

# Frederick Bremer School



## Anti-Bullying Policy

2021

Person Responsible	Fenella Hewitt
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Ratified



## Frederick Bremer School – Anti-Bullying Policy

### Rationale

We strive to create a culture based on our core values of Respect, Responsibility and Integrity. Students must feel safe and respected if he/she/they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not. This policy is aimed at both preventing and resolving bullying. Frederick Bremer is a trauma informed school and upholds restorative practice. This restorative culture will underpin all responses to allegations of bullying.

### A definition of bullying

There is no legal definition of bullying. In our school we recognise that bullying take many forms and we consider the following examples to be bullying;

#### 1. **Bullying behaviour**

Negative or hurtful behaviour by an individual or group, usually repeated over time that intentionally hurts or threatens to hurt another individual or group either physically or emotionally.

#### 2. **Imbalance of power**

Bullying can take place where there is an imbalance of power against the victim. This can relate to;

- the size of the individual
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

#### 3. **Bullying outside of school and social time**

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and that of the wider society.

#### 4. **Cyberbullying**

We recognise that cyberbullying in particular can mean that a child or young person can experience bullying behaviour throughout his/her/their day and when he/she/they are at home. Cyber bullying can take place on social media, texts and through all electronic means.

#### 5. **Physical**

Physical bullying can be presented through hitting, kicking, punching, theft, barging and other negative or threatening physical contact)

#### 6. **Verbal**

We believe that words and language can be as hurtful and painful as physical harm and recognise that unkind comments are a form of bullying.

#### 7. **Indirect/micro aggressions**

While difficult to substantiate, indirect bullying can cause pain and harm, for example, spreading rumours, excluding someone from social groups

#### 8. **Discriminatory bullying**

We recognise this as unjust or prejudicial treatment of different categories of people; SEND, Racist, Homophobic, sexist, transphobic.

### Discriminatory/categories of bullying



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The following types of bullying are also hate crimes; Racial, sexual, transphobic, homophobic or bullying someone because he/she/they has a disability. Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. We record these forms of bullying by their type and report on them to the local authority when requested. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are other groups of children and young people who may be particularly vulnerable to bullying including children in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of pupils. We also respond on a case by case basis taking all factors into consideration. We take a strong preventative approach to this type of bullying through our Equalities agenda, staff training and through our clubs and enrichment provision, for example, LGBTQ club. We also address this through our SEMH strategy and wellbeing groups.

### How we set the right ethos of being a ‘telling’ school

1. A ‘telling’ school is one where students do inform staff when bullying is taking place.
2. If students who feel he/she/they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. ‘Victims’ must know that his/her/their concerns will be taken seriously and recognise that investigations take time.
3. We must also make it as easy as possible to report bullying. He/she/they must understand that these may result in a number of different outcomes.
4. If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a positive atmosphere around school. We want to make it clear that this responsibility includes:
  - promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying
  - signpost support for students
  - ensure all students have a trusted adult who he/she/they can approach should he/she/they need to
  - ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
  - treating other people with respect at all times;
  - doing nothing that could be construed as bullying;
  - doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
  - reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
  - engaging students in reviewing and developing our anti-bullying practices
  - analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

## Procedure for dealing with complaints of bullying

### How to deal with bullying and who to tell

Each year in the autumn term we will teach all our students to take the following action if he/she/they feel he/she/they are being bullied:

- If you feel able to, then let the ‘bully’ know that he/she/they do not like what is happening to them and ask the bully to stop
- If the bullying doesn’t stop, tell someone in school who will initiate action to sort out the problem. This will often be her/his form tutor, any teacher or any member of staff.
- use the [safeguarding@bremer.waltham.sch.uk](mailto:safeguarding@bremer.waltham.sch.uk) email address to report your concerns discreetly.



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- Students are introduced to key staff both teaching and non teaching who should be his/her/their first port of call if he/she/they want to report bullying. These are his/her/their form tutor, PSO, HOY, AHT link for the year group. These staff have a high visibility for the student in that year group and are easily accessible for students to come and talk to.
- We create a culture of vigilance when it comes to safeguarding,. Staff are training on seeing the warning signs of bullying and logging on CPOMs. All incidents on CPOMs are picked up by key pastoral staff allowing students the opportunity and safe space to report any incidents
- Students will also usually write a restorative reflection sheet about the bullying, allowing them to think it through, provide detail and consider the impact it has had, thus allowing for an in depth investigation and response.

