



Anti-Bullying Policy

Review Frequency:	Annually
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Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity. As well as this, we aim to promote Social, Moral, Spiritual and Cultural growth in a wide-ranging and thoughtful way by ensuring that the ethical values of openness, honesty, social responsibility and caring for others are integral; these values and principles underpin all our actions.

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. We aim to create a culture where the rights of the individual are valued and upheld. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly, consistently and effectively. We aim to be a *TELLING* school where reporting bullying gains respect and creates a culture where students are encouraged to recognise that telling is a responsible action that supports others and oneself. This means that *anyone* who knows that bullying is happening is expected to tell ~~the~~ a member of staff.

This section should be read in conjunction with the, Child Protection Policy and the sections on E-safety and Data Security, acceptable use of ICT.

Aims

- To educate about the nature of bullying, through the curriculum, and to encourage a safe and secure environment in school and beyond the school gates as directed by legislation.
- To prepare procedures for dealing with incidents of bullying.
- To identify specific responsibilities of students, staff, parents/carers and Governors.
- To establish preventative measures.

Objectives

1. We will not tolerate any form of bullying and do not accept that it is an inherent part of school life. Everyone is to understand that no-one has the right to make you feel bad in any way.
2. We will maintain the teaching of non-bullying behaviours and encourage the practise of respect and tolerance. We will celebrate diversity and raise awareness of different people within our society.
3. Incidents of bullying will be dealt with consistently and appropriately and records will be kept of these incidents. New staff will be trained to be effective in this area.
4. Victims and bullies will both be supported.

5. All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
6. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
7. All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
8. As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

Roles and responsibilities of the various stakeholders at Brentwood County High School are explained in Appendix 1.

Definition of Bullying

“Bullying is any behaviour which is reasonably perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless”.

Bullying takes different forms and may include hurtful behaviours such as....

- Verbal - name-calling, sarcasm, spreading rumours, teasing, insults, comments.
- Physical - pushing, kicking, hitting, punching or any use of violence. Damage to belongings.
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) alienating friends, relational aggression.
- Indirect - behind someone’s back.
- Cyber - All areas of internet ,such as email, social media and internet chat room misuse.
- Mobile phone - threats by text messaging and calls.
- Misuse of associated technology , i.e. camera and video facilities.
- Sexual - unwanted physical contact or sexually abusive comments, including sexist comments.
- Some bullying may amount to Peer on Peer abuse, and should therefore be referred to the Safeguarding team for Child Protection.

- Racist – related to race, religion or culture; racial taunts, graffiti, gestures (the school takes racist incidents very seriously and we have an Education Against Racism co-ordinator).

Bullying is often linked with prejudice towards perceived difference. 'A prejudiced-related incident is an incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups' may be linked to:-

- Race, religion or culture.
- Disability or special needs.
- Gender Identity – because you are male, female or transgender.
- Sexual orientation – homophobia.
- Chronic or long term illness.
- Appearance.
- Family circumstances.

An example of a structure which determines as objectively as possible what is or what is not bullying with the focus on the experience of the victim is as follows:

Incident was bullying (all warnings confirmed)

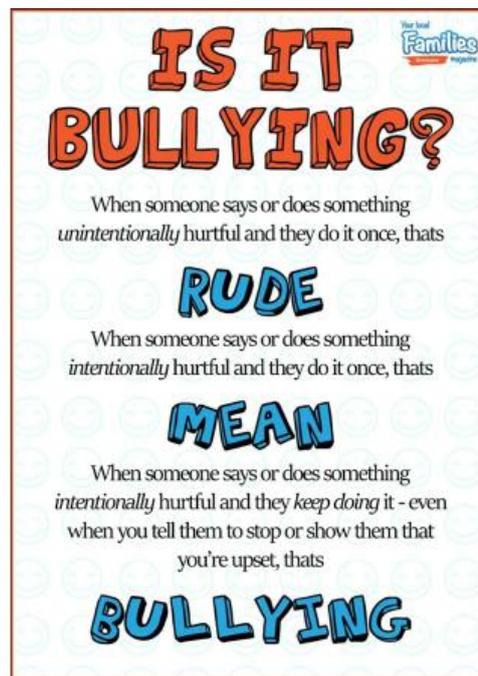
- Hurt has been deliberately/knowingly caused (physical or emotionally).
- It is a repeated incident or experience e.g. multiple incidents, cyber bullying, or an involvement of a group.
- Involves a balance of power:
 - Target feels she/he cannot defend her/himself, or
 - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling etc.)

