



Burstow Park School

ANTI-BULLYING POLICY

The Burstow Park school ethos commits to championing and developing an anti-bullying culture whereby no bullying, including between adults or adults and children, will be tolerated.

Definition of Bullying

'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent or remains on record in cyberspace

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is swiftly put into place.

This policy is based on DfE guidance "*Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies*"

www.gov.uk/government/publications/preventing-and-tackling-bullying

It has been written taking guidance from the Surrey County Council's model Anti-Bullying policy.

Aims

The school aims to be a safe place for the vulnerable and the anxious child as well as those who will require support with their different behaviours. We recognise that many of our students will have experienced bullying, neglect, or coercive social contexts, which will have impacted on their view as either a bully or perpetrator. In order to safeguard each and every child effectively, the school is deliberately kept small with care and supervision around appropriate relationships in the school.

A common feature of students at Burstow School is attachment difficulties and previous inability to make and sustain peer friendships. Challenging behaviours

such as intimidating or dominating behaviours are often named explicitly on a pupil's Education, Health and Care Plan. A more frequent contemporary problem has become the misuse of and over-reliance on mobile phones and social media.

Burstow Park School provides a wrap-around, holistic sense of safety and care through a friendly environment which the children will identify to visitors and potential students. We want all pupils to feel a sense of belonging, being safe, of being wanted, and cared for. This includes ensuring that they understand key issues relating to safety and general safeguarding and well-being, such as bullying - and that they feel confident to seek support from school staff and systems should they feel unsafe.

Objectives

This policy outlines what Burstow Park School will do to prevent and tackle bullying.

It has been created through involvement with the whole school community, led by the Designated Safeguarding Lead and Assistant Head (Pastoral), form tutors, duty staff and the student leaders. We constantly strive to ensure that every child and young person will feel confident to seek support from school staff and systems in the unlikely event that duty staff and teachers/tutors/teaching assistants have not already spotted it.

Our whole school community discusses monitors and reviews our anti-bullying policy and practice on a regular basis. It actively supports all staff to promote positive relationships to prevent bullying by identifying and tackling bullying behaviour appropriately and promptly – particularly being vigilant on close and conscientious supervision on school duty.

By ensuring that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, those pupils feel safe to learn and are more likely to abide by the anti-bullying policy.

Reporting back to parents/ carers regarding their concerns on bullying and dealing promptly with complaints means that parents/carers in turn work with the school to uphold the anti-bullying policy.

Through seeking to learn from good anti-bullying practice elsewhere the school utilises support from the Local Authority and other relevant organisations when appropriate.

This policy has been formulated and developed in consultation with the whole school community input from:

Members of staff, parents/carers,

Children and young people through the informal and formal school assemblies

Student Council meetings with pupil form leaders

Circle time discussions

The school's suggestions box

Roles and Responsibilities within our School Community:

The Anti-bullying lead professional/co-ordinator in Burstow Park School is the Assistant Head (Pastoral), together with the whole team of tutors and teaching assistants. Tutors act as mentors and are assigned to no more than 5 or 6 pupils, so they can closely oversee the students' academic progress as well as day-to-day school behaviours, including interactions with their peers. A visual message against bullying is provided by the displays around the school.

Anti-Bullying week activity, and school displays offer a continual reminder to pupils about appropriate behaviours, as well as who to contact if they feel bullied.

The PSE Teacher ensures appropriate teaching of Anti-Bullying messages and acceptance / appreciations of 'differences' within the timetabled PSHE curriculum

Every member of staff holds a responsibility for the supervision and safety of their students - either as teachers, tutors or duty staff, and models respectful behaviours both towards pupils and adults. They are also collectively responsible for challenging (with the support of senior colleagues) any occasions – particularly at breaks and lunchtimes - when it occurs.

Bullying, including cyber-bullying, is undesirable and will not be tolerated within The Burstow Park School community. If bullying does occur, all students should be able to report incidents and feel confident that they will be dealt with promptly and effectively. It is the school's role to prevent, challenge and respond to bullying, wherever it occurs and to promote a culture of openness to deal more effectively with bullying.

