



*part of the*



# Anti-Bullying Policy

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## 1. History of most recent Policy Changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
<b>1<sup>st</sup> June 2015</b>	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Cameron Shaw Vice Principal
<b>March 2017</b>	Whole Document	Full Review		Cameron Shaw Vice-Principal

## 2. Legislative Compliance

This Policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents:

- [The Children and Young Persons Act \(2008\): Section 20 Education](#)
- [“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, March 2014](#)

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

### **3. Aims and Objectives of this Policy**

#### **3.1) Objectives of this Policy**

This policy outlines what Bristol Brunel Academy will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

#### **3.2) Our Academy community:**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the academy to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Cabot Learning Federation, the Local Authority and other relevant organisations when appropriate.

## **4. Preventing bullying**

The Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Regularly evaluate the climate of the academy through systems involving student, parent and staff surveys.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Involve parents in additional awareness training events, eg Internet Safety

## **5. Identifying Bullying**

**Bullying behaviour** can be defined as an action, or number of repeated actions, causing harm to people or relationships. This behaviour could be intentional or unintentional and may be on-going. The definition equally encompasses physical or non-physical actions, therefore the harm could be physical, emotional, or both.

A paper for the Office of the Children's Commissioner (2006) outlined four key characteristics:

- repetitive and persistent
- intentionally harmful
- involving an imbalance of power
- causing feelings of distress, fear, loneliness or lack of confidence

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

- 1. there is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them**
- 2. there is a harmful outcome: a person or persons are hurt emotionally or physically**
- 3. the act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via Facebook**
- 4. there is usually repetition from the perpetrator. However, for vulnerable pupils in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people**
- 5. there is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.**

**Bullying behaviour** can be direct or indirect, simple or complex.

**Direct bullying** includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

**Indirect bullying** includes persistently ignoring a pupil so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

**Cyber-bullying** uses technology to harm a person, group of people or a relationship and

can happen both inside and outside of school and at any time of the day or night.

Bullying differs from ‘**friendship fall-out**’, or other aggressive behaviour. “If two children or young people of about the same strength have the odd fight or quarrel it is not bullying.” (Olweus 1989, 1993, 1999)

**Where there is bullying:**

- there is normally a power imbalance so that the victim does not feel able to defend him/herself
- it is usually persistent but could be an isolated incident
- it might relate to racism, homophobia, sexism, ageism
- it might relate to a disability or a special educational need (SEND). In these examples, victims may not be aware of being bullied
- there is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful.

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines in the policy.

**5.1) Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

## 5.2) Signs and Symptoms of Bullying

A victim may indicate by **signs** or behaviour that he or she is being bullied. These may include:

- reluctance to attend school
- truancy from specific lessons
- damage to clothing or possessions
- unexplained bruises/swellings
- deterioration of school work/academic performance
- being afraid to use the Internet
- becoming jittery about receiving text messages
- unkempt uniform
- bullying towards siblings
- taking money without permission

**Symptoms** may include:

- loss of appetite
- headaches
- stomach aches
- stammering
- sudden changes in behaviour
- lack of confidence
- signs of depression
- nervous/edginess or difficulty in concentration
- lack of motivation to complete work

These are examples but this list is not exhaustive.

## 6. Responding to bullying

### 6.1. Reporting Bullying

- Pupils are encouraged to report all forms of bullying, whether carried out by another pupil or by an adult. The hope is that by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the defined stages that will then be put into action. Whenever a pupil experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to a member of staff, a tutor, a Head of Year or a member of Senior Management. All staff should first immediately secure the safety of the young person before following the school's procedures.
- For cases involving Lower School pupils, we also have a significant number of Peer Mentors who would be appropriate people to tell. The peer mentor would then be expected to communicate the information to the pupil's Head of Year.
- When a problem occurs outside of school and immediate advice or support is required, Childline, for example, would provide an alternative, particularly if a child did not feel comfortable discussing the matter with a parent, family member or carer. The school would hope that the child would feel able to discuss the matter with a member of staff upon their return to school.
- See **Appendix 1** for further useful addresses.
- **Teaching and non-teaching staff, who feel that they are being bullied** in the workplace, either by a staff member or by a pupil, can report their concern to their line manager or Headteacher. If such managers are involved, staff may contact the Chair of the Governing Body or Area Education Officer.

