Braeside School
Anti-Bullying Policy
Main School and EYFS

This policy takes into account the non-statutory DfE advice '*Preventing and Tackling Bullying*' (2017) and '*Cyberbullying: Advice for headteachers and school staff' (2014).*

Staff are aware that bullying takes three principal forms, verbal, physical and manipulative.

- Verbal – name calling, threats, insults or offensive remarks
- Physical – hitting, kicking, deliberate pushing and jostling, taking of property
- Indirect – spreading rumours, sending malicious messages, ostracising

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

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.

Bullying is often recognised as a prolonged 'attack', but it may also be a single unresolved event that causes lasting harm. We recognise that bullying may cause significant psychological damage, or even suicidal tendencies, and that some bullying behaviour can be harassing and threatening.

The school takes serious all claims of bullying both inside and outside school.

Aims
Braeside School aims:
- To create an atmosphere where all pupils can reach their full potential within a safe and caring environment and therefore bullying and other forms of anti-social behaviour are not tolerated
- To train staff to recognise the causes and types of bullying and to make all staff aware of the school's procedures with regard to any concerns raised about bullying.
- To ensure pupils are made aware of the code of conduct, which outlines how pupils are expected to behave towards all other members of the school community. This code of conduct outlines the fact that harassment is not tolerated by anyone
- To address issues relating to bullying and behaviour during assembly times and through the School's policy on PSHE and Citizenship
- To ensure that parents are made fully aware of the School's Anti-Bullying Policy.

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. Cyberbullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click.

Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; always on and always there. Unfortunately, technologies are also being used negatively. When children are the target of bullying via mobiles phones or the internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

As mobile phone and internet use become increasingly common, so has the misuse of this technology to bully. Current research in this area indicates that cyberbullying is a feature of many young people's lives.

What is Cyberbullying?
- Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.
- Cyber bullying includes sending or posting harmful or upsetting texts, images or other messages, using the internet, mobile phones or other communication technology.
- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- Cyberbullying can take place both between peers and across generations; teachers have also been targets. Age or size are not important. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
- Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal. The audience can be very large and reached rapidly.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.

Forms that Cyberbullying can take:
- Threatening, intimidating or upsetting text messages.
- Threatening or embarrassing pictures and video clips via mobile phone cameras.
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name.
- Menacing or upsetting responses to someone in a chat-room.
- Unpleasant messages sent during instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites.

The Problems with Cyberbullying
- The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Electronically forwarded content is hard to control and the worry of content resurfacing can make it difficult for victims to move on.
- People who cyberbully may attempt to remain anonymous, which can be distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
- Some instances of cyberbullying are known to be unintentional. It can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences – for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

Reports of cyberbullying will be investigated as outlined below as with any allegation of bullying, with support for the person being bullied and sanctions for the bully carried out in line with school procedures on a case-by-case basis.

The school incorporates responsible use of the internet and modern technology as part of the PHSE programme, where we teach that technology is used to support engaging, positive and effective learning, and to realise and increase the potential of personalised learning by making learning more flexible, creative and accessible. Pupils are shown how to use technology safely to support self-esteem, assertiveness, participation and to develop friendships.

Prejudice-Based Bullying

Prejudice-based bullying is any form of bullying (such as physical, verbal or cyber-bullying) related to an individual's actual or perceived 'protected characteristics' – race or national/ethnic origin, gender, disability, religion or belief, sexual orientation, gender reassignment, age or pregnancy/maternity.

One in three students report that they have been bullied because of their identity. The identified 'protected' characteristics – for example, disability, race, religion and sexual orientation – lead to a much greater risk of being the victim of bullying.

Prejudice-Related Incidents (like bullying) can take many forms including:
- Verbal: Name-calling and ridicule such as racist or homophobic remarks
- Visual: Graffiti, gestures, wearing racist or sexist insignia or showing pictures.
- Incitement: Spreading rumours or encouraging others to participate.
- Cyber: Abusive use of technology such as text messages, facebook or email.
- Segregation: Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group
- Physical: Hitting, pushing, unwanted touching, kicking, threatening with a 3 weapon.
- Property: Theft or damage to personal property; extortion

These may arise because an individual is seen to be different. Children may be seen as different because of their:
- Ethnic origin, skin colour, nationality or culture including Travellers of Irish Heritage and Gypsies/Roma (racism).
- Religion or belief
- Sexual orientation (homophobia or biphobia)
- Sex or gender identity (transphobia)
- Disability or Special Educational Needs.
- Other reasons or perceived difference including appearance, weight etc.

It may be that they are perceived to have a particular characteristic or they or they are associated with someone with that characteristic. For example, children who don't fit gender stereotypes may experience homophobic incidents and bullying; young carers of disabled adults may be bullied because they are associated with someone with disability. All these types of incident should be treated as prejudice-related incidents and addressed accordingly.