The school's anti-bullying policy is supported through Burstow Park School's particular aims, ethos and mission statement ("Dedicated to improving the education, achievements and life chances of vulnerable or excluded children") by:

- Encouraging pupils' self-esteem, mutual respect and development of empathy
- Promoting the emotional resilience of children to deal more effectively with bullying in all contexts – including within on-line contexts
- Encouraging students to understand their rights and responsibilities as members of the local and wider community
- Creating and maintaining a warm, friendly, calm and purposeful atmosphere and a safe, nurturing environment
- Raising awareness of the nature and impact of bullying and keeping pupils informed about the systems in place to deal with this

- Promoting the understanding that the management of bullying is the responsibility of the whole school community
- Persisting to challenge cyber-bullying as part of the school curriculum.
- Knowing that the Safeguarding Team will robustly address all bullying incidents for pupil and staff

What does bullying look like?

Bullying may be carried out by individuals or groups, and may take several forms: physical, verbal, non-verbal and indirect including use of new electronic technologies through mobile phones, personal computers and other electronic devices.

Bullying can include:

- name calling
- taunting
- mocking
- insulting
- making offensive comments including using racist, sexist or homophobic and gender remarks
- physical assault, e.g. hitting, kicking, spitting and so on
- taking or damaging belongings
- cyber-bullying – making inappropriate and harmful/hurtful comments expressed via digital devices, such as the sending of inappropriate messages by phone, text, instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- glaring, turning away from and generally ostracising others
- more than teenage “mischief-making” and pushing the boundaries of a desire to be top of the pecking order.

Although bullying can occur between individuals it can often take place in the presence, virtually or physically, of others who become the ‘bystanders’ or ‘accessories’ and be associated with children and young people’s self-esteem, needing to be in control and up in the pecking order over others.

Forms of bullying covered by this policy:

Bullying can happen to anyone. This policy covers all types of bullying including:

- bullying related to race, religion or culture
- bullying related to SEND (special educational needs or disability)
- bullying related to appearance or physical/ mental health conditions
- homophobic bullying which is related to sexual orientation/Lesbian, Gay Bisexual and Transgender (LGB&T) –

- bullying of young carers or looked after children or otherwise related to home circumstances
- Pregnancy/maternity leave
- sexist, sexual and transphobic bullying
- bullying via technology – cyber-bullying
- bullying against any new kind of “otherness”.

There is no hierarchy of bullying: all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff/other adults
- between staff
- individuals or groups

Prevention:

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consider all opportunities for addressing bullying in all forms through the curriculum, and supported with a range of approaches such as through displays, assemblies, peer support, and the informal pupil voice systems and open opportunities in school
- Regularly update and evaluate our approaches and E-Safety Policy to take account of the development of technology, and provide up to date advice and education to all members of the school community regarding positive online behaviour
- Train all staff in the school to identify all forms of bullying, follow the school policy and procedures (including the prompt reporting and then recording appropriately all incidents)
- Pro-actively gather and record concerns and intelligence about bullying issues and incidents so as to effectively develop strategies to prevent bullying from occurring.
- Actively create “safe spaces” for vulnerable children and young people
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied

- Work with other agencies and the wider community to prevent and tackle concerns
- Celebrate success and achievements to promote a positive school ethos

Pupils Voices:

The school will:

- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying (School induction, Assemblies)
- Ensure that all pupils are aware of the range of sanctions which may be applied to those engaging in bullying (Safeguarding, Behaviour and SEND)
- Involve pupils and parents/carers in anti-bullying campaigns in school and in the holiday club activities (Safeguarding, Pupil engagement Officer)
- Publicise the details of help lines and websites (ICT, PSE teachers to advise Office Manager)
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have (Safeguarding, Restorative Justice)

Liaison with parents/ carers:

The school will:

- Make sure that key information (including policies and named points of contact about bullying is available to parent/carers in a variety of formats
- Ensure that all parent/carers know who to contact if they are worried about bullying
- Ensure all parents/carers know about our complaints procedure and how to use it effectively
- Ensure all parent/carers know where to access independent advice about bullying
- Work with parents/carers and with the local community to address issues beyond the school gates that give rise to bullying (Safeguarding leads)
- Ensure that parent/carers work with the school to role model positive behaviour for pupils, both on and off line

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The investigation will be conducted by the Pupil Engagement Officer or the Deputy Designated Safeguarding Lead. The school takes preventative measures in the first instance. Where bullying does occur despite these

preventative measures the school adopts a three-stage approach in dealing with bullying.

Preventative Measures

Stage 1: Strategies for Preventing Bullying

Preventative measures are designed to discourage bullying such as:

- supervision of students at breaks and lunchtimes,
- opportunities for students to discuss bullying,
- to practise interpersonal skills in a range of subjects, a structured tutorial system, and PSE.
- Ensuring students in the interview and school induction process understand and sign up to a commitment that bullying will not be tolerated in the school.
- Students are familiarised with the school's policy on bullying as part of Assemblies, PSE AQA units (5 and 12); and through literature and creative writing in English.
- E-safety lessons are delivered as part of ICT delivery. The safe use of internet policy is displayed in the ICT and Creative Arts suite room
- Some students at times may have a discreet named duty person to monitor both tendency to target or be targeted as potential bullying or "mean behaviour. The Pupil Engagement Officer leads the duty care of all pupils.

In the small family atmosphere at Burstow Park school, the ethos is that everyone looks after one another, particularly younger or more vulnerable students. In such a contained environment, anyone being picked upon, for example, will be identified at an early stage. The whole staff team will monitor closely; 1-1 discussions which may involve assertiveness/self esteem classes for individuals and tutor groups will be conducted as needed.

Students are given the opportunity to inform the school of any matters of concern through the School Council, Tutor time and whole school assemblies.

- All subjects encourage tolerance and respect for others through group and pair work and through discussion and debate. The school seeks to raise self-esteem by celebrating achievements of all kinds.
- Staff have an open door policy to all students in what is known as "The Safeguarding Room"
- Staff role model supervision of students at break and lunchtimes.
- There is a generous ratio of duty staff in the school at breaks and lunchtimes and there are also supervised quiet rooms available for students.
- As a response to historic incidents and issues, students know that they are not permitted to go in twos to the toilet area or out of range of staff – either on or at off-site activities.

- Homophobic and racist incidents will be identified and logged separately as identified by the Education (Independent School Standards) Regulations 2014.
- Any serious incidents of intimidation will be logged on CPOMS and investigated, and - where it meets the behaviour policy threshold - the school's Serious Incident Book, with parents/carers and social workers/possibly the LA informed, as appropriate.
- Where there is a serious issue, such as Risk of Harm, then this will be dealt with through the Child Protection / Safeguarding Procedures. This quite clearly includes issues surrounding use and misuse of mobile phones and school internet use, and any attempts to radicalise children and young people inside or outside the school.

Examples of ways that the school has sought to prevent bullying in recent academic years:

As part of our ongoing commitment to the safety and welfare of pupils at Burstow Park School, we have developed the following ways to promote positive behaviour and discourage bullying behaviour throughout our everyday school life:

- PSE/ social skills curriculum at key stage 3 or at the request of DSL.
- Targeted work by the tutor and teaching assistant around being kind, team work, friendship and suitable off site and behaviour in public
- PSE AQA taught units 5 and 12
- Citizenship, morals and ethics lessons and RE from key stage 3 onwards
- Specific curriculum input on areas of concern such as cyber-bullying and internet safety
- Strict supervision of school laptops and the use of laptops purchased for individual students through PPG allowance.
- Student voice opportunities provided daily, within tutor times and through the school Student Council.
- During break and lunch time "Safe Space" is available if the students wish to discuss any concerns/worries.
- Community and charity links promoting social cohesion and the Prevent Strategy.
- Parent/ carer events, e.g. Fun Day bringing diverse families together
- Staff training and development for all staff
- Restorative Justice approaches

Stage 1: If Bullying Occurs

In the first instance the school adopts a non-punitive response in the interests of ensuring all students, including bystanders, who come from diverse backgrounds and experiences are enabled to reflect upon their actions. All parties involved will be interviewed and statements taken. Parents/carers of all concerned will be informed by a staff member.

