



# Brompton Hall School

## Anti-Bullying Policy



1	Summary	Anti-Bullying Policy	
2	Responsible person	Sarah Nicholson	
3	Accountable SLT member	Headteacher	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Executive Headteacher	
6	Who has been consulted and recommended policy for approval	IEB	
7	Approved by and date	IEB January 2024	
8	Version number	1	
9	Available on	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	11/03/2024	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N	



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**1. 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).

**2. Our Aims**

To foster good relationships amongst the pupils themselves and between staff and pupils.

To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

To deal with bullying promptly and effectively through mediation and mutual resolution



To create an inclusive and safe environment in which differences which could motivate bullying are openly discussed.

To provide effective staff training

To involve the wider community, such as the Police and use specialist organisations and resources for help whenever needed.

### 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, physically and emotionally.
- 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 or homophobic remarks
- indirect - spreading rumours 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.

### **3. 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.

### **4. 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.

### **5. 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 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 and how everything must be done to expose and prevent their actions.

## 6. 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.
- \* Offer the victim immediate support.
- \* Record incidents and be seen to do so.
- \* 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 dealing with issues and applying disciplinary measures. 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.
- \* 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.*)
- \* 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.
- \* Help pupils understand 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 Behaviour 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.

## **7. 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 extended day which bond themselves to the subject of bullying, ie tutor time, unit forum 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.



## 8. Making the Policy Work

The following is our attempt to translate the policy into a plan of action involving the whole school.

## 9. The School Behaviour Committee

A committee has been set up consisting of pupil representatives from each Secondary Year Group, with pupils' representatives from Primary Year Groups, being asked their views/ opinions, the Behaviour Lead and a member of the Senior Management Team,

The Policy asks that **ALL** complaints of bullying are taken seriously and written down on the Bullying Proforma. It should be countersigned by the adult dealing with the incident.

Incidents should then be reported to the Assistant Headteacher (Behaviour & Safeguarding) for investigation to establish if an incident of bullying has taken place. This will be measured against the definition of bullying within this policy.

Incidents that are clarified as bullying will then be taken to the Bullying Committee.

The committee will then investigate the alleged incident and interview both the alleged victim and bully. The supporting adult will also have the opportunity to address the committee to explain the incident in greater detail.

Once a decision has been made regarding the incident the committee has the opportunity to apply disciplinary measures to pupils who bully in order to show clearly that this behaviour is not acceptable.

The minutes of the meeting will be made available to all involved.

If sanctions have been put into place, these will also be made available.

Parents and carers of the pupils concerned will also be made aware of the issues and of any sanctions.

It is to be remembered that all staff must take immediate action as they see fit and not wait for the committee to meet. Those actions will be taken into consideration at the meeting of the committee.

Disciplinary measures must be applied fairly, consistently and take into account the SEND of the pupil.

The level of support will depend on individual circumstances and the level of need.

The nature of some of our learner's can mean that they do not have sufficient understanding or awareness that certain behaviours directed towards others may be undesirable or that they may be construed as bullying.

The school will always strive to use strategies to help pupils develop an awareness of why particular behaviours are valued socially and what is inappropriate.

It may be the case in exceptional circumstances that the pupil's bullying behaviour continues even though a variety of sanctions have been employed, in such cases it may be necessary to consider sanctions up to and including fixed term suspension.

## **10. The Governing Body**

Governing Body involvement occurs when a pupil fails to respond to opportunities provided. The Governors have a Disciplinary Committee and a pupil may be asked to appear before it. Thus, information as to the frequency of bullying by an individual will be known by both parents and Governors as well as those people involved in the day to day work of the school. All parties will be aware that all that could have been done will have been tried so that any decision made by the Governors will be a well informed decision.

## **11. All Staff**

It is imperative that all staff strive to make this scheme part of their working practice and give the scheme a chance to work effectively against bullying. Any scheme will never drive out bullying but it should reduce the instances considerably. Therefore, its effectiveness should be reviewed from time to time, refined and adjusted.

Any comments or suggestions for improving the scheme will be considered. Our job is to be familiar with the routines so that, when asked, all staff will be able to answer questions about bullying, bullies, bullied and what actions this school takes to deal with the problem.

**12. Appendix A – Bullying Proforma:**

**BULLYING PROFORMA**



**Incident Reference No:**

**Is this a repeat incident? YES / NO**

**If yes, please refer to previous reference no:**

**Location / event:**

**Date of incident:**

**Time of incident:**

**Names of individuals involved:**

		<b>Role*</b>
1		
2		
3		
4		
5		
6		

\*Role: **H** harmed **P** participants **WS** witness staff **WL** witness learner

**Where did the incident occur?**

**Did a restorative meeting take place? Yes/No**

**Summary of incident:**

*(Please identify harmed person, participants and directed behaviour)*



**Who has been affected by this incident?**

**How have they been affected by this incident?**

**What needs to happen next to make it right?**

**Agreed actions taken:**

Learner's comments:

Staff comments:

<b>Form completed by:</b>	<b>Date:</b>
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### 13. Appendix B – Incident Report Form:

## 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



<p><input type="checkbox"/> <b>Deliberate access</b></p> <p>Did the incident involve material being;</p> <p><input type="checkbox"/> created    <input type="checkbox"/> viewed    <input type="checkbox"/> printed    <input type="checkbox"/> shown to others</p> <p><input type="checkbox"/> transmitted to others    <input type="checkbox"/> distributed</p> <p>Could the incident be considered as;</p> <p><input type="checkbox"/> harassment    <input type="checkbox"/> grooming    <input type="checkbox"/> cyber bullying    <input type="checkbox"/> breach of AUP</p> <p><input type="checkbox"/> <b>Accidental access</b></p> <p>Did the incident involve material being;</p> <p><input type="checkbox"/> created    <input type="checkbox"/> viewed    <input type="checkbox"/> printed    <input type="checkbox"/> shown to others</p> <p><input type="checkbox"/> transmitted to others    <input type="checkbox"/> distributed</p>
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### Action taken

<p><input type="checkbox"/> <b>Staff</b></p> <p><input type="checkbox"/> incident reported to head teacher/senior manager</p> <p><input type="checkbox"/> advice sought from Safeguarding and Social Care</p> <p><input type="checkbox"/> referral made to Safeguarding and Social Care</p> <p><input type="checkbox"/> incident reported to police</p> <p><input type="checkbox"/> incident reported to Internet Watch Foundation</p> <p><input type="checkbox"/> incident reported to IT</p> <p><input type="checkbox"/> disciplinary action to be taken</p> <p><input type="checkbox"/> e-safety policy to be reviewed/amended</p> <p><b>Please detail any specific action taken (ie: removal of equipment)</b></p> <p><input type="checkbox"/> <b>Pupil</b></p> <p><input type="checkbox"/> incident reported to head teacher/senior manager</p> <p><input type="checkbox"/> advice sought from Safeguarding and Social Care</p> <p><input type="checkbox"/> referral made to Safeguarding and Social Care</p> <p><input type="checkbox"/> incident reported to police</p> <p><input type="checkbox"/> incident reported to social networking site</p> <p><input type="checkbox"/> incident reported to IT</p> <p><input type="checkbox"/> child's parents informed</p> <p><input type="checkbox"/> disciplinary action to be taken</p> <p><input type="checkbox"/> child/young person debriefed</p> <p><input type="checkbox"/> e-safety policy to be reviewed/amended</p>
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### Outcome of incident/investigation

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