Incident was not bullying on this occasion because it was:

- The first hurtful incident between these children.
- Teasing/banter between friends without intention to cause hurt (should not happen again).
- Falling out between friends after a quarrel, disagreement or misunderstanding.

- Conflict that got out of hand (should not happen again).
- Activities that all parties have consented to and enjoyed (check for subtle coercion)
 - Got out of hand
 - Parental concern.
- Other.

This policy recognises that not all hurtful behaviour is bullying and the list above taken alone these are not necessarily examples of bullying. The approach on the shared poster in tutor time and assemblies will help our students develop an approach of building resilience.



The way the school operates on a day-to-day basis

We are committed to providing a caring, friendly and safe community. We will work with students and staff to raise awareness of bullying through regular briefings, assemblies and targeted training. Information about the anti-bullying strategies will be included in the, Parents' Handbook and School Website.

Strategies to prevent bullying include:

- Adequate supervision around the school by staff and senior students.
- Staff duties off the school site to ensure safety for students getting to and home from school.
- Appropriate classroom management and vigilance.

- Giving the anti-bullying policy a high profile.
- Creating a school culture which creates mutual respect and safe practises.
- Treating bullying as a serious issue.
- Having clear expectations regarding safe behaviour, aimed at avoiding bullying
- Responding to bullying issues
- Discussions with those concerned with bullying incidents.

Providing safe areas for students feeling vulnerable. The Personalised Learning Zone is a supervised area where students can work in a safe and calm environment

- Regular year group or key stage assemblies provide opportunities for any significant incidents or trends in behaviours to be shared and discussed.

Why it is Important to Respond to Bullying

Schools have a responsibility to respond promptly and effectively to issues of bullying. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. A student who is being bullied often fails to thrive academically. Students who are bullying others need to learn different ways of behaving. Bullying behaviour is often a sign that a student is unhappy.

Monitoring of incidents

All reports of lower level hurtful or targeted behaviour such as teasing and disrespect, and bullying will be recorded and investigated. Numbers, types and outcomes of bullying incidents will be monitored on a termly basis by the Heads of Year and the Senior Lead of Behaviour. Individual bullying incidents will be monitored after the incident as appropriate by the Head of Year/Safeguarding team and/or Form Tutors.

Signs and Symptoms

A child may indicate by signs or 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 or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.

- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or "go missing".
- Asks for money or starts stealing money (to pay bully).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong or gives improbable excuses.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.

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

Disclosure of an incident

It is important that reported incidents are treated seriously and acted upon quickly. Listen very carefully to what the student is telling you. It is very important to a victim that they feel they have been listened to properly and have been supported. Further investigation is carried out more successfully if a written report of the incident is made.

Other ways in which a bullying incident can be reported

Students have indicated that they would like more than one way of reporting bullying. Therefore we have developed a number of ways that bullying can be reported:

- In person to a member of staff/another student/mentor.
- Via the website.
- Via the Personalised Learning Zone.
- Young people or parents can also report incidents of online bullying to the service provider or social network via their “report” buttons. Online sexualised bullying should also be reported to CEOP via the link on our website. CEOP is essentially a mechanism for child sexual exploitation cases or for cases where explicit images of under 18’s have been shared or misused, not for every case of cyberbullying.

Parents can report bullying:

- Via staff contact form/e-mail/telephone call to a relevant member of staff.

Recording an incident: making a written report

A written report should be taken by a member of staff and include the victim’s account and statement along with the names of all those involved. This includes the names of students who were present and witnessed what happened but who were not actively involved. Those allegedly involved in the bullying may also be asked to make a written statement of the incident, but this should be handled carefully, and may be inappropriate in the initial stages of an investigation. Copies of all written information should be passed to the Heads of Year as this assists in monitoring the frequency of incidents around the school and on the behaviour of students Heads of House will record the incident in SIMs and CPOMs using the appropriate categories. During the course of gathering information it is important to try and discover if there was any particular reason why the incident occurred:

- Had there been any build up to the event?
- Had this happened before?
- Was the victim injured?

