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| Staff responsible | Andy Taylor |
| Date of policy/last review | 19/09/2018 |
| Governing body ratified | 19/09/2018 |
| Chair of Governors – Liz Bailey | *Liz Bailey* |
| Review cycle | 1 year |
| Next review | 19/09/2019 |

## 1. Statement of values and vision

1.1 At Brent Knoll we believe that adults and children should learn in a supportive, caring and safe environment without fear of being bullied. We believe that all members of the school community have rights as individuals but with those rights come significant responsibilities. The sharing and understanding of these rights and responsibilities is central to this policy. We believe that in order for everyone to enjoy the same rights we should state specifically the responsibilities that would have to be shown in order to ensure that everybody has equal access to their rights.

1.2 In order for people to enjoy the right:
- To be free from fear – they should not frighten or upset others
- To be safe from harm – they should not hurt others
- To have their possessions protected – they should respect other people's property
- To be listened to – they should listen to others
- To be treated with respect – they should treat others with respect
- To learn – they should allow others to learn
- To have more choices – they should show that you can make choices that you won't regret

1.3 The aim of this policy is to ensure these values and vision are realised.

## 2. Definition

2.1 Bullying is defined as the intentional hurting (physical or emotional) of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off incidents can have a continuing harmful effect on the victim.

## 3. Consultation

3.1 This policy has been developed in consultation with children and young people through the School Council, school staff through department meetings, the school governing body and parents whose views have been invited.

4.      Forms of bullying

4.1 There are two overall types of bullying behaviour – direct and indirect. Direct bullying takes place between the victim and the wrongdoer(s). Indirect bullying is often associated with social rejection by a wider peer group and is more subtle in its nature, for example spreading rumours, or deliberately ignoring the victim. It is important for school communities to understand the nature of bullying in their own schools. At Brent Knoll the School Council has been very helpful in developing a greater understanding of the nature of bullying within the school.

- Verbal – which includes name calling, insults, jokes, offensive language or comments and using 'trigger' language.
- Physical – unprovoked assaults such as prodding, pushing, hitting or kicking.
- Social – humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping or applying peer pressure to conform.
- Cyber – bullying via the internet, email or mobile phone e.g text messages, phone calls, chat rooms, instant messages or posting on websites or message boards.
- Non-verbal - staring, 'dirty' looks, 'cutting your eyes', gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence or stalking.

4.2 Bullying is not a frequent event at Brent Knoll. However, some young people find it difficult to distinguish the boundary between 'teasing' between friends and bullying with the result that some teasing becomes a more serious issue. In the rare cases of persistent bullying of a particular young person by another individual this has normally been motivated by issues linked to power, status, strength and age and may have been underpinned by jealousy, sense of threat or particularly low self image on the part of the wrongdoer. Bullying can also be triggered by young people's prejudice about race, faith, gender, sexuality and/or disability. There has been little or no instances of bullying of this nature at Brent Knoll but is essential to maintain that state that all staff are aware of its existence.

5.      How bullying is prevented at Brent Knoll

5.1 A lot of work goes into the prevention of bullying through developing a greater understanding of bullying, relationships and cohesion work and instilling an ethos of respect, understanding and tolerance. Specific strategies employed are:

- Peer mentoring through the learning mentors
- Management of space and supervision
- PSHCE work
- Circle Time and Circle of Friends
- Social and emotional aspects of learning themes
- Anti-bullying week
- Staff modelling of positive relationships
- Access to learning mentors
- Theatre workshops
- Restorative discussion and restorative conferences

6.      Procedures to be followed following an incident of bullying

6.1 **Bullying incident reported.** It can take courage for a young person to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Adults receiving the

information should show that they are listening and that the young person is being taken seriously. Finding a quiet place to talk without being disturbed is good practice. At this stage it should be clearly established, using our definition of bullying, that the incident reported is one of bullying.

6.2 **Child protection.** Adults must be alert to whether there may be a child protection concern and follow the correct school procedures.

6.3 **Investigate the incident.** It is crucial to establish as far as you can what has happened. Using open questions when interviewing those involved is generally more useful than using closed questions , unless you are clarifying a particular point. It is also useful to summarise, at regular intervals, what has been heard back to the young person. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

6.4 **Decide on the response.** The following steps may be taken when dealing with incidents.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the class teacher/form tutor and head of department if appropriate.
- Where it is felt further action is needed the relevant deputy head will interview all concerned and will record the incident. At this point it may be decided to involve the Headteacher.
- Form tutors/classteachers will be kept informed.
- Parents will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned.

6.5 **Plan and take action.** At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the school's data collection and monitoring processes.

6.6 **Provide ongoing support to those involved as necessary.** Investigating incidents of bullying can bring to light additional issues for those involved that need further support to be resolved. Helping victims and wrongdoers t o resolve these issues through practical or emotional support can be important for them to change their behaviour in the future and avoid further bullying incidents.

6.7 **Pupils who have been bullied will be supported by**:
- Offering an immediate opportunity discuss the experience with a significant adult
- Reassuring the pupil
- Offering continuous support
- Restoring self esteem and confidence
- Providing access to formal support structures within the school

6.8 **Pupils who have bullied will be helped by**:
- Discussing what has happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents/carers to help change the attitude of the pupil
- Providing access to internal support structures

6.9 **The following disciplinary steps may be taken given that Brent Knoll is an inclusive school and restorative approaches to justice are always the preferred option**:
- Official warnings to change behaviours
- Detention
- Exclusion from certain areas of school premises
- Internal exclusion
- Restorative conference
- Fixed term exclusion

6.10 **Monitor the situation.** Even if we are confident that the action taken to resolve an incident of bullying has been successful, it is important that the situation is monitored for an agreed period of time. This can be done formally through follow-up meetings with those involved, or informally by staff who 'check in' with young people regularly to make sure the incident remains resolved.

6.11 **Close the incident (continue ongoing support as necessary).** Once the agreed monitoring period has passed and there has been no recurrence of the bullying incident, then the incident can be formally closed, and a note placed on the record to reflect the outcome.

6.12 **Further incident reported.** If, during the monitoring period, or after it, a further incident of bullying is reported involving the same young people, then the same incident procedures should be followed from stage 2. At this point we need to review the response and action taken during the previous incident and consider, having communicated with the relevant people, what further or different action might need to be taken

## 7.    Monitoring, evaluation and review

7.1  As a result of the ongoing communication between staff in the school and those involved in the bullying incident, it may be necessary to review aspects of the school's practice.

7.2 The school will review this policy annually and assess its implementation and effectiveness.

7.3 The policy will be promoted and implemented throughout the school.