



Est. 1919

BRAMBLETYE

Anti-Bullying Policy

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| Name: | Anti-Bullying Policy |
| Applies to: | Whole School including EYFS |
| Reference no: | Policy 16 |
| Contributors: | N/A |
| Owner: | Deputy Headmaster |
| Approved by: | Headmaster |
| Date reviewed: | September 2023 |
| Date approved: | September 2023 |
| Next review: | September 2024 |

The Brambletye Anti-Bullying Policy and all arrangements referred to therein have regard to the DfE advice 'Preventing and Tackling Bullying 2017'

1. Introduction

This policy must be read in conjunction with the school's Child Protection (Safeguarding) Policy, Staff Code of Conduct, IT: E-Safety, Digital Media, Social Media & Acceptable Use Policy and Good Behaviour, Discipline, Rewards and Sanctions Policies.

At Brambletye, our community is based on respect, good manners and fair play. In accordance with the DfE's guidance 'Safe to Learn', we are committed to providing a secure, safe and caring environment that is free from disruption, violence or any other form of harassment so that every pupil can develop to his/her potential. Pupils and staff are expected to treat other people as they would like to be treated themselves. This means being kind, generous, thoughtful and sensitive. We take due regard to the DfE document 'Cyberbullying: Advice for Head teachers and school staff (2014)'.

Brambletye prides itself on respect and mutual tolerance. Ours is a diverse community, with pupils from a variety of cultural, religious and ethnic backgrounds. Some pupils require additional support and help. Parents also have an important role in supporting Brambletye to achieve high standards of behaviour. Good communication between home and school is therefore essential.

At school assembly, in Chapel, during Tutor sessions and PSHEE lessons, pupils are given clear guidance as to their social and moral responsibilities as they progress through the school.

2. Rationale

At Brambletye, all staff and governors are committed to 'Every Child Matters' in that the following five outcomes are key to well-being and in later life:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

3. Definition: What is bullying?

Bullying is when a pupil's life is made unhappy – or worse – by the actions or words of another person or a group of persons. This behaviour may be repeated over time or be a single incident. Bullying varies according to age and school and there is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical assaults (to persons or property)
- Verbal abuse (name calling, racist taunts, threats, excessive banter, swearing; it may involve actions or comments which focus on disabilities, gender, religion, culture, sexual orientation, Special Educational Need or physical attributes such as hair colour or body shape, or unkind comments to a child who is adopted or is a carer). If a person feels bullied that is sufficient to take further action.
- Teasing
- Exclusion from peer groups
- Extortion
- Aggressive or insulting gestures
- Psychological bullying – the spreading of nasty statements or rumours about someone; excluding someone from social groups
- Cyber bullying (bullying via mobile phone or online for example email, social networks and instant messenger), and children feeling isolated because they are 'shut-out' of group communications.

The above can include: outright physical attacks, theft, vandalism, persistent teasing, swearing, nasty nicknames, personal insults, racial and sexual taunts, malicious gossip.

Bullying can take place regularly, occasionally or can be a single incident. It can sometimes occur sporadically over a period of some years. It is always damaging however, and can also be a corrupting influence on other children who witness it happening. Physical or emotional bullying can lead to psychological damage and must be dealt with promptly and firmly whenever it is met. It is the responsibility of the whole Brambletye community to try to prevent bullying from happening. Any bullying on the basis of protected characteristics is taken particularly seriously.

The School will take action in response to a single incident and make an appropriate record of this in the peer on peer concerns record.