- Was anything taken from the victim?
- Support the victims of bullying incidents by suggesting that they bring a friend with them when giving information.

Possible action

It may be appropriate to refer a targeted student or an incident directly to the Head of year or Safeguarding team. This will usually be in cases where there is a history of bullying, where the bullying is serious, where a student has been injured or where the student is unhappy about any teacher intervention. It is important to discuss this with the student involved. In other cases it will be appropriate to follow these guidelines but note **that all cases of bullying should be referred to the relevant form tutors and Heads of Year.**

- Issue a VERY STRONG warning in the case of a first incident.
- Make sure that the class/form knows that bystanders who do nothing to help are viewed as culpable.
- Inform the class/form that this sort of behaviour is not acceptable, highly disapproved of and will be treated very seriously at this school.
- Encourage all students to report bullying. Once students see that their reports obtain action they are more likely to report incidents.
- Ensure that any graffiti is removed which may have formed part of an incident. This could be carried out by those involved in the bullying.
- Cyber bullying – we ensure we always update parent and advise to monitor social media use so they are aware; recommend to the student and parent strategies to support further concerns such as blocking and or removing; liaise with other schools where students have been linked; restorative approach where appropriate. Any inappropriate images; comments or allegations immediately go to safeguarding

If required we recommend parents to contact the police to report the incident.

Make sure that you tell those that are involved exactly who has been informed. Parents of the victim should be informed of the incident and all action being taken explained to them.

Restorative Practice

- BCHS aims to be a restorative school which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those

responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

There is no single answer to every problem and no single method can be used to deal with all bullying incidents. The way in which adults react to bullying can make it less likely to happen. A positive open response will encourage young people to speak up about matters of concern and will promote more caring, responsible patterns of behaviour.

How we react to an incident will depend on:

- The circumstances – we need to assess the nature of the incident before we apply a strategy. Group bullying for example is dealt with differently from problems created by one individual who persistently bullies another.
- The situation surrounding the students involved and being sensitive to the needs and situations of these students.
- Ensuring that present school policies are used effectively.

In general, however, the following procedure should be followed:

- When a student informs an adult they are being bullied the report has to be taken seriously.
- Reassurance needs to be given to the victim that the situation will be investigated.
- Report incidents of bullying to the relevant Head of year.
- The Head of Year or Safeguarding Team will speak to victims, bullies and where appropriate, witnesses to decide the next action.
- Both parties are to be listened to and talked too separately or together.
- Counselling at this point may resolve an issue and the bully needs to understand the victim's point of view. This will encourage empathy.
- Consider the involvement of parents/carers.
- Action will be taken as appropriate.
- Monitor the situation.
- Follow up with those involved at timely intervals after the incident to monitor impact of actions.

- Record the incident on the online data system (SIMs) and Safeguarding system(CPOMs)

Students and parents are encouraged to save any evidence of online/cyber/text bullying by taking screenshots/photos of any incidents.

Follow Up

Once Heads of Year/ Safeguarding Team have been informed of an incident and have been involved in dealing with it. They may inform staff that teach students involved so that the situation can be monitored carefully in all subject areas. Monitor the attendance of the victim. Arrange a further meeting with those involved to ensure that everything is resolved and that there are no further developments. The Safeguarding Team work using holistic and restorative approaches.

Possible Outcomes

Those involved in bullying may be asked to genuinely apologise. If possible, the students will be reconciled. Other consequences may take place. In serious cases, suspension or even exclusion will be considered. Parents of the victim and those involved in the bullying will be informed and may be invited into school for a meeting.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

OFSTED will be inspecting on the following within schools: types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disabilities.

STAKEHOLDER ROLES AND RESPONSIBILITIES

All stakeholders are advised that BCHS stands against bullying and discrimination.

