

**ANTI-BULLYING POLICY AND PROCEDURES**

*This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

**Legal Status:**

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Prepared with reference to: Preventing and Tackling Bullying (July 2017), Cyberbullying: Advice for Principals and school staff (DfE- November 2014), Advice for parents and carers on cyberbullying (DfE- November 2014) and School support for children and young people who are bullied (DfE- March 2014), Section 89 of the Education and Inspections Act 2006. Has regard to the Equality Act 2010 and the Public Sector Equality Duty

**Applies to all** activities undertaken by the school inclusive of those outside of the normal school hours and away from the school site by those who work, volunteer or supply services to our school - that is all staff (teaching and support staff), pupils on placement, the Proprietors and volunteers working in the school.

**Related documents:**

- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, what to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions),
- Safeguarding Policy and Procedures including Child Protection
- Peer on Peer Abuse Policy
- e-Safety Policy including Cyber-Bullying and Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Spiritual, Moral, Social and Cultural (SMSC) Development

**Designated Member of Staff responsible for Anti-Bullying:** The Member of Staff with overall responsibility for Anti-bullying in the whole school is: James Docherty who works in conjunction with Jonathan Broadbent the deputy DSL, who has oversight of Pastoral Care at the school.

**Monitoring and Review:** This policy will be subject to continuous monitoring, refinement, and audit by the Head of Education. The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing.

Signed:



James Docherty (Head of Education)



Dominic Macauley (Proprietor)

Date reviewed: September 2023

Date of next review: July 2024

This policy will be reviewed no later than July 2023 or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

**Principles - Aims and Objectives:** At Brookland School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. We are serious about preventing and tackling bullying whether it is on the grounds of race, religion, educational need, disability, or sexual orientation. Bullying of any kind can threaten both the mental health and educational progress of our pupils. Brookland School enables all members of the school community to understand what

constitutes bullying, making it clear to pupils, staff, parents and guardians that bullying is completely unacceptable. We strongly believe that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school.

Therefore, if bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Records are kept evaluating the effectiveness of the approach or to enable patterns to be identified. As part of this Policy, we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. As we are a relatively small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Head and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. This policy applies to all Brookland School activities both on and away from the school site. We aim to promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. This policy applies to all Brookland School activities both on and away from the school grounds. In the event of bullying taking place among the staff, the Head should be informed, and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

**Definition of Bullying: What is bullying?** Bullying can be defined as ‘behavior by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our school’s first priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Brookland ensures early intervention to help set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating. *Keeping Children Safe in Education (2023)* defines bullying as a form of abuse, ‘child on child abuse’.

It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is

false and known or believed to be false by the sender. If our staff consider that an offence may have been committed, we will seek assistance from the police. As part of our Behaviour Management Policy, Brookland School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour.

**Bullying – Child Protection Related Issues:** A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to Rochdale EHASH.

**Bullying can be:**

- **Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- **Physical harm or its threat including the abuse of personal property** – jostling, serious fighting, pushing, kicking, hitting, taking, or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text message.
- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. **This is an area where schools are required to keep statistics about incidents.**
- **Cultural** – focusing on and/or playing off perceived cultural differences or similar.
- **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- **Sexual** - is unwanted or inappropriate physical contact or sexual innuendo.
- **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying may be reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
- **Religious** – Attacking faith, belief, religious practice or custom.
- **Special Educational Needs and Disability** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD).
- **Verbal** - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
- **Written** – Spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Brookland School (see Behaviour Policy). All staff and volunteers at Brookland School are expected to treat each other with a professional level of respect. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most pupils at some period during their school career.

**Cyber-bullying Preventative Measures:** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside our school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The wider search powers

included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

We have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding).

**The Risks of Bullying to the Victims: Why is it important to respond to bullying?** A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

**What to look for – Signs and Symptoms of Bullying and staff awareness:** All staff must be alert to the signs of bullying. These may include:

- unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoiled by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary);
- psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequent complaints to staff with symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;
- asks for extra pocket money or starts stealing money (to pay bully); missing property;
- is afraid to use the internet or mobile phone, is nervous and jumpy when a cyber-message is received;
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away and
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Classes have a worry-procedure chart called 'What to do if you are worried' which is discussed and referred to.

