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1 Statement of intent

Brockwood Park School and Inwoods Small School are committed to providing a caring, friendly, and safe environment for all pupils so they can learn in a relaxed and secure atmosphere with respect for themselves and others. Students and parents are treated fairly and with consideration by the school, and are expected to reciprocate this. Bullying, harassment, victimisation and discrimination will not be tolerated. Although much is in place to prevent bullying, incidents of bullying of any kind will be dealt with promptly and effectively.

2 Objectives of this policy

To create and maintain a safe environment for all pupils, staff and visitors (both online and off line):

- All trustees, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All trustees and teaching and non-teaching staff should know what the school policy on bullying is, and be able to follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- We take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

3 Bullying records

Incidents of bullying are recorded as part of our pastoral records on the school database at Brockwood Park School and at Inwoods Small School.

4 What is bullying?

Bullying is the repetitive hurting of another person or group which involves an imbalance of power (ABA 2015). Bullying behaviour is considered to be serious both physically and emotionally and may cause psychological damage.

Bullying can be:

- **Emotional:** Being unfriendly, excluding, derisive, tormenting (e.g. hiding books, threatening gestures).
- **Verbal:** Name-calling, sarcasm, spreading rumours, malicious teasing.
- **Physical:** Violence, such as pushing, kicking, hitting, punching
- **Racial:** Racially motivated taunts, graffiti, gestures, inappropriate or insulting comments about a person's looks, dress, race, religion, disability etc.
- **Sexual:** Unwanted physical contact, sexually abusive comments, games with a sexual element. Pressure to be in a relationship of a sexual nature. Distributing material with a sexual content (pornography).
- **Homophobic:** Making comments about an individual's sexuality causing anxiety and upset – intentionally or unintentionally.
- **Cyber:** All areas of internet, such as e-mail and social media misuse and artificial intelligence (AI). Mobile and phone threats by text messaging and calls. Sexting – the sending and receiving of sexually explicit messages, primarily by mobile phone. Misuse of associated technology, i.e. camera and video facilities.
- **Other:** Included here are also initiation/hazing type violence and rituals, such as activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

4.1 Signs and symptoms of bullying

A student may indicate that they are the recipient of bullying by signs or behaviour. Adults should be aware of these possible signs and that they should investigate if a pupil or student:

- Is frightened of walking to or from school. (Inwoods)
- Begs to be driven to school. (Inwoods)
- 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. (Inwoods).
- Has possessions which are damaged or “go missing”.
- Asks for money and starts stealing money (to pay bully).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.
- Gives improbable excuses for any of the above.

Although these signs and behaviours could indicate other problems, bullying should be considered a possibility.

4.2 Cyberbullying

Cyberbullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself. We recognise that the advent of cyberbullying adds a new and worrying dimension to the problem of bullying as there is no safe haven for the person being bullied. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours. Cyberbullies can easily transmit their messages to a

wide audience with remarkable speed, and can often remain unidentifiable and unseen. ICT may be used to send threatening pictures or messages to others.

Eight categories of cyberbullying have been identified:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Online grooming, Chat room and Social Networking Site abuse** involves sending menacing or upsetting responses to children or young people.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.
- **Artificial Intelligence** has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of '*deepfakes*', where AI is used to create images, audio or video hoaxes that look real.

5 School approach and procedures

5.1 Prevention and training

Unkindness and bullying create fear, and an atmosphere of fear does not nurture development and growth. We expect students and staff to treat each other with respect and care. An atmosphere where individuality and tolerance is supported diminishes the occurrence and power of unkind behaviour, cutting off bullying at the outset. Also, as many incidents occur where the intention was not to hurt, unkind behaviour may be able to be understood and diffused early on. However, as bullying flourishes in secrecy, an atmosphere where all relationships are looked at openly increases safety and encourages cooperativeness. Our intention is to create a climate where students intervene themselves and will tell staff of any uncomfortable issues with other students or staff. To maintain this atmosphere and to prevent bullying, we have many methods in place:

- Maintaining a set of school agreements that encompass ways of treating people with respect.
- Encouraging self-awareness and respectful interactions with others.
- Establishing and maintaining a general atmosphere of openness, honesty and inquiry.
- Having discussions about bullying, how it occurs and how to keep it from happening; this happens in smaller forums such as Core Group and Floor Meetings, as well as in whole school activities such as Inquiry Times and ATWAMs
- Having clear filtering and monitoring procedures in place on our school network to ensure that an effective and appropriate filtering on what the students view is in place. All staff will be trained and aware of what these procedures are. Please read our ‘E-Safety Policy’ for more details.
- Announcements or presentations about the topic in School Meetings
- Open and factual discussions and lessons about the body.
- Creative workshops about bullying.
- Having stories to read about bullying or having them read to a class or assembly. (Inwoods)
- Making up role-plays to look at possible bullying situations. (Inwoods)

- Identifying what bullying is with children using the description S.T.O.P (Several Times On Purpose).

