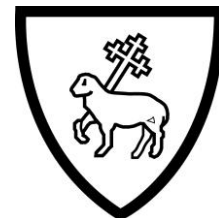


Date of review	January 2025
Next review	January 2027
Approval by	LGC
Review frequency	Two yearly
Date approved	27 January 2025



Brockington College Anti-Bullying Policy

1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, respect and wisdom for individuals and across the school community.
- 1.3 At Brockington we feel that the schools Christian values should be at the core of everything we do. Anti-bullying is something that we feel very strongly about and actively promote at all opportunities through our school values of 'koinonia, forgiveness, justice, compassion and respect'. We have expectations that students and members of staff refer to the school values on a daily basis in the way that they conduct themselves. We also cover specific anti-bullying themes in our daily spiritual reflection, in PSHCE lessons and in the content covered in a range of subjects across the curriculum.

2. Rationale

- 2.1 Brockington College is an academy in which young people flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others, emphasising the importance of positive relationships amongst all members of the community.
- 2.2 *Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.* (Preventing and Tackling Bullying, DFE, 2017)
- 2.3 Brockington College is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. All members of the school community deserve the right to feel valued, equal and respected, and be able to come to school without fear. Bullying in any form will not be tolerated within Brockington College. This includes any member of the school community (staff, students, parents, carers, governors and visitors).
- 2.4 Key to our work at Brockington College is a focus on personal development, behaviour and welfare. Promoting wellbeing and building resilience has an unequivocal benefit to the long-term outcomes for young people. We work hard to provide young people with the knowledge of how to keep themselves healthy, both emotionally and physically, to develop their self-esteem, self-awareness and to manage and develop their own feelings and emotions.

3. Definition

3.1 Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. Brockington College encourages its students to be mindful that bullying is constituted as '*Several Times on Purpose*' and that a one off incident, although can be very frightening and upsetting, would not be classed as bullying.

3.2 Bullying can be:

- **emotional** – being unfriendly, excluding, tormenting
- **physical** – pushing, kicking, hitting, punching or any use of violence
- **sexual** – unwanted physical contact or sexually abusive comments
- **indirect** – spreading rumours or social exclusion
- **verbal** – name calling, sarcasm, spreading rumours, teasing
- **cyber** – all areas of the internet, such as social media, email and internet chat misuse. Mobile threats by text messaging and calls. Misuse of associated technology, such as camera and video facilities

It also includes any behaviour that discriminates against any of the following protected characteristics:

- **age** – because of, or focussing on age
- **racist** – racial taunts, graffiti, gestures
- **sexual orientation/homophobic/biphobic** – because of, or focusing on, the issue of sexuality
- **gender reassignment/transphobic** – because of, or focussing on the issue of gender identity
- **disability/SEN** – because of, or focusing on, a disability or special educational need
- **being pregnant or on maternity leave** – this can include spreading rumours, inappropriate comments or social isolation
- **home circumstance** – targeting individuals who are looked after children or because of a particular home circumstance.
- **religion or belief – including** taunts, graffiti, gestures
- **sex/gender-** because of, or focussing on the issue of gender or sex

3.2 Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by students, parents or other staff. (Members of the school workforce suffering from, or concerned about, bullying may also contact their trade union or professional association for support and advice).

4. Purpose of the policy

4.1 The purpose of this policy is:

- to promote Brockington College aims and values

- to develop positive and safe learning environments in which bullying will not be tolerated
- to promote inclusion, mutual respect, self-esteem and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community
- to raise standards of behaviour and levels of achievement of all
- to prevent, de-escalate and/or stop any continuation of harmful behaviour
- to affect change in people's behaviours by focussing on their relationships; seeking to prevent relationship breakdowns or restore them when breakdowns have occurred
- to react to bullying incidents in a reasonable, proportionate and consistent way
- to safeguard the student who has experienced bullying and to trigger sources of support
- to apply sanctions to the student causing the bullying and ensure they learn from the experience
- to build resilience and strengthen young people's ability to effectively cope, adjust, or recover from difficult situation.