## 6.2. Responding to Bullying

Bristol Brunel Academy adopts a three-stage approach to dealing with bullying:

### Stage 1: Creating a safe learning environment and anti-bullying culture

The first stage is on-going, and involves measures designed to encourage pupils to behave positively towards one another, thereby discouraging bullying.

These measures include:

- signing a Home School Agreement at the transition stage
- pupil supervision at non-lesson times
- providing safe places for vulnerable pupils to go at break times and lunchtimes e.g. Learning Support Room
- supervision of corridors between lessons
- opportunities for pupils to discuss bullying issues such as in Whole School tutor Period or a PSE lesson
- assemblies

### Stage 2: If bullying occurs:

#### The Restorative Approach

This approach encourages the reporting of incidents by reducing the victims' anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying, and encouraging perpetrators to take responsibility for their actions.

It may be appropriate to monitor the situation in the first instance, and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to hold a Restorative Justice meeting with all those involved. This might mean asking pupils, staff and parents to share their views within a meeting with a facilitator who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. As a way forward, if thought appropriate and agreed upon, a contract would be written between the pupils.

There would then be a series of meetings to ensure that the contract was working and that problems had not re-emerged.

**Stage 3: If those involved in bullying do not respond to the Restorative Approach**

If those involved do not keep to the agreements made at Restorative Justice Meetings, or repeat bullying behaviour towards other individuals, the matter will be treated as defiance. The school would then use a range of sanctions, including loss of break time/lunchtime, after school detentions, internal exclusion or in extreme cases, fixed term or permanent exclusion.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if '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 must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying.

As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence.

**6.3 Recording bullying and evaluating the policy**

When bullying of a pupil has been reported, statements will be taken from all relevant parties and stored on file. When it is believed that bullying has occurred, the member of staff will complete a pink or red slip, indicating the type of bullying and the names of the victim(s) and perpetrator(s). A pink slip is used for incidents of poor behaviour that require action by teaching staff, usually middle management. A red slip is used for serious incidents that need immediate action and will normally be dealt with by a member of the senior management team. Information from the pink/red slip will be stored on the School Information Management system (SIMS) as well as other communication with pupils and parents such as a meeting or telephone call.

The measures taken and sanctions imposed will be recorded and used to inform pastoral staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented.

This anti-bullying policy will be reviewed and updated annually.

## **7. Parental Complaints**

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Pastoral Year Leader should be contacted to discuss the matter.

If the parent is still dissatisfied then the appropriate Achievement Year Leader should be involved.

If this still fails to resolve the Parental Concern then the appropriate link member of the Senior Leadership Team should be involved.

Further information may be found in the Complaints Policy if a Parent feels the matter is still unresolved.

## **8. Roles and Responsibilities**

**Academy Council** will regularly review the Policy which the Principal must consider, in determining measures to promote good behaviour and discipline.

**The Principal and senior staff** have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

**All staff (teachers, support staff and volunteers)** share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied without regard to ethnic origin, cultural differences, gender, disability or sexuality issues.. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

**Parents and Carers** will be encouraged to work in partnership with the Academy in order that high standards of behaviour are maintained both in and out of school, and that pupils respect both similarities and differences between themselves and other members of the school and the wider community.

**Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All pupils have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

## 9. Monitoring

The designated member of staff with responsibility for **tracking and monitoring** incidents of bullying is

<b>Role</b>	<b>Name</b>	<b>Contact</b>
Inclusion & Safeguarding Officer	Lou Greatrex	<a href="mailto:lgreatrex@bba.bristol.sch.uk">lgreatrex@bba.bristol.sch.uk</a>
Assistant Principal	Jen Cusack	<a href="mailto:jcusack@bba.bristol.sch.uk">jcusack@bba.bristol.sch.uk</a>

The designated staff member will report on an annual basis to the Academy Council on incidents of bullying and outcomes. They will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the Academy's action planning.

## 10. Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)