bullied person about his/her feelings, investigate who was involved, seek the child's permission to meet with all those involved. Find out from the child what they would find helpful, the bullied child chooses whether or not to be at the meeting;
- The children involved in the bullying and other children if appropriate, talk about how the bullied person feels, details of the incident are not discussed and a no blame approach is used, each group member is asked to suggest a way in which the bullied person could be helped, the adult does not extract promises of improved behaviour, responsibility is given to the group to solve the problem. The adult then meets with the bullied child again to determine what progress has been made to resolve the issues. This allows for monitoring and keeps each group member involved in the process. Supporting and monitoring continues until all children and parents involved are happy that any bullying concerns have been removed.

**Consequences of bullying (depending on seriousness) may include:**

- Lunchtime or playtime exclusions
- Internal exclusion from own class
- Meeting with parents
- Behaviour contracts
- Referral to SENDCo
- Exclusion from school

## Recording

A central log of all incidents and allegations of bullying is held by the Principal. All staff must inform the Principal of allegations of bullying by recording the behaviour on isams 'Wellbeing Manager", even if they are dealing with the problem themselves.

### **How will we know if the policy is succeeding?**

#### **Indicators of success will include:**

- parents approaching staff with concerns in a way that indicates confidence about the outcome;
- children approaching staff with concerns in a way that indicates confidence about the outcome;
- staff using the procedures in a consistent and systematic way;
- decline in the number of online and cyberbullying incidents reported and/or detected;
- decline over time in the number and frequency of reports of bullying and
- in the long term, improved well-being and achievement.

### **How will the policy be monitored?**

All incidents are reviewed during the Safeguarding ½ termly meetings.

This will be monitored as above, to check on the well-being of any child who has experienced bullying, to spot persistent bullying or any emerging patterns.

## DfE Notes and Guidance

Brookes UK pays regard to DfE advice Preventing and Tackling Bullying (July 2017) which advises:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.
- Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derives from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

## Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available - see below for a link to this document. For more information on how to respond to cyberbullying and how pupils can keep themselves safe, please visit [Childnet International](#).

### Use of Technologies:

#### Brookes UK will pay due regard to:

- The use of mobile phones by pupils in school (whether allowed, banned, handed in and later collected, or otherwise restricted).
- Guidance about the taking of official and parental photographs of pupils in school.
- Use of computers and other devices in school, including filtering and monitoring of internet usage.
- Use of a computer other than in lessons (for example - in boarding houses, library areas and similar)
- Age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/photographs.
- Use of technologies to tease, bully or threaten.

- Shared information, discussion and co-operation between teachers and parents.

## The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation (Protected Characteristics). The duty had three aims. It requires public bodies to have due regard to the need 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

## Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school SDP should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

## Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known to be false by the sender

## Linked Policies/Documents

Behaviour Policy & Relationships Policy

Child Protection and Safeguarding Policy

Equalities and Cohesion Policy

SEND policy

E-Safety Policy

Prevent Risk Assessment