



Bringing out the Best in Everyone"

**Buckinghamshire Council /
Pebble Brook School**

Anti-Bullying Policy

Signed _____ dated _____
Chair of Governors

Date Approved /Ratified	Summer 2021
Date of next review	Summer 2022

This policy applies to all aspects of Pebble Brook School accessed by pupils, staff and visitors including the Further Education Department (FED) and After School Club.

1. Aims

This policy aims to:

- Acknowledge bullying is wrong and damages individual pupils and we will do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable
- Provide a **safe** and **secure** environment where all can learn without anxiety.
- Provide a **consistent response** to any bullying incidents that may occur, including cyber bullying
- **Define** what is bullying behaviour and the procedure for dealing
- Summarise the **roles and responsibilities** of different people in the school community with regards to addressing bullying

2. Principles

This policy is based on the principles that:

- Every pupil understands they have the right to learn and to feel safe, valued and respected.
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Pupils are helped to take responsibility for their actions and supported to make changes to their behaviour where needed
- Rewards and sanctions are appropriate to the level of the pupil's understanding and are used consistently by staff, in line with the positive management of pupil behaviour policy
- The anti-bullying policy is understood by pupils, staff and families.

The emotional welfare and wellbeing of pupils is of the utmost importance. In order for our pupils to achieve and progress, it is important that they feel safe and secure within the school environment. Victims of bullying, both pupils and staff may end up believing that they deserve to be bullied. They feel powerless and vulnerable. Self-esteem and self-confidence can be badly damaged. If this were to be allowed to happen at this school, it would completely undermine the main aim of the school.

3. Definitions

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years. ABA defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Here are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

Physical - pushing, poking, kicking, hitting, biting, pinching etc.

Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect - Can include the exploitation of individuals.

(Also see Positive Management of Pupil Behaviour Policy re: Sexual violence and harassment between children and young people and Peer-on-Peer Abuse)

3.1 Banter

Understanding the four elements of bullying is vital to knowing whether something is bullying: intentional, hurtful, repetitive, involves a power imbalance. It is important that our pupils have an understanding that just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable.

All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role

- This includes any negative language or behaviour in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation
- Language and behaviour can have different meanings, in different contexts. This should always be checked out and ask what was meant
- Pupils need to be supported to understand that just because someone uses certain language to refer to themselves it doesn't necessarily mean it's acceptable, nor does it make it ok for them to use it
- Pupils also need to be supported to understand that just because they think something is banter or a joke doesn't mean other people will
- Staff need to be aware that pupils won't always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves
- Third parties might be offended, even if they're not part of your conversation

3.2 Baiting

"To intentionally make a person angry by saying or doing things to annoy them" or "A provocative act used to solicit an angry, aggressive or emotional response from another individual" (ABA)

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

4. Behaviour Support Team (BST)

As part of the positive behaviour management approach taken at Pebble Brook School, pupils are supported to meet their behaviour needs by a Behaviour Support Team. The BST includes a Behaviour Support Lead (BSL) and Mental Health Nurse and a Behaviour Support Worker. Any incident of bullying that is reported to school staff by pupils or their families will be taken seriously and fully investigated by the BST.

5. Identifying the problem

5.1 Pupils

Pupils will be helped to understand how to recognise if they are being bullied but also to understand normal playground conflict and disputes between friends. This is achieved through use of PSHCE, programmes facilitated by the BST and during debrief with pupils about incidents. Pupils will be helped to understand that:

- disagreement between friends is normal and happens at some point for most people
- this can include some name calling and swearing
- it is temporary and does not last for long
- it can be upsetting but can be easily resolved

Pupils and /or their family members will be encouraged to report any incidents of bullying to staff

Signs that a pupil might be suffering from bullying are:

- unwillingness to come to school;
- withdrawn, isolated behaviour;
- complaining about missing possessions;
- refusal to talk about the problem;
- being easily distressed;
- damaged or incomplete work.

5.2 Staff

Bullying may occur between teaching staff, support staff and voluntary workers. Those who bully may be in a position of authority or power over their victim. Overwork can lead to bullying, with frustration and anger being inflicted on work colleagues.

Tell-tale signs in victims are indicated in the following list which is neither inclusive nor exclusive:

- generally low morale;
- increased level of staff turnover;
- high rates of absenteeism;
- frequent disputes, complaints and grievances;
- isolated members of staff;
- inefficient team working.

6. Methods of Prevention

The most effective method of preventing bullying is through the creation of a supportive climate. Every effort to achieve this will be made through:

- Declaring that the school will not tolerate bullying.
- Taking all bullying problems, pupils and staff, seriously.
- Investigating all incidents thoroughly.
- Ensuring that those who bully and their victims are interviewed separately.
- Understanding that those who bully may themselves be victims.
- Ensuring that pupils who exhibit bullying behaviour are not labelled as 'a bully'.
- Trying to get those who bully to understand the effects of their action.
- Offering support to help those who bully to amend their behaviour.
- Imposing appropriate sanctions on those who bully.
- Helping those who are bullied to review their behaviour and to work on developing resilience skills.

- Obtaining witness information if possible.
- Analysis of footage from CCTV used around the school will be used in the investigation process.
- Keeping digital records of incidents, the outcome of investigation and action taken using Behaviour Watch (BW), the online system used throughout the school for recording behaviour incidents.
- Informing staff of incidents so that they can increase vigilance.
- Informing parents/carers of both bullied and those that bully.
- Providing training if appropriate.
- Providing mentor support for both bullied and those that bully.

The school's complaints Policy provides a procedure through which parents and pupils can make a complaint to the school. Any complaint will be treated seriously and investigated as thoroughly as possible.

This Anti-Bullying Policy is supported by work in the curriculum especially in PSHCE, individual sessions with pupils where needed facilitated by BST, SLT, Family Liaison Team or Form Tutors

7. Monitoring and Evaluation

The BST and SLT monitor the application of the anti-bullying policy in terms of its impact on pupils, staff and parents/carers, on individuals and groups. This information drives action, intervention and policy review.

The results of such monitoring are overseen by the Governing Body of the school through regular behaviour reports completed by BSL.

This Anti-Bullying Policy will be reviewed and revised by the BST.

Cyber bullying is recognised at Pebble Brook School as a serious issue and this policy recognises that all the above relates to possible bullying via cyberspace and that all strategies positively support prevention.

10. Links with other policies

This Anti-Bullying policy is linked to the following policies:

- Positive Management of Pupil Behaviour Policy
- Child Protection Policy
- E-Safety Policy
- Exclusions Policy