### What any adult – teacher, support staff, parent – who has been told about bullying should do

1. Go to, phone or email the student's Head of Year or Pastoral Support Officer of the student concerned.
2. If a parent does not know who the appropriate Head of year is he/she/they should contact school and the Receptionist will advise them.

### Who should investigate

In the first instance we would expect the student's form tutor to discuss any issues with his/her/their tutees and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will email the Head of Year and his/her/their SLT Line Manager . An investigation into a complaint of bullying will be carried out in most cases by one of the Head of Year or the student's Pastoral Support Officer, but on occasions by a form tutor or Ms Hewitt (Deputy Headteacher).

### The need for gathering evidence

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

### How we deal with incidents that cross the inside/outside of school boundaries

Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.

### What sanctions we use

At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. We expect all students to be proactive and seek help from members of staff if he/she/they witness another student being hurt or he/she/they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully may be warned and parents informed. We will impress on them that what he/she/they has done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents may be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop.
- If there is further bullying, the student will be detained at break and lunch times.
- Removal from specific classes if appropriate may be used.
- Further sanctions such as internal exclusion or exclusion from school for a fixed period of time will also be



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used if appropriate.

- The ultimate sanction for bullying is permanent exclusion.

### Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether his/her/their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how he/she/they can seek help if a problem is not resolved. Some parents may need specific support to help deal with his/her/their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will;

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure that all parents/carers know who to contact if he/she/they are worried about bullying.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that Pastoral Teams do have other demands on his/her/their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

### Substantiated and unsubstantiated claims

The school recognises the fact that on occasion parents or students may report that he/she/they feel he/she/they are being bullied but that not all claims can be proven to be bullying. The actions, feelings and perceptions of every student involved will be taken into consideration including that of the named bully. The school will always seek to listen to the child or parents report and then investigate whether the claim can be substantiated. The school is under no obligation to inform parents about the sanctions or consequences of any child other than his/her/their own. The school has a responsibility to report back to the parent updates on the investigation but does not have to give specific details. In complicated circumstances where evidence is limited and the claim is unsubstantiated, parents will be informed and support measures put in place to resolve the situation internally. For example through mentoring, restorative justice conversations, pastoral interventions and referrals responding to need.

### Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental. In these scenarios all students will be listened to and the school will work hard to support these students in resolving his/her/their issues through restorative justice conversations. Where appropriate and possible we will refer students to one of our many support groups, for example friendship groups and conflict resolution groups. However, we ask



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that parents are supportive of our decisions as we distinguish between bullying and conflict