At Stage 1 a meeting or series of meetings takes place with the perpetrators of the bullying behaviour(s), the victim(s) and – if appropriate - their peers who can influence the situation. This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the perpetrators and bystanders by increasing their sensitivity and sense of responsibility for their actions. As part of this approach each student involved suggests a way in which they will change their own behaviour for the future. The Senior Teacher may also be enlisted to work on Restorative Justice approach with appropriate students. Those involved are encouraged through these meetings to understand one another's feelings and to identify ways in which they can change their own behaviour and stop the bullying. Students and parents are advised of the consequences of further incidents of bullying, i.e. that the student will be moved to Stage 2 intervention where sanctions will be applied.

Stage 2: If Perpetrators of Bullying Do Not Respond to Stage 1 intervention

In instances where those involved fail to keep to the agreements made at the Stage 1 meetings and the bullying continues, those who have been demonstrating the bullying behaviour are considered to be acting defiantly in full knowledge of the effects of their actions upon others. The school will move the student to Stage 2. A sanction for repeated bullying will be applied at Stage 2. Sanctions will be applied in discussion with parents/carers. The victim of bullying will be offered further support such as:

- 1:1 with the Safeguarding/ SENCO team, or
- support from a tutor group
- referral to an agreed suitable external agency or training/support provider
- identification of a safe space at social times.

Additional support for the victim(s) of bullying will be agreed in consultation with parents/carers.

All parties involved will be interviewed and statements taken. Parents of all concerned will be informed by a member of the pastoral team, usually the Assistant Head/DSL, that a Stage 2 strategy will be implemented.

At Stage 2 the Pastoral Lead or Lead Teacher , plus one other identified member of staff will hold a formal meeting with parents/carers of all involved to outline the ongoing concerns and request parental support to ensure no further incidents of bullying occur. At this stage, the school will make clear that following a process of education about the impact of bullying behaviour towards another person at Stage 1 and further parental support at Stage 2 any further incidents of bullying may result in exclusion. Parents will be advised that in cases of serious and/or persistent bullying, permanent exclusion may result, following advice and intervention, if thought appropriate and agreed by the Headteacher. An Emergency Annual Review may be held, in the case of a pupil with an EHC plan, inviting any multi-agency support partners known to

the child, so that an assessment of any support and strategies may be explored and any additional support reviewed.

Stage 3: If perpetrators of bullying do not respond to targeted interventions with parental support

At Stage 3 parents/carers will be advised that a targeted anti-bullying appropriate sanction will be applied. In cases of serious and/or persistent bullying, permanent exclusion may result.

It is likely that ongoing or a serious incident would trigger an Emergency Annual Review or bring forward a Personal Educational Plan meeting in the case of a Looked After Child.

Recording bullying and evaluating the policy

It is likely that in such a small community of learning which is closely supervised, ongoing bullying would be identified by the staff team. Persistent bullying will travel from class to class, spotted in the corridor, or reported by a child or a teacher.

All school staff are very experienced at sensing and spotting more subtle and insidious bullying behaviours and report this on CPOMS, the child's Weekly Points Sheet, and within a tutor/ mentoring telephone call to the parent at the end of the school day.

The information stored will be used to ensure individual incidents are followed up appropriately. It will also be used to identify trends and inform preventative work in school and development of the policy. The DSL and the appropriate tutor/ teaching assistant will conduct follow up interviews with students who have been victims of bullying and their parents/carers to monitor the success of Stage 1 and Stage 2 interventions and to support students and families.