

# The Bromfords School



## Anti-Bullying Policy

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APPROVED BY: T. Parfett, Chair LGB Date: September 2023	REVIEW DATE: September 2024

## Introduction

The Bromfords School and Sixth Form College is committed to providing a supportive caring, friendly and safe environment for all our students to enable them to learn in a calm and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all students should be able to feel comfortable and safe in telling a member of staff, confident in the knowledge that the incident will be dealt with promptly and effectively. We encourage staff, parents and students to promote the ethos of 'telling' in order that all members of our community feel safe, secure and supported.

We must understand that:

- Bullying Occurs. No school is immune and this must be recognised;
- Bullying is unacceptable and causes considerable distress to individuals and their families;
- Persistent bullying can severely inhibit a child's ability to learn effectively;
- Persistent bullying can affect the mental health and wellbeing of young people which could lead to long term issues;
- Research has shown that the single most important thing a school can do to prevent bullying is to have a clear policy which staff, students and parents are committed to.

## Definition

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Preventing and Tackling Bullying, DfE 2017).

It is important to understand that bullying is defined by the impact on the person being bullied, not just the intention of the perpetrator. Bullying is the intentional, repetitive or persistent hurting of one person by another/others, where the relationship involves an imbalance of power. However, single incidents of hurtful behaviour may still leave the targeted student fearful of repetition and should always be addressed. This is particularly relevant to cyberbullying, when a single incident may have an ongoing impact.

Bullying can occur through several types of anti-social behaviour.

Bullying can take many forms. It can be:

- **Physical:** when a person is for example, pushed punched, kicked, hit, spat at, belongings taken away;
- **Verbal:** can take the form of name calling, the use of aggressive language or tone, laughing at and/or ridiculing someone. It includes harmful comments about a person's appearance, race, religion, gender, sexual orientation, etc.;
- **Exclusion:** a person is bullied if he/she is excluded from discussion/activities with those they believe to be their friends, by being excluded from group work, by being ignored or 'sent to Coventry' spreading rumours about them;
- **Damage to property or theft:** a person's property is intentionally damaged, hidden or stolen, verbal or physical threats to coerce the person to hand over property to the bully/bullies;
- **Threats:** to hurt someone, damage their property or get them into trouble, etc.;

- **Cyberbullying:** including posting or sending inappropriate, offensive or degrading text messages, social media updates, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites;
- **Racially motivated bullying:** is bullying motivated by racial, ethnic or cultural prejudice, which would additionally be reported as a racist incident;
- **Sexual:** when someone makes unwanted physical contact or makes sexually abusive comments
- **Homophobic and bi-phobic:** bullying occurs when it is motivated by a prejudice against lesbian, gay or bisexual people
- **Transphobic:** when bullying occurs when bullying is motivated by a prejudice against people who identify as trans.
- **Disablist:** when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist:** when bullying is motivated by prejudice against someone because of their gender.
- **Passive participation and collusion** by bystanders also need to be considered as bullying/harassment.

All staff and students should show respect to each individual and aim to make everyone feel comfortable both on their way to and from school and within it. There must be not be any fear of, or intimidation from, other people either physically or psychologically. Staff must be aware of their own actions, language and body language, and the effect these can have on a student's confidence.

### **The Bromfords Anti-bullying Code**

#### **Staff promise to:**

- Take reports of bullying seriously and pass on all incidents;
- Deal sensitively and quickly with all bullying incidents;
- Record all bullying incidents in the appropriate student's files and in the racist/HBT (homophobic, biphobic, transphobic) record if appropriate;
- Refer any bullying incidents which break the Equality Code to the member of staff responsible for ensuring breaches of the code are dealt with appropriately (Emma Huet/Sam Fuller/HOY)
- Support the victim(s) of any bullying;
- Help those involved in bullying to understand its damaging effects;

#### **Students promise to always:**

- Report any bullying incidents (incl. cyber-bullying) to a member of staff in the school e.g., your Tutor/Head of Year/Anti-bullying Ambassador/ school nurse/office staff/mid-day staff someone you trust who will inform a member of staff;
- Always treat others with the same respect as you would wish.

**As a school community we promise to work together to create a school where bullying is NEVER acceptable and always tackled whenever it occurs.**

## **Preventing and responding to bullying incidents**

### **Preventing bullying Anti-Bullying Strategies**

The school has a strong ethos which encourages all members of the school community to take responsibility for personal behaviour and actions and to treat one another with respect and kindness. This is reinforced through the school's core values of PRIDE. These values are promoted in school through, for example, assemblies and form time. An anti-bullying ethos is also reinforced through curriculum opportunities. Our strategies include:

Regular promotion of anti-bullying in assemblies.

Use of CCTV within the school grounds to help with the prevention of bullying.

Training of anti-bullying ambassadors and the availability of a designated student support room three lunch times a week.

A duty rota for clearly identifiable staff so they patrol key areas before school break, lunchtime and after school.