**Strategies to support Anti-Bullying:** We use educational elements such as Personal, Social, Health, Economic Education (PSHEE) and citizenship, assemblies, projects, drama, literature, with discussions of differences between people and the importance of avoiding prejudice-based language. We also, within our curriculum, social stories, and drawings about bullying, making up role-plays, use historical events, current affairs and so on, to highlight the essential anti-bullying messages and maintain awareness of potential problems, striving to prevent any form of bullying through education. We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference; also, children with different family situations, such as looked after children or those with caring responsibilities. Brookland also teaches children that using any prejudice-based language is unacceptable. We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect.
- making pupils fully aware of the school's policy.
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend.
- promoting anti-bullying through education using the curriculum, tutorial, and circle time and in particular the Personal, Social, Health, Economic education (PSHEE) programme to raise awareness of issues relating to bullying, whilst developing Social and Emotional Aspects of Learning throughout Brookland School and the curriculum,
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves.
- ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition.
- giving support to those involved in bullying to enable them to change their behaviour;
- imposing reasonable, proportionate, and consistent sanctions as and when necessary.
- seeking the support of outside professional agencies as appropriate.
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring and
- familiarising all staff at Brookland School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Brookland School's Anti-Bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Brookland School we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Brookland School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Staff will consult with the Head or other senior manager knowing that their response will be sympathetic and appropriate.

**The Role of the Staff:** The ethos and working philosophy of Brookland School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. Class codes of conduct are apparent in all classes and support the school's stance for RESPECT and hence commitment to anti-bullying practice.

- All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- All staff need to be aware of any obvious or subtle hurtful conduct in lessons.

**Staff Should:**

- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure pupils are appropriately supervised.
- Report all cases of bullying to the Head.
- Parents' involvement and cooperation can be sought, and parents of pupils involved will be kept informed.

**Staff Training:** We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual, and transgender (LGB&T) pupils.

**Procedures:** It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher.
- Pupils should be reminded of the standards of behavior expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved. The record of bullying should be passed to the Head or in his absence the Lead Teacher.
- The Head or Lead Teacher will investigate the incident and see the pupil/s involved. All staff will have been made aware of the Peer Support Approach to dealing with bullying which has, in many schools, been found to be particularly effective. The Head and the Lead Teacher should be kept informed of any instances of bullying.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.
- Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- If a first offence is of a serious nature, the Head should be informed as a matter of urgency.
- Bullying which has been recurrent or persistent, should be discussed by the Head or Lead Teacher.
- The school will continue to monitor the wellbeing of the victim and the behaviour of the bully. Meet with the victim on the review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped comment favorably to the bully, inform staff that the problem has stopped. Inform the Head if the bullying has continued. The Head will then take appropriate action.
- It should always be acknowledged that on rare occasions some pupils set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- The School Behaviour Policy is central to the school's stance against bullying.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable.
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated.

Action should then be taken regarding each of the following:

- Advice and support for the victim in accordance with the Behaviour Management Policy.
- Sanctions imposed will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the Behaviour Management Policy.
- Informing the parent of the victim, the bully and possibly others involved.
- Formally recording the incident on the pupil(s)' files.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

- Giving relevant feedback and reminders about appropriate behaviour to pupils.

Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate.

**The Procedures for Pupils:** Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires.

For children who are being bullied - Remember bullies thrive on silence

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a staff member.
- Expensive items and large sums of money should be left at home.
- Try not to show you are upset. Try to ignore it at the time of the incident - Stay calm - walk away to safety

For children who see someone being bullied:

- If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.
- Tell an adult immediately. Try to be a friend to the person who is being bullied.
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child

For children who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- A bully doesn't have many true friends. Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'.
- Speak to an adult about your bullying behaviour.

and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents, the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school;
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- contact the Head if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- allow the school to resolve the problem with the bully/ies and their parents.
- encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- be aware that bullies have often been victims themselves.
- in the case of cyber bullying, e.g. messages on facebook, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to Johnathan Broadbent (Lead Teacher).

Action should then be taken with regard to each of the following:

- Advice and support for the victim is in accordance with the school's behaviour management policy.

*Brookland School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential*

- Sanctions imposed will be relative to the age of the child.
- The bully must understand what they have done and why the sanctions are being applied. Support for the bully is in accordance with the school's behaviour management policy.
- Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated.

**Prevention:** Brookland School uses the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:

- the school rules through circle time, during Personal, Social, Health Economic Education (PSHEE) and citizenship activities along with SEAL and Assembly; making up role-plays
- social stories and drawings about bullying; reading stories about bullying or having them read to a class or assembly;
- providing emotional support to give each child the opportunity to express how they feel.

Methods:

- We watch for early signs of distress in children.
- We listen, believe act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We help and explain to the child doing the bullying why his or her behaviour is unacceptable.

**Appreciating the Seriousness of Bullying:** Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

**Pupils' Response to Bullying:** Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour;
- passively support the bullying behaviour;
- passively reject the bullying behaviour and
- actively challenge the bullying behaviour.

**Classroom Management:** Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

**Playground Management:** The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy.

**Bullying which occurs outside school premises:** Staff at Brookland have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying



incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village Centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of Education should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

**Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.**