The school has a duty of care towards its pupils and staff, and takes reports of prejudice-based bullying very seriously. Reports of cyberbullying will be investigated as outlined below as with any allegation of bullying, with support for the person being bullied and sanctions for the bully carried out in line with school procedures on a case-by-case basis.

Safeguarding Children
Under the children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable concern to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the Designated Safeguarding Lead (or Deputy DSL in her absence) will report the school's concerns to the local authority Safeguarding Child Board. Even where safeguarding is not considered to be an issue, the school 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.

Police
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 Communication 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 Communications Act 1998, 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 or believed to be false by the sender.

Strategies for Dealing with Bullying
Relationships can break down and so procedures to deal with bullying need to be in place. The purpose of this procedure is to protect and support the victim, to rehabilitate the perpetrator and to re-establish a secure and happy environment. Bullying on the basis of protected characteristics is taken particularly seriously.

Depending upon the perceived seriousness of the situation, issues of bullying will be dealt with by the class teacher, Key Stage Coordinator and Deputy Head in liaison with the Headmistress. The Headmistress/SLT will inform any other member of staff as necessary and keep an anti-bullying log so that any patterns in bullying behaviour can be identified.

The emphasis for all teachers should be upon listening, believing and helping all concerned. All pupils should know that we regard bullying as a serious offence and that all claims of bullying will be thoroughly investigated.

In the EYFS issues of bullying will be dealt with by the EYFS Coordinator. The EYFS Coordinator will inform any other member of staff as necessary and keep an anti-bullying log so that any patterns in bullying behaviour can be identified. This forms part of the observations for personal, social and emotional development looking particularly at managing feelings and behaviour (ELG07) and making relationships (ELG08).

The School uses 'It's Good to be Green' and the Behaviour Chart to encourage good behaviour.

The school uses educational elements such as personal, social, health and economic education (PSHE). assemblies, projects, drama, stories and literature, with discussion of differences between people and the importance of avoiding prejudice-based language.

Training
The school raises awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available.

All staff will receive training in dealing with bullying via induction and regular review of policy at staff meetings. The Anti-Bullying Policy dovetails with the school's Behaviour Management Policy and staff need to be aware of all these policies.

Procedures
Reporting and Recording Arrangements
The school encourages children to report any concerns, abuse or bullying, including cyber-bullying or bullying outside school, through:

- The anonymous 'Worry Boxes' located in school
- Emailing 'IAmNotOk@braesideschool.co.uk' in confidence
- By telling a member of staff (the teacher, teaching assistant or other staff they most relate to and/or feel most comfortable with)
- Parental discussion with the class teacher, SLT or Head.

Teachers should not ignore or disregard a complaint. When a case is referred to them teachers should:
- ask for details and record the information in writing (using an anti-bullying report)
- give the completed form to the Head of Seniors or Head of Juniors in the first instance

The Deputy Head in the first instance will then follow these procedures:
1. As soon as possible interview all involved parties. It is essential that records are kept of all interviews. See the Anti-Bullying incident record sheet.
2. Speak to the victim to establish what exactly has occurred and whether there are any witnesses. These witnesses should then also be interviewed. (It may not be possible to preserve confidentiality in these discussions as the person accused of bullying will need to be told exactly what they have done and the effect it has had.)
3. Interview the person being accused of bullying once the details of the complaint have been established. Again this should be recorded on the anti-bullying incident record sheet.
4. Inform the parents of the victim and the child doing the bullying. Parents will be made fully aware of the School's Anti-Bullying Policy. It will be stressed that if the bullying continues sanctions will be used.
5. Make all members of staff involved with the pupils, including lunch-time supervisors, aware of any incidences of bullying and any strategies such as report or target cards and not sitting by or working with certain pupils.
6. Arrange a follow-up meeting with the pupils within two weeks to check how things are going.
7. A record should also be kept in the Anti-Bullying Log.

Record Keeping and Monitoring
We strive to ensure that bullying plays no part in our community and it is not tolerated in any form. However, we acknowledge that it is inevitable that bullying in some form will take place and all staff are vigilant in looking for bullying and addressing it straight away, passing it on as appropriate, so that it can be dealt with promptly and thoroughly and support can be given to all those involved.

A bullying log is made on the 'Anti-Bullying Log' which is kept and stored securely and which is accessed by the Senior Leadership Team and the Principals. This enables the Leadership Team and Principals have ongoing oversight, to review, look out for patterns and evaluate our approach to the prevention of bullying.

Some forms of bullying are illegal, and in these instances should also be reported to the police or to children's social care.

