

BROMPTON HALL SCHOOL

Anti-Bullying Policy

Safeguarding and Welfare

Reviewed By	Approved By	Date of Approval	Next Review Date
Sharon Young	SMT	November 2021	As necessary

Anti-Bullying Policy

Statement

We the staff and Governing Body of Brompton Hall School declare ourselves to be opposed to bullying in any form; this includes racial, cultural, religious, homophobic and cyber bullying. Known instances of bullying will be dealt with using the schools aims and procedures whenever they arise; in a prompt, caring professional manner paying particular attention to the needs of the victim(s).

Our Aims

We aim to foster good relationships amongst the pupils themselves and between staff and pupils.

We aim to guide pupils enabling them to make informed and sensible decisions in all aspects of their lives.

We aim to develop caring and responsible attitudes throughout the school.

We aim to prevent bullying from occurring by developing the right atmosphere in school.

Definitions and Affects

We would define bullying as any sort of physical or psychological intimidation by those in a position of power over those who are unable to defend themselves. It implies a wilful, conscious, desire to harm, hurt, threaten or frighten another person with the intention of causing distress.

Bullying is usually done for the bully's personal gain or gratification, often aimed at impressing others.

Bullying affects:

- the victims who often already suffer from poor self image.
- the bully for whom such behaviour may lead to other forms of anti-social activity.
- the bystanders who may be frightened as a result of the bullying activities.
- the staff who may be seen as ineffective in dealing with such behaviour.

This kind of behaviour is not to be tolerated and must be actively discouraged by all staff at Brompton Hall. A whole school approach is necessary in order to maintain an anti-bullying campaign. This should stress to all pupils and all staff that bullying is unacceptable in our school community.

Staff must be aware of the circumstances, times and places where bullying might take place, eg unstructured times, playgrounds, toilet areas, cyberbullying, etc. They must also be aware of the

many ways in which bullies may intimidate others; these may range from the subtlety of a "knowing glance" to direct physical aggression.

There are many definitions of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated often over a period of time
- it is difficult for those being bullied to defend themselves

Bullying can take many forms but three main types are:

- physical - hitting, kicking, taking belongings
- verbal - name-calling, insulting, racist remarks
- indirect - spreading nasty stories about someone, excluding someone from social groups.
- Cyberbullying – Bullying a person through the internet in particular via Social Media. This can include posting things online or sending unkind and hurtful messages to the victim.

Bullying outside school premises

Teachers have the power to implement consequences for 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. In all cases of misbehaviour or bullying the teacher can only implement consequences for the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside school. The wider search powers included in the Education Act 2011 enables teachers to tackle cyber-bullying by searching for and, if necessary, deleting inappropriate content on electronic devices, including mobile phones. School teaches safe use of technology (including social media) where relevant.

Combating Bullying

The problem of bullying is owned by everyone concerned. This means that the first step is that we acknowledge that it happens and we must all work towards eradicating it.

We must ensure that there is a good network of communication (between boys and boys / boys and staff / staff and staff / boys and parents / parents and staff) so that information is passed on and the problem can be tackled.

Discussing the topic with individuals, unit groups and classes will help to keep a raised awareness and provide the opportunity for the free flow of information. (We have already begun to remove the notion of *the grass* and replace it with *the community spirited individual*.)

We must maintain the anti-bullying campaign as a priority and constantly raise it as a whole school discussion topic. Senior Staff should take the lead in stressing how unacceptable bullying is in our school community, how weak bullies really are and how everything must be done to expose and prevent their actions.

Guidelines and Principles

For staff

- * Act as a role model for the pupils
- * Watch for early signs of distress (deterioration of work, spurious illness, isolation, the desire to be close to adults, low self-esteem, cuts and bruises etc).
- * Be available and willing to listen.
- * Record incidents and be seen to do so.
- * Offer the victim immediate support.
- * Report the incident to the pupil's tutor & key worker if necessary/complete a serious incident form and complete a Bullying Report Form or a Cyberbullying Report Form with the victim. See Appendix A and B for a copy of the forms.
- * Avoid 'bullying the bully' when applying sanctions. Look to conclude the matter in a manner acceptable to both the victim and the bully.
- * Ensure that all accessible areas of the school are patrolled at break times and during clubs etc
- * Speak to the child's parents or carers and ask them to review their child's social media use and offer advice to improve security settings etc.
- * Stop all observed incidents of bullying immediately. Deal with them there and then or as soon as is possible.
- * Use all pupils as a positive resource in collecting information.
- * Help the bully to become aware that his actions are considered to be bullying and that these are hurtful to the victim.
- * Try and find out why the bully bullies others and try to help him with his problems.
- * **Work from the principle that bullying is always wrong-** so that a victim is not made to feel guilty. (*Note: however, the victim must be made aware that some behaviour can easily be used as an excuse for bullying.*)
- * Use peer pressure against bullying, in a positive non-confrontational manner.
- * Help the pupils think about strategies to use.
- * Ensure that pupils know what to do when they are bullied.
- * Tell pupils from day one that no type of bullying is tolerated in school, including cyberbullying.
- * Tell pupils that they have a responsibility as a member of our community to speak up and identify incidents of bullying so that we can all work towards eradicating it.