4. The Bully

Bullies can have a low self-esteem, despite an appearance of confidence. They will generally seek to have their own way and will respond to stressful situations impulsively. Although it is impossible to generalise, bullies often:

- Display aggression towards other pupils and adults
- Have a tendency to break rules and engage in anti-social behaviour
- Have an inability to recognise faults in themselves
- Have an ability to communicate well and have an answer for everything
- Display some leadership qualities and wish to dominate others

5. The Bullied

Pupils can be passive or provocative victims. The bullied are often:

- New to the school
- Different in appearance, speech or behaviour
- Suffering from low self-esteem
- Amusing to others in their reactions when bullied (loss of control etc)
- Nervous, anxious or timid

6. Evidence of Bullying

Of themselves, the following are not evidence of bullying but may suggest it if several occur together or else are recurring:

- Repeated minor injuries
- Deterioration in school work or significant changes in behaviour which have no apparent explanation
- Tantrums
- An air of detachment
- Wariness
- A reluctance to return to school after a break

- An increasing lack of self-confidence: a withdrawal from voluntary activities or few friends
- An unhealthy attachment to members of staff
- Frequent complaints of being unwell
- Eating problems

It is worth noting that adults can be bullies too: humiliation of a pupil by using sarcasm or harassment is serious misuse of the power one holds over a pupil. Such behaviour condones bullying by the pupils themselves. Please see staff code of conduct

7. Factors in the rise of bullying

- Lack of parental guidance, warmth or love
- Lack of adult supervision
- Harsh physical or emotional treatment by adults
- A poorly run discipline system (rules, rewards and punishments)
- Lack of moral education
- The behaviour of other pupils

Bullies thrive when:

- There is inadequate staff presence
- There is a change of staff – and hence a change in habits and relationships
- Boredom is prevalent in free time
- There is overcrowding and no haven
- Prefects are ill-advised or left to their own devices
- The gulf between staff and pupils is too great for the sharing of problems
- There is a lack of trust

8. Cyber bullying

Cyber bullying involves the use of information and communication technologies to support deliberate, repeated hostile behaviour by an individual pupil or group of pupils that is intended to harm the victim or victims. This misuse of electronic equipment can torment, threaten, harass, humiliate or embarrass an individual pupil or group of pupils. There is active management of hardware, software and connectivity by both external agencies (SERVAL) and internal staff through GoGuardian - teachers and parents all have a part to play in the safeguarding and protection of pupils.

Pupils at Brambletye often have access to technologies that have both positive and negative potential, therefore consideration is given to the acceptable use of technology within the school setting and beyond, with a policy that is clear, understood and respected by staff, students and the wider school community. Pupils and staff are requested to sign the school's Internet and Email users Agreement – the pupil's agreement is also countersigned by a parent.

The IT: E-Safety, Digital Media, Social Media & Acceptable Use Policy includes guidance on:

- 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;
- clear guidance on the use of technology in the classroom and beyond for all users, including staff, students/pupils and visitors that references permissions/restrictions and agreed sanctions;
- mention of the school's technical provision/infrastructure and safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues; (schools are not required to give away detail in policies which would compromise safeguards);
- how the school builds resilience in its students to protect themselves and their peers through education and information;
- staff safeguarding professional development that includes online safety;
- reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated;
- how the school informs, communicates with and educates parents/carers in online safety;
- the management of personal data in line with statutory requirements.

At Brambletye we set out very clear rules and guidelines:

- From the outset when pupils sign an Internet User's Agreement
- Through education in ICT lessons
- Through reinforcement of rules by Tutors
- In PSHEE lessons
- Through talks and lectures to pupils, parents and staff
- At School Assemblies led by the Headmaster and Deputy Headmaster and other staff
- Pupils are not given access to any social networking sites
- No mobile phones are allowed within the School (in the case of overseas pupils, any mobile phones to be handed in to the Assistant Houseparent)

9. Prejudice-Based Bullying

Any prejudice-based bullying because of a protected characteristic will be taken extremely seriously. Brambletye ensures that the protected characteristics are covered in PSHEE lessons and the pupils are taught what these mean and why they have been put in place. Education around the seriousness of discrimination is part of our wider responsibility under the Social, Moral, Spiritual and Cultural foundations that underpin the School. The protected characteristics are:

- Age (not applicable to pupils)
- Disability
- Gender reassignment
- Marriage and civil partnership (not applicable to pupils)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

