



Brompton
Academy

Anti-bullying Policy

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1. Statement of Intent – Anti-Bullying Strategy
 2. Bullying a) Definition of bullying b) Specific examples of bullying c) The Equality Act 2010
 3. Anti-Bullying Strategy (with regard to its position on bullying) a) Strategies to reduce bullying
 4. Procedures/dealing with incidents a whole Academy approach
 - a. Role of students in reporting a bullying incident
 - b. Guidance for parents/carers
 - c. Role of staff
 - d. Sanctions
 5. Strategies to reduce bullying
 6. Confidentiality
 7. Support for students who experience bullying
 8. Monitoring arrangements
 9. Dissemination of the policy
 10. Useful websites and links
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1. Statement of Intent - Anti-Bullying strategy

We are committed to providing a caring, friendly, and safe environment for all our students. Brompton Academy has a zero policy towards bullying. If bullying should occur, all students should be able to raise this and know that incidents will be dealt with promptly and effectively.

'The Academy does not tolerate bullying in any form inside the Academy or in the wider community' Ofsted report 2012 and "Safeguarding is effective" Ofsted report 2017

2. Bullying

a) Definition of Bullying

There is no legal definition of bullying; However, its 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

Bullying can be defined in a number of ways. We follow DfE (Department for Education, 2017) guidance, which states:

"Bullying is behaviour 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 or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences"

"Many experts say that bullying 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”

(DfE Preventing and tackling bullying, July 2017)

b) Specific examples of bullying – some examples, not limited to:

Racist Bullying – an incident, which is perceived to be racist by the victim or any other person. This can be in the form of:

- Verbal abuse, insults, name calling, racist jokes, offensive verbal behaviour
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Bringing to the Academy racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Offensive graffiti or other written insults, even against food, music, dress or customs
- Refusing to co-operate in work or play
- Humiliating and/or ridiculing

(Taken from Macpherson Report 1999 and Bulliesout.com)

Gender Bullying – this is generally characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content

Sexual orientation Bullying – can happen even if the students are not lesbian, gay, bisexual or transgender. Just being different can be enough. This can be in the form of:

- Use of homophobic language
- Looks and comments about sexual orientation or appearance
- Derogatory language/actions of a transphobic and biphobic nature.

SEN or disability – These students are often at greater risk of bullying. This can be characterised by:

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children’s work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing students.

Indirect Bullying - This type of bullying can be very subtle making it harder to identify:

- Being ignored or left out
- Spreading rumours /Telling lies about someone
- Body language

- Manipulations
- Gossiping about a person

Cyber bullying

There are different types of cyber bullying which are becoming increasingly common across the country. Cyber bullying utilises modern communication methods to bully.

- 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
- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort
- Sending offensive, rude and insulting messages. Nasty or humiliating comments on posts, photos and in chatrooms Repeatedly sending messages that include threats of harm, harassment, intimidating messages or engaging online activities that makes a person afraid for his or her safety
- 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
- Chat room bullying involves sending menacing or upsetting responses to young people when they are in a web-based chat room
- Bullying through instant messaging is an Internet 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
- Using sexting text/images as a form of retaliation or as a means to publicly humiliate and cause extreme embarrassment by the use of social media platforms

There is not a specific law which makes cyber bullying illegal but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Acts (2003), Obscene Publications Act (1959) and Computer Misuse Act (1990).

NB - (DfE Preventing and tackling bullying, July 2017) The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all Academies and there is no need to have parental consent to search through a young person's mobile phone.

c) The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Age Restrictions for Social Media Platforms

13	14	16	17	18	18
Twitter Facebook Instagram Google Snapchat Pinterest Tumblr Reddit Secret TikTok	LinkedIn	WhatsApp	Vine Tinder	Path	(13 with parents permission) YouTube Keek Foursquare WeChat Kik Flickr

- **Parents/Carers** - are responsible ensuring that their son/daughter adheres to the age restrictions for Social Media Platforms. Any incidents resulting in underage use of Social Media Platforms will not be investigate the Academy.
- **Brompton Academy** - where a clear link can be established that Cyber bullying has impacted on the learning and well-being of students at the Academy then we will follow the usual Anti-Bullying Policy and Behaviour and Exclusions Guidance to determine the appropriate sanction.
- **Police** - If the cyber bullying or bullying is extreme and potential criminal offence, the Police will be contacted. For example; sharing explicit image

3. Strategies to reduce bullying

The Academy will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including;

- Creating a secure environment
- Communication with parent/carers
- Dealing with incidents and sanctions
- Assemblies
- Co-operative group work
- Encourage circle of friends
- The support group approach/no blame approach
- Peer Mentoring
- Pastoral Mentoring
- PPD programmes
- Self-esteem workshops
- Mediation/Restorative Justice
- Referral to counsellors

Brompton Academy believes:

- We are proactive and not reactive towards any bullying issues.
- Students are taught to respect and appreciate diversity both in the Academy and the wider community.
- All members of the Pastoral Team are the designated to year groups and all students have their own designated Personal Tutor, who they meet with daily.
- All students are aware of the appropriate methods of reporting bullying issues via any member of staff.
- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the Academy community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- Involve parents/carers to ensure that they are clear that the Academy does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- Ensure parents/carers feel confident that the Academy will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