### **Prevention, support and intervention**

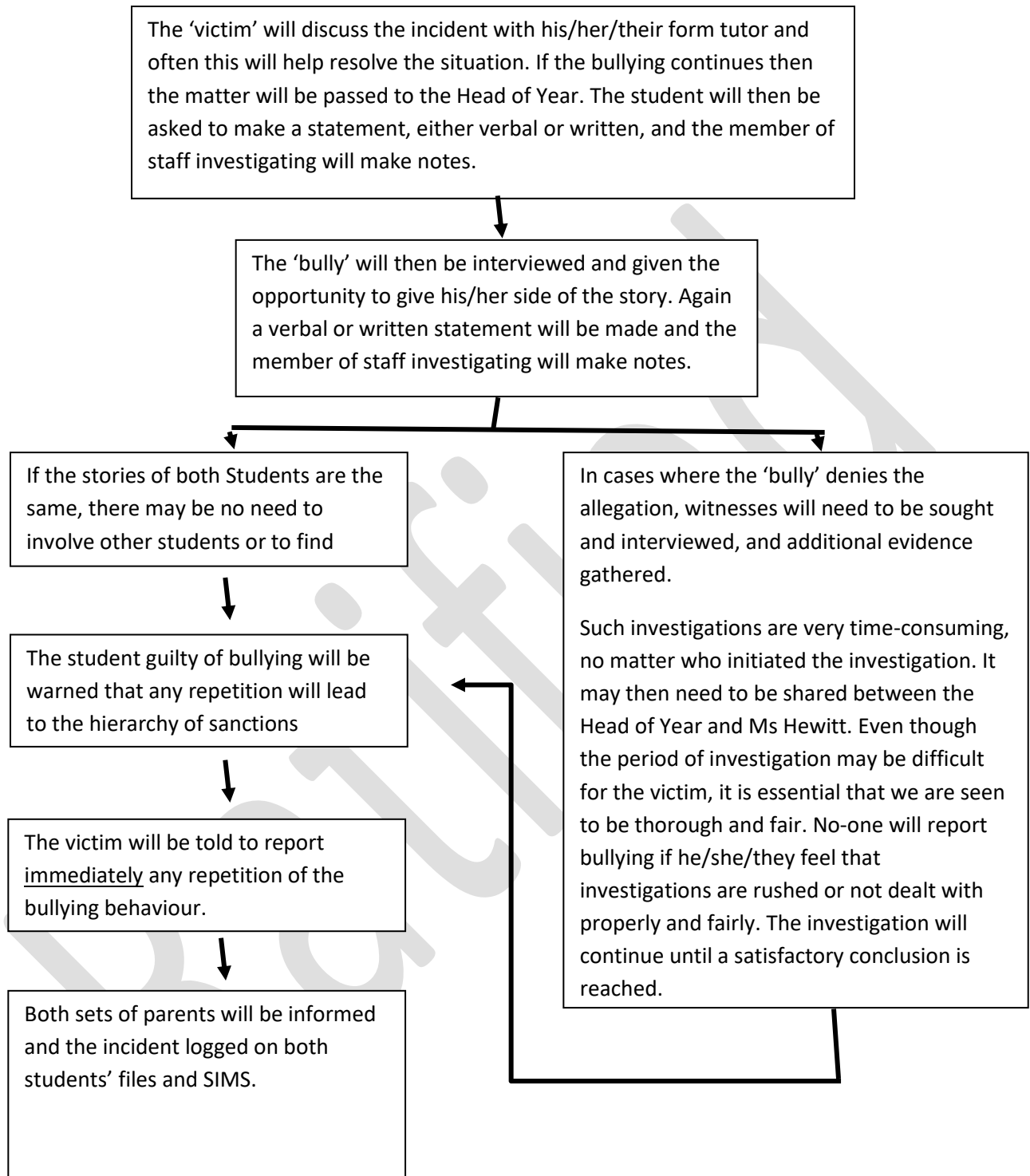
Our relational behaviour model encourages students to treat each other with kindness and respect. We put a wide range of preventative support in place to ensure the emotional wellbeing of our students with a view to preventing incidents of bullying or unkindness. For example, the implementation of the equalities agenda celebrates diversity creating a welcome and safe space for the richly diverse student body at Bremer, regular lessons and events encompass this ethos. The RSHE and wellbeing curriculum teach tolerance and inclusion as a high profile aspect of the school. We try to support students in resolving issues of conflict where they arise through restorative practice. This can be evidenced in redeem and repair conversations where staff model a framework for resolving issues and through restorative justice conversations mediated between staff and students and peer to peer. The school aims to support, intervene and encourage students to engage in positive behaviour. We have referrals meetings and a detailed provision map to assign support for both victims of bullying but also for those representing negative behaviours towards others.

### **How we monitor the situation**

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on Students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.



## The process flowchart



During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of school. He/she will be offered protection at such times, in the form of a room/office in school to which he/she/they might go with or without friends, and alternative arrangements for buying and eating lunch.





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### Teaching

The audit taken in May 2021 shows that the following are covered in our school curriculum which educates the pupils around the areas of bullying.