Staff are made aware of the ‘Anti-Bullying Policy’ so that the principles of the policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, our schools invest in specialised skills to understand the needs of their students, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT+) pupils.

5.2 General procedures for bullying incidents

1. Staff must always respond to any bullying behaviour, even apparently minor incidents such as remarks from one pupil to another, as these may accumulate and become an unbearable load. Staff are made aware of what bullying is, the effects of bullying, and appropriate responses, primarily through the safeguarding training, but also through the consulting outside professional agencies when and if needed.
2. An attempt will be made to help the bully (bullies) change their behaviour (see Actions below).
3. Incidents of serious bullying should be passed on to the Pastoral Coordinators (at Brockwood) and to the Inwoods Coordinator (at Inwoods), who are responsible for monitoring of all records of bullying.
 - a. Serious incidents will be recorded.
 - b. Parents will be notified of serious incidents.
 - c. **If a student is suffering or at a risk of harm this is deemed to be a child protection issue and, consequently, the DSL should be informed.**
4. If necessary and appropriate, police will be consulted.

5.3 Actions, follow-up and consequences

1. The parties will be approached with a method chosen for the situation which could include inquiry, support group problem solving, circle time, mediation and/or restorative justice. This will often engender solutions decided upon by the students and staff present.
2. Close monitoring of the parties involved will be carried out by staff.

3. Students receiving or enacting unkindness/bullying will get extra support and guidance from staff to help look at the underlying issues. Professional advice or support may be sought (e.g. counselling, as part of our mental health support system).
4. If bullying continues (Brockwood), consequences will be outlined, which may include
 - Shadowing
 - Talk with parent and student present (if possible)
 - Creating and signing a behaviour contract
 - In serious cases, suspension or even exclusion will be considered.
5. If bullying continues (Inwoods), consequences will be outlined, which may include
 - Shadowing
 - Time sent out of classroom or playground
 - Talk with parent and child(ren) present
 - Creating and signing a behaviour contract
 - In serious cases, suspension or even exclusion will be considered.

5.4 Roles and responsibilities

5.4.1 The responsibilities of staff

- Within the school communities, Brockwood Park School and Inwoods Small School offer by their environment, relationships and ethos, a secure and safe environment. Staff encourage students and children to have an active role in creating and maintaining an atmosphere in the school that is conducive to learning together and from each other.
- Foster in the students and children self-respect and respect for others.
- Discuss bullying so that every student and child learns about the damage it causes to both the student or child who is bullied and to the bully and emphasise the importance of telling a staff member about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- The DSL or DDSL are responsible for recording incidents of bullying and monitoring these records. All staff members are responsible for paying attention to bullying behaviour and discussing incidents with tutors, pastoral staff, and the DSL.

- Ensure that the school's Trustees, the DSL and all staff hold a clear understanding of their responsibilities on monitoring bullying both online and offline.

5.4.2 The responsibilities of students and children

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should not suffer in silence and are encouraged to speak out, to put an end to their suffering and that of other potential targets. Students are encouraged to speak of any concerns with the pastoral coordinators, their student adviser, independent listener or any other member of staff who they wish to choose.

5.4.3 The responsibilities of parents

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to tutor, DSL, pastoral coordinator and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.

5.4.4 The role of parents at Inwoods

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children (see signs and symptoms above).
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.

- If they feel their child may be a victim of bullying behaviour, they are expected to inform the school. Their complaint will be taken seriously and appropriate action will follow.
- If they feel their child has been bullied by another child, they are asked not to approach that child or the child's parent, but to inform the school immediately.
- It is important that they do not advise their child to fight back. It can make matters worse.
- To tell their child that it is not their fault that they are being bullied, and that help is at hand.
- To reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

The DfE updated their advice in 2017. This advice outlines the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face. The full non-statutory guidance from the DfE 'Preventing and Tackling Bullying' 2017 can be found at the following link:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

6 Useful links and numbers

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Anti-Bullying Alliance UK	https://anti-bullyingalliance.org.uk/
KIDSCAPE	www.kidscape.org.uk
National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/kids.html