Regular anti-bullying lessons delivered throughout the PSHE curriculum and tutor programme

Questionnaires and use of Student Voice to research student views on how safe they feel in school

CPD and anti-bullying training for all staff

Strong teacher-student relationships so students feel comfortable

CEOP training for staff (Child Exploitation online protection)

Information leaflet and guidance for students and parents about E-Safety and other issues available on the school website

### **Responding to bullying**

#### **Students who have been bullied will be helped by staff in a variety of ways:**

- Staff will sit down with the student and listen to his/her account of the incident, allowing the student to fully express his/her feelings relating to the incident. Reassure the student that they have done the right thing by reporting the incident(s);
- Agree with the student that the incident will be referred immediately to the appropriate person – usually the Head of Year;
- Make a decision as to whether the student is able to return to class or needs to remain with a member of staff while the incident is being investigated;
- Heads of Year will gather evidence and keep written accounts from everyone who has been involved or who has witnessed the incident and involve parents/carers at the earliest opportunity;
- A list of actions to be taken to deal with the perpetrator(s) will be determined. This may include discussion, restorative justice and/or sanctions;
- Heads of Year will inform the student and parents/carers how the incident is being dealt with and check that they are satisfied that this has been effective;
- We will talk to the student at all times about how they feel and whether they require further support.

A Bullying Incident Form (Appendix A) will be completed, along with any other documentation relating to the incident. The incident will be logged on My Concern and will be monitored by the Safeguarding and Pastoral team. If appropriate, the SLT Year Link and/or Assistant Head – Director KS5/KS4/KS3/ and/or Deputy Head and Headteacher will be informed.

Students who have bullied will be helped by:

- Discussing what has happened;
- Discover why the student has become involved;
- Establishing the wrong doing and need to change;
- Informing parents or guardians to help change the attitude of the student.

The support given to students who have been bullied will be decided by the Head of Year and Directors of Key Stage.

It should also be recognised that students who bully often need support as well. There may well be personal, social, intellectual, physical and other individual reasons why students bully and reactions to bullying should be guided by individual needs.

In managing such situations, the school will have regard to current legislation with regard to equal opportunities.

Responses will vary depending on the nature of the incident, but may include:

- Counselling
- Use of report cards
- Involvement of external agencies
- Monitoring by Tutor/Head of Year
- Formal recording (Racism/HSB/Equality Code)
- Use of Behaviour Agreement Contract
- Liaison with parents/guardian/social worker
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion in cases of serious and persistent

The sanctions applied to each case of bullying will depend on the extent and severity of the incident. The Head of Year will discuss this with the Directors of Key Stage and possible sanctions will include detentions, internal exclusion, fixed-term exclusion and the possibility of a permanent exclusion in cases of serious and persistent bullying.

It should also be recognised that students who bully often need support as well. There may well be personal, social, intellectual, physical and other individual reasons why students bully and reactions to bullying should be guided by individual needs. In managing such situations, the school will have regard to current legislation with regard to equal opportunities.

### **Bullying that occurs outside of school**

The Headteacher has a specific statutory power to discipline students for poor behaviour outside of the school premises (Section 89(5) of the Education and Inspections Act 2006.)

Where bullying outside school is reported to school staff, it should be investigated and acted on, using the procedures above. This may include sharing information with other schools if the perpetrators are not from this school.

Incidents involving mobile phones and social networks may also be investigated if students and parents have followed initial guidance about age restrictions, blocking and reporting.

The Head Teacher/Deputy Headteacher should also consider whether it is appropriate to notify the Police of the actions taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## Appendix A

### Bullying Incident Form

Name.....Form.....

*(Student reporting)*

Name.....Form.....

*(Other student(s) involved)*

Date of Incident:..... Location and time of incident:.....

Reported to:.....

**Indicate type of incident(s)- please tick one or more boxes**

Verbal abuse		Isolation( including being ignored or left out)		Physical abuse	
Having personal possessions taken/causing damage to personal property		Cyberbullying( including text messages,emails,social network sites		Being forced to hand over money	
Being forced into something against their will		Spreading rumours/ nasty notes		Homophobic bullying	
Other Please specify					

**Brief description of incident(s)**

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**Advice given/action taken by member of staff who logged this complaint**

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Date parents/carers have been informed.....

Informed by phone/email/letter

Date parents/carers of other students informed.....

Informed by phone/email/letter

**Signed to acknowledge that action discussed and agreed by member of staff and student**

Name.....Signed.....Date.....

Name.....Signed.....Date.....

### Restorative process

Names of people present:

Date:

Brief description of process and outcome

Signed in agreement to the restorative process discussed ( incl staff present)

Name.....Signed.....Date.....

Name.....Signed.....Date.....

Name.....Signed.....Date.....

Date parents/carers of student reporting .....

Informed by phone/email/letter

Date parents/carers of other student(s) involved .....

Informed by phone/email/letter