



# Anti-Bullying Policy

Version	Date Reviewed	Reviewed by	Next Review Date
TBC	February 2019	TBC	TBC

## School in context

Brookfield is situated in the town of Poulton-le-Fylde, Lancashire and serves students from the North and West of Lancashire. Most of our pupils have an Education, Health and Care Plan which records their characteristics in relation to Social, Emotional and Mental Health needs.

- We have 63 boys on roll
- All are currently are of white British origin
- All current staff are of white British origin
- All current staff and students use English as their first language
- We have a high percentage number of looked after pupils in the school

This policy is to be viewed and implemented alongside the Single Equalities Policy, Child Protection and Safeguarding and the Behaviour Management Policy.

## Values and Principles

The Directorate for Children and Young People (Lancashire County Council) has agreed on a series of underpinning principles and objectives which everyone should be striving towards. These include:

Principles:

- The welfare of Lancashire's children and young people is of paramount consideration at all times and Lancashire adopts a zero tolerance approach to bullying behaviour.
- We will engage with children and young people and partners throughout the process of developing, implementing and reviewing the effectiveness of the Lancashire strategy.
- All services are committed to listening to and providing practical support to children who are involved in bullying incidents and to actively find means of enabling all children to communicate need.
- Within all organisations and services there must exist clear lines of responsibility and accountability.
- Staff will receive appropriate training, support and supervision.
- We will strive to continue to improve the quality of our anti-bullying work and the speed of our response.

We will:

- Contribute to reducing the risk of children and young people becoming victims of crime and anti-social behaviour in and out of school including bullying and intimidation.
- Continue to contribute to improving the emotional health and wellbeing of children and young people.
- Promote a shared understanding of bullying behaviour and raise awareness amongst staff, parents, carers and communities.
- Provide a secure and robust framework for both managing incidents and preventing incidents of bullying behaviour.
- Monitor, evaluate and report on the nature and extent of bullying activity.
- Further develop training and associated awareness raising materials which will better equip staff, volunteers, parents, carers, children and young people with the skills and knowledge they need.
- Contribute to a reduction in bullying behaviour, which will result in children and young people feeling more safe and secure.

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At Brookfield School we recognise the principles and objectives that the DCYP (Directorate for Children and Young People) in Lancashire have agreed on and fully support them.

### Aims and objectives of the policy

At Brookfield School we aim to ensure that:

- Pupils will be in a safe, caring environment.
- All types of bullying and prejudice behaviour are unacceptable and will be challenged.
- Reports of bullying or prejudice behaviour will be taken seriously, acted upon and recorded.
- Pupils will be listened to, will know that it is "Okay to tell", who to tell and how to tell.
- There will be a clear and swift response to any report of bullying or prejudice behaviour.
- Parents/carers will be informed of incidents as appropriate

This policy will:

- Provide the school with a robust anti bullying and prejudice policy which is understood by all.
- Ensure that the school has appropriate systems to manage incidents.
- Ensure that the school has reporting and recording procedures.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying and prejudice behaviour in a reasonable, proportionate and consistent way.
- Safeguard the pupil experiencing the bullying or prejudice behaviour and trigger appropriate support.
- Apply consequences to the pupil/s causing the bullying or prejudice behaviour and support them in changing their behaviour.
- Work with parents/carers to support pupils.
- Monitor and evaluate the work of the school.

### Definition of Bullying Behaviour

In line with other services within the CYP Directorate at Brookfield School we have agreed to adopt the following definition of bullying behaviour.

Bullying falls into two categories:

- i) Emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or cyberbullying (bullying that takes place over digital devices like cell phones, computers, and tablets, and can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.).
- ii) Physical harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

The behaviour constitutes bullying if:

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- It is repetitive, willful or persistent
- It is intentionally harmful, carried out by an individual or group
- There is an imbalance of power leaving the person who is bullied feeling defenseless

### **Types of bullying**

There are many types of bullying including, but not exclusively:

Racist – racial taunts, graffiti, gestures

Sexual – unwanted physical contact or abusive comments

Homophobic – any hostile or offensive action against lesbians, gay males, bisexuals or trans-people or those perceived to be lesbian, gay, bisexual or questioning

Abuse of the vulnerable – for example, individuals with physical disabilities, those on the autistic spectrum, gifted and talented individuals, those with special educational needs or pupils in care, those with family circumstances different to those seen as conventional or those prominent physical characteristics

### **Definition of prejudice behaviour**

The school upholds its Public Sector Equality Duty responsibility by ensuring the whole school community is safe, secure and free from negative or prejudice language or behaviour, especially those who fall into a protected characteristic. These are:

- Race
- Gender and gender variance
- Disability
- Religion and belief
- Sexual orientation

### **To whom this policy applies**

This policy applies to all adults and pupils at Brookfield School and addresses child to child, adult to child, child to adult and adult to adult bullying or prejudice behaviour.

The policy applies to all incidents and reports of bullying and prejudice at our school. We recognise that bullying and prejudice can occur anywhere. Where incidents are reported by pupils concerning home we will follow our safeguarding procedures as necessary. Where there are reported incidents of cyberbullying or prejudice, involving and perpetrated by any of our pupils, we will respond in accordance with the aims and objectives of this policy.

The provisions of this policy will be applicable in relation to behaviour outside school on school business (for example school trips, sports fixtures, work experience etc), and also where there is a clear link between the behaviour and the maintaining of good order within the school. In appropriate circumstances, the provisions of the policy will also extend to cover the conduct of pupils when they are not on school premises and not under the control or supervision of a member of staff.