10. Children with Special Educational Needs (SEN) and Disabilities

Children with SEN and disabilities may:

- Be adversely affected by negative attitudes to disability and perception of peers
- Find it more difficult to resist bullies
- Be isolated and not have many friends

To help children with SEN:

- Make sure there is a quiet place in school to talk
- Understand the communication needs of the child
- Give the child time to calm down
- Make another adult available as a supporter
- Provide appropriate, comfortable support mechanisms for the child
- Look to introduce a befriending scheme
- Create a supportive and non-threatening environment
- Aim to promote a sense of disability equality throughout the school

11. Boarders

It is important that all staff are aware that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often. The Head of Boarding plays a critical role in the pastoral welfare of the boarding pupils and is part of the pastoral team that is led by the Assistant Head Pastoral. The Head of Boarding and Assistant Head Pastoral will consider any case in light of the above on an individual basis.

12. Prevention

- A positive atmosphere and a spirit of cooperation within a school creates an environment in which helpfulness and kindness will flourish. To that end, 'Work Hard, Play Hard & Be Kind', are principles of behaviour which are reinforced in Assemblies, Chapel Services, PSHEE and Tutor sessions, and which are posted around the school, provides the pupils with a framework for the right approach towards living and interacting with others in a school community.
- Effective discipline is also essential. Particular attention must be paid to the times when pupils are together in unsupervised groups: before a lesson, in a queue, free time etc.
- Pupils should be encouraged to recognise that bullying is unacceptable. 'Telling tales' may be one thing, but pupils should feel able to speak to members of staff should they so desire. All our pupils are encouraged to tell a member of the teaching or pastoral staff at once if they know that bullying is taking place. Every member of staff is trained on how to respond to such allegations as part of their induction training.
- All pupils are taught what to do if they are bystanders to a bullying incident. They should understand that they have a role to play in preventing any bullying. This is taught in PSHEE, during whole school events and in tutor time.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.

- Staff should draw attention to any undesirable developments among the pupils at our staff meeting (10.35, Monday & Thursday), and all serious incidents should be recorded on the child-on-child record.
- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give pupils an awareness of the social and moral responsibilities as they progress through the School. The programme is structured to enforce the message about community involvement and taking care of each other. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- We display advice on where pupils can seek help – ‘Support for Pupils’, which includes details of confidential helplines such as Childline etc. All pupils have access to a telephone, enabling them to call for support in private.
- Any concerning behaviour between pupils is to be recorded on the Peer on Peer Concerns Record. This is reviewed regularly by the Deputy Head so that any patterns or trends can be picked up.

13. Response

The Tutor, Housemaster or Housemistress, Sister, Matron or Head of Boarding should be consulted first and opportunities to discuss matters in private and in confidence should be organised. Staff must try to ascertain the facts, investigate thoroughly and observe, rather than rely upon hearsay. A written record should be kept.

- Take every incident seriously and make sure allegations are substantiated before taking action
- Refer the matter to the Deputy Head, Housemaster, Sister/Matron, or Head of Boarding as appropriate
- Speak sensitively to both bully and bullied, adopting a “no blame approach”
- Attempt to ensure some measure of protection for the bullied
- The bullied may require advice on how to avoid similar incidents in the future
- The bully must feel the disapproval of the school and understand that his/her acts must stop.
- Explanation must accompany any punishment. Confront the bully with his/her deeds and ask why he/she felt that he/she had to behave in the way he/she did.
- A record will be made of any serious incident by the Deputy Head. The records are kept to evaluate the effectiveness of the school’s approach and to enable any patterns to be identified.
- Anti-Bullying Questionnaires may be used at times and this is given to all pupils of the school and records are also kept of their responses – this also provides the school with a tool to better understand any patterns and helps to identify any particular individuals named in the children’s responses that may be at risk of bullying or are the perpetrators of bullying behaviour.
- The Deputy Head will report any bullying incidents to the Headmaster and to all the staff at 10.35 in the Staff Room.
- At the discretion of the Deputy Head a pupil may be referred to Mrs Victoria Blincow, our qualified School Counsellor. Pupils may also request to be referred to a Counsellor.
- All pupils undertake the GL Assessment tool ‘Pupil Attitude to Self and School’

