



BRIGANTIA
LEARNING TRUST
Creating excellence together

ANTI-BULLYING POLICY

To be reviewed – Autumn 2017

Schools within the Brigantia Trust work to ensure every child and young person feels safe and is able to grow up, play and learn free from bullying.

We aim to create schools within which everyone is known, valued and feels secure, is supported and encouraged to achieve their potential. Within the school community, we expect everyone to show respect, courtesy and consideration towards all other members of the community and to visitors.

Bullying undermines learning, achievement and success.

Bullying can be destructive and harmful to the lives of children and young people. It not only affects those being bullied, but also those who bully and those who stand by without doing anything, like getting help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and be healthy, both physically and emotionally.

What is bullying?

The Department for Education (DfE) in its Guidance "Safe to Learn: embedding anti-bullying work in schools" (2007) defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Bullying is behaviour that is:

- Deliberate, where the person or persons carrying it out intend to harm.
- Understood by the bully(ies) that the behaviour will, or is likely to, hurt whether physically or emotionally.
- Repeated or have the threat of repetition.

Within bullying, there is always an in-balance of power where those who are experiencing the bullying are unable to prevent it happening and are unable to protect themselves.

The SEAL Programme (Social and Emotional Aspects of Learning) defines bullying for Key Stage 1 children (ages 5-7) as:

"Being nasty to someone on purpose more than once."

People react differently. It is not always possible to tell if someone is hurt or upset. The weapons of the bully include THREAT and FEAR.

There are different sorts of bullying, but the four main types are:

- **PHYSICAL:** hitting, kicking, nipping/spitting, taking or hiding belongings including money, damaging someone`s property.

- VERBAL: name calling, teasing, `put downs`, threatening violence or encouraging others to call names, making threats and this may be done in person or using mobile phones or using computers – cyber-bullying.
- EMOTIONAL: being unfriendly, excluding, tormenting, spreading rumours, unpleasant looks.
- 'VIRTUAL' – cyber-bullying: bullying including using mobile phones and computers.

Each school has a responsibility to:

- Create an ethos that minimizes the likelihood of bullying occurring and maximises the likelihood of any bullying which does occur being reported.
- Respond clearly and fairly when bullying is reported.

Responsibility for the policy lies with individual school Headteachers/Heads of School, the Executive Principal and the Board of Directors. However all staff, pupils and parents/carers have an active part to play in the development and maintenance of the policy.

Aims/principles:

- The Trust is committed to the health and safety of all its members, and will take action to safeguard their wellbeing.
- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The Trust school is committed to tackling bullying among its members and any instances of bullying will be regarded seriously.
- The Trust will inform and educate pupils and staff on the consequences of bullying.
- The Trust is committed to partnership with parents/carers on the issue of bullying by pupils.
- The Trust acknowledges the importance of its pastoral role in the welfare of children and young people and, through the general ethos of the school, will seek to persuade pupils who are in need of support to come forward.
- Victims of bullying will be treated in a supportive manner.
- The Trust will seek to provide a learning environment free of any threat or fear thus enabling every pupil to achieve.
- The ethos of each school will celebrate differences between its members.

Expectations:

All people who are connected with the school are aware of the Trusts/school's opposition to bullying and feel confident that any incidence of bullying will be dealt with fairly and sensitively.

Organisation and procedures:

The role of the Board of Directors:

- The Board of Directors supports the Executive Principal and each Headteacher/Head of School in all attempts to eliminate bullying from the school.
- The Performance and Improvement Committee monitors incidences of bullying that occur and review the effectiveness of the policy regularly. The Board of Directors requires the Executive Principal and each Headteacher/Head of School to keep accurate records of incidents of bullying and to report to the Board of Directors regularly about the effectiveness of the school's anti-bullying strategies.
- If parents/carers feel their child is being bullied, the Headteacher/Head of School will investigate and report back to the parents/carers. The Executive Principal may become involved if required. The Board of Directors will respond to any complaint from a parent/carer about the investigation. In all cases, the Board of Directors notifies the Headteacher/Head of School and Executive Principal, and asks them to report back to a representative of the Board of Directors.

The role of the Executive Principal:

- It is the responsibility of the Executive Principal and each Headteacher/Head of School to implement the Anti-Bullying Policy and to ensure that all staff are aware of the policy and know how to deal with incidents of bullying. The Headteacher/Heads of School and the Executive Principal report to the Board of Directors about the effectiveness of the Anti-Bullying Policy regularly.
- The Executive Principal ensures all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- The Executive Principal and each Headteacher/Head of School will lead the drive to create a positive school climate.

In order to create this, the MAT has implemented:

- A positive and consistently applied Behaviour Policy that has been shared with pupils and parents/carers.
- Clear rules, which are positive, displayed and frequently reinforced.
- Public praise and reward for pupils for both good work and behaviour in the classroom and at break and lunchtimes.
- School and class councils which give children a voice in which to raise issues in a supportive environment.
- Peer Mediators and Playground Friends are on duty daily at lunchtimes in the Primary Phase.
- A PSHE/SEAL curriculum that features bullying and how to tackle it. Issues are addressed including what a bully is, how to recognise bullying, the difference between bullying and an argument or falling out, dealing with bullies and empathy about the victim's feelings.
- The importance of E-Safety is emphasised to all pupils each year. (See E-Safety Policy for more details).