<p><b>Year 7</b></p> <p><b>Well Being Curriculum</b>  Identity &amp; Self Awareness  Cybersafety  What is Mental Health - understanding the different conditions &amp; signs of poor mental health</p> <p><b>Humanities</b>  Cyber / electronic Bullying  Conflict Management  Homophobia &amp; Bullying  Eating disorders, self harm and Mental Health  Sex &amp; Relationships</p> <p><b>Computing</b>  E-Safety/ On-Line profiles  Dangers of social networking sites - as well as chatting to strangers on games such as Fortnite, Roblox and Minecraft</p>
<p><b>Year 8</b></p> <p><b>Well Being Curriculum</b>  Managing feelings &amp; Emotions  Cyber Ethics - how to stop cyber bullying &amp; How to stay safe on the internet  Understanding Mental Health</p> <p><b>Humanities</b>  Homophobia &amp; Bullying  Eating disorders, self harm and Mental Health  Sex &amp; Relationships</p> <p><b>Computing</b>  Covers legal safeguards regarding computer use  Safe disposal of digital devices</p>
<p><b>Year 9</b></p> <p><b>Well Being Curriculum</b>  The Body Image project  Positive Relationships and Empathy</p> <p><b>Humanities</b>  Sex &amp; Relationships</p> <p><b>Computing</b>  Pupils cover the risks and dangers that are out there online, such as sharing too much information on social media websites and apps such as WhatsApp, Facebook, snapchat and Instagram. Many other elements are also covered such as how to stay safe online and how to protect personal data.</p>
<p><b>Year 10</b></p> <p><b>Well Being Curriculum</b>  Cyber sense  RSE - dangers of Sexting &amp; Pornography  The Science of Happiness</p> <p><b>Computing</b>  Pupils cover the risks and dangers that are out there online, such as sharing too much information on social media websites and apps such as WhatsApp, Facebook, snapchat and Instagram. Many other elements are also covered such as how to stay safe online and how to protect personal data.</p>
<p><b>Year 11</b></p> <p><b>Well Being Curriculum</b>  RSE - Committed Relationships and Consent  Managing Stress &amp; Anxiety</p>

Bullying is also covered in the assembly programme. Anti bullying day is used to raise awareness further. The student mental health champions lead on anti bullying events.



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### Monitoring and recording bullying

When any incidents of bullying occur staff will log on sims. This allows us to keep records on bullying in school, including times, dates and categories of bullying. This also allows us to track individuals who have repeated incidents of bullying on his/her/their SIMS record and action appropriately. Where there are safeguarding links, this will also be logged on CPOMS, which also allows us to run reports.

SLT routinely analyse the schools bullying statistics in order to identify trends and areas of concern. These are reported to the Governing body at the SIP committee. Head of Years report on bullying in his/her/their HOY data analysis report allowing them to identify patterns and actions in response to this analysis. The school is required to report incidents of bullying to the Local authority (LA)'s children's social care team (and if appropriate the police) when the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm" and to the Police if the incident could be a criminal offence or pose a serious threat to a member of the public (this applies whether it occurred on or off the school premises).

In serious incidents of bullying the school will sometimes liaise with safer schools for support, guidance and intervention where appropriate. When students have been bullied or have been accused of bullying he/she/they will fill out a restorative reflection form (updated Sept 2021). These forms allow both the victim and the aggressor to reflect. The reflection sheets can be used as evidence and to support rebuilding and repairing relationships. See below



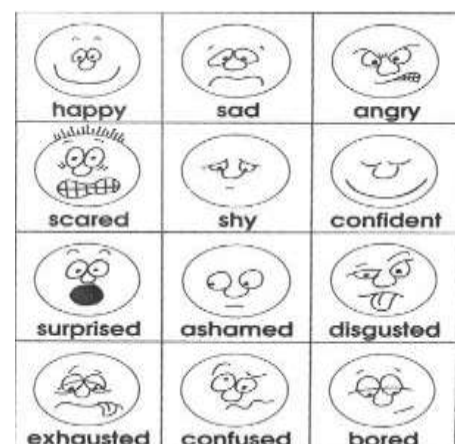
## Frederick Bremer Restorative reflection sheet

Name:	Tutor group:	Today's date:
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Can you tell me what happened ?

Who else has been affected by this?

How do you feel now?





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How can we put things right?

Names of other people involved/witnesses?

Students

Staff

When did it happen? ( date and time)

Where did it happen? ( location)



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### Support organisations and guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)