14. Action

- Any bullying behaviour and threats of bullying must immediately stop. Repetition of an offence will be treated very seriously and a pupil will be punished. The seriousness of the punishment, which may involve suspension, will be proportional to the offence and age of the child. It must be remembered that an alleged bully may have specific needs themselves that should be addressed as bullying may be a reflection of something else in the child's life. Referral to the DSL for further consideration may be necessary – see Child Protection (Safeguarding) Policy.
- Parental involvement will take place where deemed appropriate
- The Headmaster will be involved where there is any serious occurrence or repetition of bullying by a child or group of children
- A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. This is the point when bullying would be reported to external agencies.
- In very serious cases, suspension or even exclusion will be considered

15. Parental Concerns

Brambletye has long prided itself on the quality of the pastoral care provided for its pupils. However, if parents have any concerns regarding the bullying of their child, they should make immediate contact with either the Head of the Pre-Prep Department or the Deputy Headmaster (Pastoral), who will carry out a thorough investigation before reporting back to the parents and Headmaster.

16. Advice for Parents

The following advice is taken from:

www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx

Knowing or suspecting that your child is being bullied can be very upsetting, but there's lots you can do to help tackle the problem. Bullying is one of the biggest concerns for parents, according to Family Lives, a support organisation for parents. If you find out or suspect your child is being bullied, there are things you can do to resolve the problem.

And you don't have to find all the answers on your own. There are a number of organisations, including Family Lives, that can give you help and advice.

17. How do you know if your child is being bullied?

Sometimes children don't talk to their parents or carers about bullying because they don't want to upset them, or they think it will make the problem worse. But if you suspect your child is being bullied, there are signs to look out for. According to the NSPCC, these include:

- coming home with damaged or missing clothes, without money they should have, or with scratches and bruises;
- having trouble with homework for no apparent reason;
- feeling irritable, easily upset or particularly emotional.

There is more about spotting the signs of bullying on the NSPCC website.

Signs of cyberbullying include:

- being withdrawn or upset after texting or being online;
- being unwilling to talk about what they're doing online or on their phone;
- spending much more or much less time texting or online;
- many new phone numbers, texts or email addresses show up on their phone, laptop or tablet.

Find out more about the signs of cyberbullying on the NHS website listed above.

18. How to help your child if they are being bullied

If a child tells you they're being bullied, the first thing to do is listen. The NSPCC advises parents and carers to let children tell their story in their own words, and not to dismiss their experience as "just a part of growing up". The NSPCC advises that you suggest your child keeps a diary of bullying incidents. It will help to have concrete facts to show the school. The next step is to talk to the school.

19. Who can help with bullying?

All the organisations listed below provide support and information to parents.

Family Lives: Family Lives is a charity that runs a free and confidential 24-hour helpline for parents. Call 0808 800 2222 to speak about any parenting issue, including bullying.

Bullying UK: The Bullying UK website, which is part of Family Lives, has a dedicated area for parents.

Kidscape: Kidscape is an anti-bullying charity that runs assertiveness training courses for young people who've been bullied. There's extensive information for parents and carers on its website.

NSPCC: The NSPCC website has information for parents on bullying and cyberbullying.

Childnet International: Childnet International is a charity promoting the safe use of the internet by children. Its website has a wealth of detail, including information about bullying for parents and carers.

Contact a Family: Contact a Family provides advice, information and support to the parents of all disabled children throughout the UK. It also runs a free helpline (0808 808 3555).

Help from health services: Children can feel the impact of bullying even once it's ended. If they continue to feel anxious or low and it's stopping them getting on with day-to-day life, it may be time to ask for further help. You can speak to your GP or the school nurse about the problem.