Students Role

Students are advised that:

- Silence and secrecy allows bullies to operate so victims need to speak out – students are advised “not to be bystanders”.
- They should report an incident of bullying in the knowledge that the information they share will not cause them to lose status in their peer group.
- If they are engaged in any action that they feel may be bullying others, then they should seek help.
- Students have many options of how to report bullying. They can:
 1. Speak to a member of staff you are comfortable with.
 2. Go to the Personalised Learning Zone.
 3. Speak to a mentor.
 4. Email a member of staff.
 5. Use the online form on the school website.
 6. Use external organisations such as ChildLine.
- If a friend is being bullied, students are encouraged to use one of the methods above.
- Your parents will be informed in an appropriate way by the Heads of Year.
- Keep evidence of online or mobile bullying or photos of damage to belongings or personal injuries.

Teachers' Role

- Teachers need to be vigilant ~~for~~ in noticing signs of bullying (e.g. signs of distress, deterioration in work, spurious illness, and desire to be with adults) and promote the message that BCHS stands against bullying and discrimination by using the school values as appropriate.

- Deal with incidents and not leave them unchallenged. Early intervention is the best course of action.
- Record incidents on SIMs/CPOMs and refer to the appropriate member of staff.
- Be vigilant around school and perform duties and supervision effectively. Be alert to anti-social behaviour and highlight ~~its unacceptability~~ that it is unacceptable.
- Be available to listen to students who are worried about bullying. Discuss these problems with the Heads of Year/Safeguarding Team/Form Tutors
- Respond with appropriate attention to lower levels of hurtful behaviours such as teasing and disrespect

Role of Non-Teaching Staff

- Non-teaching staff need to be vigilant for noticing signs of bullying (e.g. signs of distress) and promote the message that BCHS stands against bullying and discrimination by using the school values as appropriate.
- Respond with appropriate attention to lower levels of hurtful behaviours such as teasing and disrespect.
- All incidents to be reported to their line manager/Heads of Year to be dealt with.
- Midday supervisors and all adults should challenge/report inappropriate behaviour. This should be reported directly to Leadership Team/Line Manager/Head Of Year”.

Role of Parents/Carers

- On entry, parents/carers sign the BCHS Home-School Agreement which states that parents/carers will support the school in its anti-bullying work.
- Parents/carers are advised to be alert for signs of stress, unwillingness to attend school, patterns of illness, requests for extra money, requests to be taken to or collected from school, unexplained minor injuries, withdrawing behaviour.
- Parents/carers are advised to contact school if they suspect there is a problem. This can be done by contacting any member of staff in person, by email or on the telephone;
- Parents /carers will be better able to detect the signs of bullying if they take an active interest in their child’s schoolwork and homework by talking about the school day. We would firmly recommend this.

- Parents/carers should encourage their children to join in various aspects of school life to make the most of educational and social opportunities.
- Parents /carers should ensure that correct uniform is worn and that their child is not made to feel different in any way.
- Parents/carers of pupils who bully will be contacted about the unacceptable behaviour. Persistent bullying is referred to the Leadership Team.
- If parents are not satisfied with the way the school has responded to a report of bullying, they are advised to contact the head teacher. If still not satisfied they may use the school's complaints procedure. The governors will deal with any formal complaints.
- Parents are strongly urged not to take matters into their own hands or resort to online actions, but to work with the school. Bullying is complex behaviour and can take some time and careful intervention to change.

The Role of the Head of Year/Safeguarding Team

- Should take action over specific offenders in consultation with tutor.
- May enlist the assistance of outside agencies.
- Will monitor incidents of bullying.
- Will ensure incidents are recorded on the online data system (SIMs)(CPOMs).
- Will inform the Leadership Team of persistent offenders who do not respond to positive behaviour management.
- Contact will be made to parents to discuss incidents and outcomes.

The Role of Governors

- To support staff and students to combat bullying.
- To discuss bullying at Behaviour and Safety committee meetings.
- To monitor levels of bullying, the nature of incidents and the effectiveness of implementation of this policy
- To deal with complaints via the school's complaints policy

Help organisations:

- Childline 08001111
- CEOP – www.ceop-police.co.uk
- Advisory Centre for Education (ACE) 0808 800 5793
- Children's Legal Centre 0845 345 4345
- Parentline Plus 0808 800 2222
- Bullying Online www.bullying.co.uk