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All adults within the school have a responsibility to act under the duty of care. The essence of that duty is to take reasonable steps to protect the welfare, health and safety of pupils and to act with reasonable skill and care.

### Responding to Bullying or Prejudice Behaviour

- a) Procedures for reporting bullying or prejudice behaviour
  - 'Pupil complaint forms' are available to all pupils from all staff, and support is to be offered to all pupils wishing to complete one should they have any concerns or worries for themselves or others, these should then be handed to the form TA for discussion at debrief
  - Staff to complete an 'Information Sheet' should they have any concerns or worries for a pupil within the school, these should then be handed to the form TA for discussion at debrief
  - Should a parent wish to report bullying or prejudice behaviour they should telephone school and speak with their form tutor or TA. The information would then be recorded and discussed at debrief
- b) Procedures for dealing with incidents including follow-up
  - Laura Butterworth is Brookfield's current designated member of staff and has the role of Equality coordinator, which includes the role of Anti-Bullying coordinator, within school
  - All reports of bullying or prejudice are discussed at debrief at the end of each day and logged
  - The Equality coordinator is then responsible for tracking back to see if the same individuals have been involved in an incident before and which stage the individual who has been displaying bullying or prejudice behaviours is at, and what consequence is to be given
  - The Equality coordinator contacts, usually by letter, the parents or carers of the individual who has been displaying bullying or prejudice behaviours
- c) Procedures for recording bullying and prejudice behaviour
  - The Equality coordinator logs all incidents of bullying and prejudice and the action taken for each said incident and keeps a copy of the original information. All incidents are reported at debrief which is attended by all staff present at school that day, this includes the Head Teacher. The incident is then discussed in line with the Anti-bullying or prejudice stage system and an appropriate consequence is agreed upon
- d) Procedures for dealing with complaints
  - Any complaint with regard to bullying or prejudice behaviour will be discussed in line with this policy and the appropriate action taken
- e) Support for pupils, parents, staff during and immediately after incidents
  - Pupils involved in reporting bullying or prejudice behaviour are to be offered support from the member of staff who helps them to complete the 'Pupil Complaint Sheet'
  - Parents involved in reporting bullying or prejudice behaviour are to be offered support from their son's form tutor and the Pupil, Parent Liaison Officer should it be required
  - Staff involved in reporting bullying or prejudice behaviour are involved in the discussion at debrief and can discuss matters further with the Equality coordinator
- f) Range of actions that may be applied
  - Each incident will be dealt with on an individual basis which will be discussed at debrief

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- The parents or carers of pupils who have displayed bullying or prejudice behaviour will be contacted either by letter or phone call
- The consequences of most incidents of bullying or prejudice will follow the escalating consequence stages, these are as follows:

Stage 1 - Warning

Stage 2 - Detention

Stage 3 - Social isolation for one lesson

Stage 4- Social isolation for two lessons

Stage 5 - Social isolation for half a day

Stage 6 - Social isolation for a full day

Stage 7 – Exclusion

- Pupils may also be required to talk through issues with the individual to whom they have displayed bullying or prejudice behaviour against
- The school safeguarding procedures will be followed and further agencies contacted should it be deemed appropriate
- In addition, all racist incidents will require the member of staff observing the behaviour to complete a Lancashire County Council 'Racist Incident' form and pass to the Head Teacher for processing and sending to County for review.

### Intervention Strategies

There are many ways pupils involved in bullying or prejudice incidents can be supported by the school. SEAL activities and other curriculum opportunities to support pupils if low level bullying or prejudice occurs. Some pupils will need more support than others and the school must judge whether that support can be offered by us or whether other professional expertise is needed.

Intervention strategies may include:

- Professionals working with the young people involved
- Restorative approaches

### Preventative Measures

At Brookfield School much is done to prevent incidents of bullying or prejudice. We teach children about bullying and prejudice through our curriculum, assemblies, PSHE and RE lessons and raising awareness events such as Anti-Bullying fortnight. We ensure that we have a safe and secure environment through the deployment of staff during lessons, break and lunch times and at the beginning and end of each school day. Pupils are reminded that they may report incidents of bullying or prejudice to any member of staff and that it is dealt with in an appropriate manner in line with this policy. We recognise that occasionally incidents do occur. When they do we strive to deal with them quickly and effectively and in a positive manner.

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### Staff Training

The Equality coordinator shall attend Lancashire Anti-bullying and Equality courses when they arise and implement actions within the school accordingly

### Implementation of the Policy

The Headteacher will have responsibility for ensuring that this policy is carried out. The Governing Body will take responsibility for ensuring that the policy is reviewed on a regular (annual basis) and will monitor incidents of bullying and prejudice at the school.

This policy should be read and implemented alongside the school's Single Equalities Policy, Behaviour Policy and the Safeguarding & Child Protection Policy

The policy will be brought to the attention of staff through staff meetings. Pupils will be reminded throughout the course of the academic year through lessons, and assemblies etc. We will also raise awareness through specific events.

This policy will be made available to any parent/carer upon request.

### Monitoring

The Headteacher and the Equality coordinator will take responsibility for:

- Monitoring the number and types of bullying and prejudice incidents
- Checking recording and reporting procedures are being applied consistently
- Canvassing opinions amongst children and young people as to the effectiveness of the policy

### Evaluating the Policy

This policy will be reviewed annually by the Head Teacher, Governors and Staff of the school.

The effectiveness of the policy will be measured through the number of reported incidents

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