20. Staff Training

- New staff are made aware of anti-bullying procedures in their induction process

- The Headmaster is responsible for ensuring staff receive training. This will take place every three years.

21. Conclusion

The staff must wholeheartedly support this policy. While bullying is not common, it does occur and must be controlled. We should always be on the lookout for bullying and should respond to it at once. We must always stress that it is not wrong to tell an adult about incidents of bullying. Moreover, once an incident has been reported, both the bully and the bullied must be dealt with immediately.

Appendix 1 - Anti-Bullying Questionnaire

Anti-Bullying Questionnaire

Please put your name below unless you would prefer not to.

Name:

About You (Circle the correct answer)

Are you a boy or a girl? Girl Boy

Which Form are you in?

Are you a boarder? Yes No

About the Questionnaire

We would like to know whether you think there is anyone being bullied at Brambletye.

This form will be given to Mr. Elphinstone who will follow up any concerns that you raise. Nothing will happen without you agreeing to it first.

Please remember that bullying is ***Behaviour or language which deliberately and repeatedly causes someone else to be unhappy.***

1. Have you ever been bullied?

Circle the correct answer: Yes No

If you have circled Yes, please answer questions 2-8.

If you circled No please go to question 9.

2. What is the name of the person who bullied you?

3. When did the bullying take place?
4. What happened?
5. Where did this happen?
6. Was there a member of staff around at the time? Yes No
7. Did you tell anyone about what had happened? Yes No

8. Has the bullying stopped? Yes No
9. If you have ever seen anyone else being bullied please tell us about it here.
10. If there are any areas in school where you feel unsafe, please write them below.

KEEP BRAMBLETYE FREE FROM BULLYING!

Appendix 2 - Bullying Notice for Form Rooms



What is Bullying?

Bullying is using words or actions used to hurt someone

Bullying can be physical: for example, pushing, hitting, kicking, pinching, and punching

Bullies tease by saying hurtful things: for example, about a person's size, shape, colour, looks, intelligence, skills, nationality, family

Bullies leave people out of their games

Bullies are unhelpful and do not share

Bullies tell their friends not to be friends with the person who is being bullied

Bullies like having power over other people

Bullies make people give them things

Bullies scare by shouting or threatening.

Bullies can act alone but often have a group of friends.

What should I do if I see someone being bullied?

Support your fellow pupil, even if he or she is not one of your friends. **You know that bullying is wrong.**

Be kind and stick up for them. **You know that bullying is wrong.**

Tell the bully to stop. **You know that bullying is wrong.**

Do not ignore what is going on. Do not just watch. **If you do, that makes you a bully too.**

Tell a member of Staff: **You know that bullying is wrong so telling an adult is not sneaking.**

What do I do if I am being bullied?

Tell a teacher. Tell the Headmaster, Deputy Headmaster, Matrons or Sisters.

Tell someone you trust. Tell your Form Tutor Tell your Personal Tutor

You know that bullying is wrong so telling an adult is not sneaking.

The adult will take you seriously and will help you.

Appendix 3 - Happy Poster

Are you happy?

Yes?

No?

Brilliant **What can you do?**

Please tell....

....any adult or teacher you trust

Form Tutor **Houseparent**
Gaps **Personal Tutor** **Matron**
Sister **Mr. Brooks** **Prefects**
Mrs. Brooks **Mr. Elphinstone**
Housemaster

If there is something worrying you or you have a complaint, don't keep it to yourself. There are plenty of people that you can turn to for help.....

Sometimes you might want to talk to someone not mentioned above. If so you could.....

- Speak to Sister to make an appointment to see the **School Doctor**
- Phone **Childline 0800 11 11**
- Phone or email the **Children's Commissioner 0800 528 0731**
help.team@childrenscommissioner.gov.uk
www.childrenscommissioner.gov.uk
- Phone the **NSPCC 0808 800 5000**
- Phone our **Independent Person Tarry Oliver-Reynolds 07785 608 121**

NOTE: *There is a phone you can use outside the chapel*