

Anti-Bullying policy

Brownhill Learning Community



Brownhill
LEARNING COMMUNITY

Anit Bullying Policy
2022-2025

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1. Our Ethos:

At the BLC, we aim to:

Identify and meet individual learning needs through a nurturing environment

Provide appropriate high-quality learning opportunities for all

Develop pro-active partnership working with all stakeholders

Create an environment where opinions and views are respected and appreciated

Encourage everyone to develop their talents to enable them to take up their rightful place in their communities

Brownhill Learning Community is a place where every person has the right to be themselves and to be

Included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

2. Aims and purposes of the policy

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

[Related policies e.g. Behaviour Policy

3. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

- › Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- › Attacking property – such as damaging, stealing or hiding someone's possessions
- › Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- › Psychological – such as deliberately excluding or ignoring people
- › Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying behaviours are characterised by the following attributes:

- › The behaviour is repeated
- › The behaviour is intentional
- › The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
- › The behaviour causes physical or emotional harm for the individual or group who is targeted

Bullying can be based on any of the following things:

- › Race (racist bullying)
- › Religion or belief
- › Culture
- › Social class or socio-economic background
- › Gender (sexist bullying)
- › Sexual orientation (homophobic or biphobic bullying)
- › Trans identity, including non-binary identity (transphobic bullying)
- › Special educational needs (sen), additional learning needs (aln),
- › Additional support needs (asn), or disability
- › Appearance
- › Related to home or other personal situation
- › Related to another vulnerable group of people

4. Reporting bullying

Pupils who are being bullied: If a pupils is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school. A pupil can report bullying to any staff member of Brownhill Learning Community.

Report bullying by:

- › Emailing any staff member through their school email account.
- › Phoning 03003038384 – school number
- › Call Child Line to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

Staff:

All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the SLT and the welfare team.

Senior Staff: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents and carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Pupils: Pupils should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If pupils witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

5. Responding to bullying

When bullying has been reported, the following actions will be taken:

- › Staff will record the bullying on CPOMS, if it is a racist bullying incident, staff will fill out a Rochdale Council Racist Incident form.
- › Designated school staff will monitor incident reporting forms and information recorded on CPOMS.
- › Support will be offered to those who are the target of bullying from identified staff in school.
- › Staff will pro-actively respond to the bully, who may require support from the Senior Leaderships team or Welfare team.
- › Staff will assess whether parents and carers need to be involved
- › Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

6. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school, and report and respond according to their responsibilities as outlined in this policy.

7. Derogatory language

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, and recorded and monitored on

CPOMS .Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the daily log.

8. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions

9. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- › Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.
- › Our curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- › Form time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- › Difference and diversity are celebrated across the school through diverse displays, books and images.
- › The whole school participates in events including Anti-bullying week, Black History Month and LGBTQ+ History Month.
- › The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- › Stereotypes are challenged by staff and pupils across the school.

10. Training

The head teacher is responsible for ensuring that all school staff, both teaching and nonteaching staff receive regular training on all aspects of the anti-bullying policy.

11. Monitoring and reviewing

The head teacher is responsible for reporting to the governing body (and the local authority where applicable).The governors are in turn responsible for monitoring the effectiveness of the policy via in-school monitoring such as learning walks and focus groups with students