4. Objectives

- To ensure all parents/carers and students have access to the Academy Anti-Bullying Policy.
- To maintain and develop effective listening systems for students and staff within the Academy.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To communicate with parents/carers and the wider Academy community effectively on the subject of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

5. Procedures and dealing with incidents – a whole Academy approach

A) Role of students in recording a bullying incident

- Report incident to either your Personal Tutor, a Pastoral Manager
- Through the Safeguarding App
- Report to any adult in the Academy
- Safe spaces – Umbrella signage – open door policy for student to drop in
- Email Academy through our parental support system at refernow@universityofkentacademiustrust.org.uk and office@universityofkentacademiustrust.org.uk

B) Guidance for parents/carers

Signs to look for if your child has been bullied:

- Behaviour changes
- Withdrawal
- Not wanting to go to school
- Lots of non-specific illness
- Belongings missing

If your child has been bullied:

- Calmly talk with your child about his/her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them immediately.
- Make an appointment to see your child's Personal Tutor or Pastoral Manager
- Explain to your child's Personal Tutor or Pastoral Manager the problems your child is experiencing.
- Email the Academy at refernow@universityofkentacademiestrust.org.uk

When talking with teachers about bullying:

- Try to stay calm and bear in mind that members of staff may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the Academy intends to take.
- Ask if there is anything you can do to help your child or the Academy.
- Stay in touch with the Academy and let them know if things improve as well as if problems continue.

If you are not satisfied:

- First step is to contact the Pastoral Manager to voice your concern and discuss a way forward.
- Second step is to make an appointment to discuss the matter with the Assistant Principal for Behaviour and keep a record of the meeting.
- If this does not help there is a formal complaints procedure on the Academy website which will guide you through the next steps.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/she can join in with other children without bullying.

- Make an appointment to see your child's Pastoral Manager to explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others.
- Regularly check with your child how things are going.
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Supervise their access to the internet and social messaging sites.
- Check exactly when a threatening message was sent and keep it.
- Where necessary report incidents to the police.

Sanctions

Students who are victims or perpetrators will be encouraged to participate in mediations to try and resolve issues.

However for those individuals who persistently bully, the Academy's behaviour policy sanctions will be applied including internal exclusion room (ER), suspensions and permanent exclusions where applicable.

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

6. Confidentiality

Academy staff cannot promise confidentiality if approached by a student for help. Staff must make this clear to students.

Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing or if the student is thought to be in danger of immediate harm.
- The student's age, maturity and competence to make their own decisions.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carers.

An underlying principle in supporting students in our academy is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the academy cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate and where confidentiality can be maintained.

7. Support for students who experience bullying

If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied:

- Tell a teacher or another adult you trust within the Academy.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened?
- How often it has happened.
- Who was involved?
- Who saw what was happening?
- Where it happened.
- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail:

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.
- Do not delete any messages. These messages will be needed.

For contacts and details of where to seek help outside the Academy see useful website addresses at the end of this policy.

It is vital that both victim and alleged perpetrator are kept informed of outcomes and accurate records using SIMS for all students involved.

It is important that accurate records are kept to show persistent issues arising between groups of students or on-going issues.

Also repeat bullies will receive stronger sanctions than one off incidents.

It also needs to be considered, where the same student is frequently seen as a 'victim', what measures can be put into place to support them.

The use of Mediation/Restorative Justice is encouraged wherever possible.

8. Monitoring arrangements

This policy will be evaluated and updated where necessary annually by the Assistant Principal for Inclusions. The views of students and staff will be used to make changes and improvements to the policy on an ongoing basis.

9. Dissemination of the policy

This policy will be shared via the Academy website; hard copies are available from the Academy reception on request. All stakeholders are invited to give their views on this policy.

10. Useful Websites

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <http://www.anti-bullyingalliance.org.uk/>

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting Academy anti-bullying ambassadors. <http://diana-award.org.uk/>

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. <http://www.kidscape.org.uk/>

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Academies to tackle bullying effectively. <https://www.bullyinginterventiongroup.co.uk/index.php>

DfE Preventing and Tackling bullying:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Cyberbullying:

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. <http://www.childnet.com/>

Digizen: provides online safety information for educators, parents, carers and young people. <http://www.digizen.org/>

Internet Matters: provides help to keep children safe in the digital world. <https://www.internetmatters.org/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk/>

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools, Academy's and colleges on responding to incidents of 'sexting.'
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

LGBT:

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
<https://www.metrocentreonline.org/>

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering.
<https://www.theproudtrust.org/>

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for academies, and specialist training for teachers.
<http://www.stonewall.org.uk/>

SEND:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Mental health:

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help Academy staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied. <https://www.minded.org.uk/>

Race, religion and nationality:

Educate Against Hate: provides teachers, parents and Academy leaders practical advice and information on protecting children from extremism and radicalisation.
<http://educateagainsthate.com/>