All staff have a responsibility for dealing with an incident of bullying.

Incidents can be referred to the Bullying Committee who will investigate and hand out sanctions and punishments if required.

However, the school will continue to help both victim and bully through counselling; as, not only must we support and help the victim but also help the bully to be aware that his actions are hurtful to the victim and that he, too, may have a problem which requires the help of a person to talk with. It is in this area where a pupil's class tutor and key worker have a crucial part to play.

For Pupils

- * Stay with a group, avoid being on your own.
- * Get your *friends* together and say no to a bully.
- * Only go into places where bullying happens with a friend or an adult.
- * Tell a member of staff when something happens.
- * Tell them again if the bullying does not stop.
- * Try not to show the bully you are upset.... this may be difficult.
- * Remember that to *fight back* may make it worse. Talk to an adult before you try to *fight back*.
- * Just walk away from or ignore people who call you names.
- * Try to crack a joke when someone bullies you with words.
- * If you are in danger get away and find an adult.
- * If you are different in some way be proud of it! It is good to be an individual.
- * Tell yourself that you do not deserve to be bullied.
- * Never keep it to yourself.... there really are people (other boys and the staff) who want to help you.
- * Ask a parent, carer, teacher or other responsible adult to help you with the security settings on social media.
- * Keep a copy of any messages or posts that have been sent or shared with you and show them to an adult.

For Parents

- Watch for signs (not wanting to return to school, coming home with bruises or torn clothing, possessions disappearing, etc.)
- Listen to what your child says, try to establish that the problem really is bullying and not something else.
- Discuss with your child what you can do.
- Contact school and explain what you have found out.
- Help your child to deal with the problem. Be tactful and encourage non-conflict.
- If you are concerned about his journey home consider escorting / collecting him.
- Try not to be over-anxious or over-protective.
- Remember that, despite being against school rules, name-calling is common. However, if your child is upset then let school know about it.
- If a name is used which refers to your child's physical characteristics, then let him know that you love him for the way he is, including these particular characteristics which make him an individual.
- Monitor your child's use of social media and social networking sites and encourage them to report any incidents of cyberbullying to you.

Conclusion

It is important that staff continue to emphasise one of the objectives of the school which is to encourage pupils to accept the consequences and responsibilities for their own behaviour and provide pupils with opportunities to be involved in a wide range of social activities which require sharing, waiting and appreciating the roles of others.

Staff may also use some areas of the *twenty-four hour curriculum* which bond themselves to the subject of bullying, ie tutor time, unit meetings, PSHE/RE lessons and school assemblies.

It is our aim that Brompton Hall should be an ordered community where everyone is safe and recognises the worth of each individual. As such bullying, in whatever form, will therefore have no part in our daily working and recreational life.

Appendix A:



BULLYING REPORT

Name of person submitting the report:

Name of the person who you consider is a bully:

Brief detail of the incident:

Name of the adult you spoke to about the incident:

Action taken by the adult:

Pupil
signature.....Date.....

Adult
signature.....Date.....

Please attach any evidence that has been collected in relation to the above incident.

Appendix B:



Brompton Hall School e-safety incident report form

Name of e-safety contact officer:

Contact details:

Details of incident

Date happened:

Time:

Name of person reporting incident:

If not reported, how was the incident identified?

Where did the incident occur?

☐ In school setting ☐ Outside school setting

Who was involved in the incident?

☐ child/young person ☐ staff member ☐ other (please specify)

Type of incident:

- ☐ bullying or harassment (cyber bullying)
- ☐ deliberately bypassing security or access
- ☐ hacking or virus propagation
- ☐ racist, sexist, homophobic religious hate material
- ☐ terrorist material
- ☐ drug/bomb making material
- ☐ child abuse images
- ☐ on-line gambling
- ☐ soft core pornographic material
- ☐ illegal hard core pornographic material
- ☐ other (please specify)

Description of incident

Nature of incident

☐ **Deliberate access**

Did the incident involve material being;

- ☐ created ☐ viewed ☐ printed ☐ shown to others
☐ transmitted to others ☐ distributed

Could the incident be considered as;

- ☐ harassment ☐ grooming ☐ cyber bullying ☐ breach of AUP

☐ **Accidental access**

Did the incident involve material being;

- ☐ created ☐ viewed ☐ printed ☐ shown to others
☐ transmitted to others ☐ distributed

Action taken

☐ **Staff**

- ☐ incident reported to head teacher/senior manager
- ☐ advice sought from Safeguarding and Social Care
- ☐ referral made to Safeguarding and Social Care
- ☐ incident reported to police
- ☐ incident reported to Internet Watch Foundation
- ☐ incident reported to IT
- ☐ disciplinary action to be taken
- ☐ e-safety policy to be reviewed/amended

Please detail any specific action taken (ie: removal of equipment)

☐ **Child/young person**

- ☐ incident reported to head teacher/senior manager
- ☐ advice sought from Safeguarding and Social Care
- ☐ referral made to Safeguarding and Social Care
- ☐ incident reported to police
- ☐ incident reported to social networking site
- ☐ incident reported to IT
- ☐ child's parents informed
- ☐ disciplinary action to be taken
- ☐ child/young person debriefed
- ☐ e-safety policy to be reviewed/amended

Outcome of incident/investigation