- Inclusion staff are available on both sites throughout the day to support any children or young people who are anxious or distressed.
- The school supports and promotes the Sheffield Anti-Bullying Strategy and national Anti-Bullying Week.
- In addition, the school is committed to more regular consultation with its pupils and parents/carers about bullying and other issues.
- Introduction of the SHARP system in the MAT which enables pupils and parents/carers to inform the school of any concerns using a dedicated email address. This can be accessed 24 hours a day.

The role of the staff:

- Staff take all forms of bullying seriously and intervene to prevent incidents from taking place.
- Staff keep a record of any incident – the child's name will be entered, a brief description of the incident including the person(s) bullying, the victim(s) and the subsequent consequence.
- If staff become aware of bullying taking place between pupils, the situation is dealt with as soon as possible. The initial approach is a problem-solving one where the sequence of events which led to the incident is established if possible and the focus of the discussion should be the impact of the behaviour on the victim.
- Consideration should be given to the best time to bring bully and victim together in order to avoid intimidation.
- In some cases where it is felt intimidation is likely, the meeting would only take place when the bully has shown remorse or understanding of the impact of their behaviour. Where staff feel that bullying has occurred, remorse has not been shown and that bullying is likely to recur, SLT will contact the bully's parents as soon as possible.
- Once an incident of bullying has been established there may be a referral of the victim to the Inclusion Team within the school to offer support and address issues such as self-esteem and how to develop skills to handle unwelcome situations.
- If a child receives a number of complaints about their bullying behaviour then they will be referred to the Inclusion staff to work on their behaviour issues. They will not work with the Inclusion staff at the same time as the victims.
- In severe cases, children may be referred for work in the Learning House/Centre and sanctions including exclusion may be applied.
- In extreme cases where these initial steps have proved ineffective, each school may involve external support agencies such as the Multi-Agency Support Team (MAST) or Educational Psychologist.
- No bullying should be ignored. Bullying related to race, religion, culture, special educational needs, disabilities, appearance, health conditions, sexual orientation or related to home circumstances, sexist or sexual bullying is unacceptable. Racism, sexism or homophobic comments can never be dismissed. Name calling is the most common form of homophobic bullying. Every member of staff has a responsibility to challenge homophobic remarks. Verbal abuse can escalate to physical abuse.

The role of the child/young person:

Pupils are expected to:

- Report all incidents of bullying that they observe or experience by telling any member of staff that they feel comfortable talking to.
- Act in a respectful manner to their peers, reporting any suspected incident which a victim may be too afraid to report him or herself.
- Refrain at all times from behaviour which would constitute bullying or could be construed as bullying behaviour.

The role of the parent/carer:

- Parents/carers, who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact school immediately.
- Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.
- In the event of sanctions being applied due to the bullying behaviour of their child, parents/carers are expected to support the sanctions and make clear their disapproval of the behaviour.

Monitoring and review:

- This policy is monitored on a day-to-day basis by SLT. The Executive Principal and Headteachers/Heads of School will report to the Board of Directors about the effectiveness of the policy regularly. Monitoring will also identify high-risk areas and times and will enable the school to respond to these.
- The Performance and Improvement Committee monitors and discuss the record of bullying incidents termly.

Anti-bullying education:

Each school aims to encourage the pupils to inform a member of staff immediately of any potential problems in the sure knowledge that action WILL be taken and that pupils need not fear reprisals from other pupils. Pupils need to understand that:

TELLING IS OK. It is the responsibility of **every** member of staff to take seriously any allegations of bullying and ensure that incidents are followed up.

Delivery:

- The SEAL and PSE programmes include anti-bullying education.
- The SEAL programme stresses the importance of developing pupils' self-esteem, self-confidence and building successful relationships with others.
- Support information including the telephone numbers of helplines will be displayed in school.

- School Councils discuss the issue on a regular basis. They are asked to identify where incidents are more likely to happen, by whom and when, and also to check whether procedures for reporting to staff are clear. They will be asked to report back to the Performance and Improvement Committee annually.
- School Council will help to update the bullying leaflets in school.
- Additional support/education on issues linked to bullying may be implemented through the Inclusion staff.

Complaints:

In the event of a complaint being made about any school's handling of alleged bullying, the Performance and Improvement Committee will conduct a formal investigation into the processes and procedures carried out by the school, and ascertain the appropriateness of these. Support for such an investigation will be sought from the Local Authority in an advisory capacity, where appropriate. This underlines the importance of accurate, detailed records.

Notes on record of alleged bullying:

- This record will be placed in the pupil's file (both victim and perpetrator), having been circulated to the Class Teacher/Form Tutor, Phase/Year Leader and any appropriate SLT.
- Involved pupils should not be named to other parties as most reports/incidents are alleged.
- A pupil's record should only be available to his/her own parents/carers and not to the complainant.
- It is acknowledged that there may be a difficulty in deciding whether a particular incident is bullying or two or more children quarrelling. However, incidents should be recorded.