5. Guidelines for implementing the policy

- 5.1 The policy will be monitored as part of the school policy review cycle. Brockington College recognises that anyone can be a bully or a victim and that bullying can take many forms. It is also recognised that the principal and governing board have a statutory responsibility for school discipline, but that all members of the school community accept collective responsibility for the successful implementation of this policy. Members of the school community are expected to role model appropriate behaviour and the school values at all times, and to challenge and report any students who fall outside of expectations. All staff will respond to student, staff or parental concerns seriously and support the agreed procedures. Students and parents/carers are also encouraged to report all incidents of bullying, whether they are victims or bystanders.

6. Recognising signs of bullying

- 6.1 Signs of bullying include:

- the young person becoming withdrawn
- deterioration in the young person's school work
- erratic attendance or spurious illness
- persistently arriving late at school
- general unhappiness/depression or anxiety
- the young person wanting to remain with adults
- low confidence and sense of self-worth
- behaviour, such as becoming shy and nervous.

7. Proactive strategies

- 7.1 We take bullying seriously. We use a range of proactive strategies to prevent bullying. These include:
- effective school leadership that promotes an open and honest anti-bullying ethos
 - use of curriculum opportunities, in particular tutor periods and PSHE classes, where issues of diversity are discussed and anti-bullying messages are drawn out
 - curriculum approaches that include online safety and digital resilience are a vital part of the work we do to promote wellbeing, build resilience and reduce stigma
 - use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying, such as Anti-Bullying Week in November of each year
 - student representatives discussing bullying as an agenda item during the year
 - positively encouraging the reporting of all incidents of bullying. Promoting this message at all times and with all audiences, through the pastoral team, any member of the school community or the 'voice it' system. These are highlighted through assembly and behaviour re-set powerpoints
 - promoting the use of the student reporting of concerns system, 'Voice It' through the school bulletin, school PSHE lessons and school assemblies

- whole school assemblies with theatre companies and external speakers to raise awareness of issues
- promoting the development of resilience in students as well as other key character traits, such as co-operation, tolerance and koinonia, through our resilience programme
- student surveys
- poster campaigns
- improved supervision in potential problem areas
- all staff and students having access to the Anti-Bullying Policy
- the governing body and the senior leadership team monitoring bullying via staff meetings, auditing surveys from students and parents/carers, and student questionnaires.
- Parents/carers and the community being encouraged to actively support the policy at meetings and by signing the home school agreement.

8. Reactive strategies

- 8.1 In the event of a bullying incident, the same procedures will be followed as for all other incidents of poor behaviour. (See Behaviour for Learning Policy).
- 8.2 In all cases, details of the incident and action taken will be recorded.
- 8.3 The prime concern will be the protection of the victim. Action will continue until the issue is satisfactorily resolved and the bullying ceases. Parents/carers will be kept informed of action taken. The action will be reviewed and modified in light of circumstances and whether the bullying continues.
- 8.4 Strategies to support the victim will involve staff and students. A variety of approaches will be used to achieve this.
- 8.5 The first method used to try to resolve bullying issues will be restorative justice and/or mediation, in line with our core school values
- 8.6 If it is a serious incident, exclusion will be considered.
- 8.7 All incidents of bullying will be recorded on a log which will be reported to the local authority, the school governing body and the senior leadership team.
- 8.8 Bullying incidents will be logged and monitored regularly.
- 8.9 The governors' Welfare Committee has responsibility for maintaining an overview of behavioural and bullying issue
- 8.10 The following steps may be taken if appropriate:
 - official warning to cease offending
 - exclusion from certain areas of the school premises or certain activities
 - detentions
 - isolation from main circulation
 - referral to senior staff and/or external agencies
 - suspension or permanent exclusion.

9. Development, monitoring and review

- 9.1 We plan to:
 - monitor, evaluate and review our Anti-Bullying Policy on a regular basis led by the heads of year and reported regularly
 - seek feedback from students via the student voice and annual student questionnaires

- to learn from anti-bullying good practice elsewhere and utilise the support of the Embrace MAT and relevant statutory/voluntary organisations, when appropriate.