Involvement of the Pupils

The school regularly canvasses children's views on the extent and nature of bullying through a variety of means including:

- form/class time
- PSHE lessons (using the Jigsaw programme of work)
- National strategies such as Anti-Bullying Week

In addition, the school:

- ensures that pupils know how to express any worries and concerns about bullying
- ensures that pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- involves pupils in anti-bullying activities in school
- offers support to children who have been bullied
- works with children who are alleged/have been proven to have bullied.

Involvement of Parents

Parents will be made fully aware of the School's Anti-Bullying Policy. In some cases, parents may be the first to alert a teacher to an incident of bullying and they may be in some distress when they contact the School.

Good practice includes:
- recognising that the parent may be angry or upset
- keeping an open mind – lack of staff awareness does not mean it is not happening
- remaining calm and understanding
- making clear that the School does care and that something will be done, explaining the school policy and seeing that procedures are followed.

Bullying

Bullying is not confined solely to relationships between young people. Verbal and emotional bullying in particular may occur between staff or staff and parents, staff and children, parents and children. All members of the school community have a responsibility to prevent such occurrences of bullying. Such behaviour will not be tolerated and must be dealt with appropriately.

A child may indicate by signs of behaviour that she is being bullied. Children may:

- Be frightened of walking to or from school
- Be unwilling to go to school
- Change their route to school
- Be doing poorly in their school work
- Come home regularly with clothes or books damaged
- Become withdrawn
- Become distressed
- Cry themselves to sleep
- Develop eating disorders
- Have nightmares
- Have unexplained bruises, scratches and cuts
- Have their possessions 'go missing'
- Ask for money or begin stealing money
- Refuse to say what's wrong

Parents can help by:
- Encouraging their children to speak openly by asking them directly and saying they are concerned and want to help them
- Not promising that anything will be kept a secret, but reassuring their child that they will help them sort out the problem
- Observing their reactions and helping them to develop social skills and confidence if required.

Staff can help by:
a. Encouraging self esteem
    a. Reassuring the child that they are loved
    b. Listening carefully to them
    c. Making sure they know that bullying is not their fault
    d. Encouraging them to do things they are good at
    e. Encouraging them to play with others if they feel isolated
    f. Giving them responsibilities to make them feel valued
    g. Praising their achievements

b. Implementing classroom strategies
    a. Circle time with the teacher as facilitator encouraging the children to raise issues and talk about them
    b. Raising awareness of bullying and behavior as an issue through discussion, brain-storming, role play or drama

c. Implementing whole school strategies
    a. All staff watching for early signs of distress in pupils
    b. Clarity of approach with all staff
    c. Assemblies
    d. PSHE programme
    e. Code of conduct
    f. Buddy scheme
    g. Training

d. Introducing children to strategies they can use to protect themselves such as:
    a. Trying to stay calm and look confident
    b. Standing tall, looking the bully in the eye and telling them to stop
    c. Trying not to show that they are getting upset
    d. Being firm and clear about wanting the bullying to stop
    e. Walking away from a situation that becomes upsetting
    f. Telling an adult or friend

The school encourages children to tell a member of staff or to use the IAmNotOk email or 'Worry Box' if they find themselves as bystanders to bullying and are concerned.

Support

Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long term effects. After a period of time staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s)
It is recognised that support must be given to the perpetrator.   Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist

Preventing Bullying
At Braeside School we:
- **involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;

- **have created an ethos of good behaviour** where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

- **regularly evaluate** and update the Anti-Bullying Policy.

Sanctions
Sanctions for the bully may include:
- targets for behaviour from the class/form teacher, Head of Seniors, Head of Juniors or Headmistress
- reporting to the Head of Seniors, Head of Juniors or Headmistress on a daily or weekly basis,
- loss of playtimes or internal seclusion at lunchtimes.
- If the behaviour of the bully does not improve this could lead to a fixed-term exclusion or ultimately permanent exclusion (see Exclusion Policy).

As behaviour of the bully improves then sanctions should be removed and the child should be praised for their good behaviour. It is important to remember that their self- esteem may also have been damaged by being found bullying, or low self-esteem may have been the root cause.

Education

The school raises awareness of staff through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Where appropriate, the school invests in specialised skills to understand the needs of its pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

The school uses educational tools such as PSHE lessons, assemblies, projects, drama, stories, literature and general discussions to highlight the normality of differences between people and the importance of avoiding prejudice-based language.

Records

The school keeps appropriate records of bullying in school in order to spot patterns and to ensure that any single incidents to not become the first of a series.

The school distinguishes in the records any incidents of bullying that are based on protected characteristics. This enables the school to monitor its aim of instilling tolerance and respect and actively promoting the well-being of pupils.