

# Broomfield School

## Anti-Bullying Policy



Date : July 2021

Review : July 2022

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also reflects the DfE statutory guidance "Keeping Children Safe in Education" 2020. We have also consulted Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

## **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere; bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Broomfield School is a **UNICEF Rights Respecting School**. The Rights Respecting Schools Award (RRSA) recognises a commitment to putting the United Nations Convention on the Rights of the Child (CRC) at the heart of our school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights, but also models protecting children's rights and promoting respectful relationships for all members of our school community.

## **Definition of bullying**

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

## **Forms and types of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types and forms of bullying including the following:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying

- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

### Our School Approach

- Broomfield School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- Our school community:
  - Monitors and reviews our anti-bullying policy and practice on a regular basis.
  - Supports staff to promote positive relationships to help prevent bullying.
  - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
  - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
  - Seeks to learn from good anti-bullying practice elsewhere.
  - Utilises support from the Local Authority and other relevant organisations when appropriate.

## **Responding to bullying**

The following steps may be taken when dealing with incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services, including Early Help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of, or by, pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated.
- If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken on CPOMS

## Cyberbullying

When responding to cyberbullying concerns which have occurred while the children are under supervision of the school, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.
- Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. (See Below)

Where appropriate, the school will:

- Support requests to a service provider to remove content if those involved are unable to be identified, or if those involved refuse to or are unable to delete content.
- Request the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

## **Signs and Symptoms**

A child may indicate by signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to and from school
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Attempts or threatens suicide or runs away
- Feels ill in the morning
- Begins to do less well school work
- Has possessions which are damaged or "go missing"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Stops eating
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Prevention**

We use PSHE Association recommended resources as part of our planned school curriculum for RSE and PSHE, as well as in assemblies and other learning opportunities, to address concepts such as bullying, safe relationships, diversity and respect.

We also have specially trained Pupil Wellbeing Champions who work with the SLT to promote pupil wellbeing and to offer support to pupils as appropriate.

In addition, our commitment to the UNICEF Rights Respecting Schools Award, means that respect for others is promoted through specific lessons as well as class and whole school events. (See Below)

#### Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### Specific links between the RRSA and anti-bullying at Broomfield School

This anti-bullying policy links directly to the following articles from the United Nations Conventions on the Rights of the Child (CRC):

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All organisations concerned with children should work towards what is best for each child.

Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Children have the right to get and to share information as long as the information is not damaging to them or others.

Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19: Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 23: Children who have any kind of disability should have special care and support so that they can lead full and independent lives.

Article 28: Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Article 39: Children who have been neglected or abused should receive special help to restore their self respect.

In order to create an environment where bullying is not acceptable, we educate our children and staff about the rights of children and respectful behaviour. This includes the creation and review of a **whole school charter**, as well as individual **class charters written and agreed by the children**, based on the UN Convention on the Rights of the Child.

## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.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)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- Childnet: [www.childnet.com](http://www.childnet.com)
- 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)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)