



Bristol Brunel
Academy

Anti-Bullying Policy

Creation Date	1st June 2015
Implementation Date	1st September 2015
Review Frequency	Annually
Last Reviewed	October 2022
Approval	Full Academy Council
DfE Status	Non-statutory

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1. History of most recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
1st June 2015	Whole Document	Creation of new policy following review of existing policies and changes to legislation.		Cameron Shaw Vice Principal
March 2017	Whole Document	Full Review		Cameron Shaw Vice-Principal
Dec 2018	Whole Document	Full review		Ian Garforth Vice Principal
June 2020	Whole document	Full review		Victoria Boynton Vice Principal Jen Cusack Assistant Principal
August 2020	Section 9, Appendix	Modified Section 9 – Designated staff member. Addition of appendix		Victoria Boynton Vice Principal Abbi Bainton Assistant Principal
July 2021	Section 6.4 Linked Policies 6.2 Amended	Additional link to Positive Mental Health Policy, 6.2 Stage 2 modified section on victim support.	Positive MH Policy implemented. Feedback on the previous policy.	Victoria Boynton Vice Principal Abbi Bainton Assistant Principal

October 2022	Section 9 Monitoring	Designated staff member		Mark Saunders Assistant Principal
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2. Legislative Compliance

This policy has been written as guidance for staff, parents or carers and young people with reference to the following guidance and documents.

This policy should also be read in conjunction with 'Keeping Children Safe in Education' (2022) and the BBA Safeguarding Policy and BBA Behaviour Policy.

- [The Children and Young Persons Act \(2008\): Section 20 Education](#)
- [Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies - July 2017](#)
- [Keeping Children Safe in Education - September 2022](#)
- [Cyberbullying: Advice for headteachers and school staff - 2014](#)

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

3. Aims and objectives of this policy

3.1 Objectives of this policy

This policy outlines what Bristol Brunel Academy will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

3.2 Our Academy community

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the academy to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Cabot Learning Federation, the Local Authority and other relevant organisations when appropriate.

4. Preventing bullying

The Academy community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Regularly evaluate the climate of the academy through systems involving student, parent and staff surveys, and also through meetings and telephone conversations with parents.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns, which might include verbal and written reporting, anonymised reporting, and making use of the peer support networks.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents on our central safeguarding software (CPOMS)).
- Proactively gather and record concerns and intelligence through CPOMS about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Involve parents in additional awareness training events, e.g. internet safety.

5. Identifying Bullying

5.1 The nature of bullying

BBA recognises the Anti-Bullying Alliance definition of 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.”

Government guidance tells us:

“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, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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.” (Preventing and Tackling Bullying, 2017)

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. There is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them.
2. There is a harmful outcome: a person or persons are hurt emotionally or physically.

3. The act can be direct or indirect e.g. it could involve direct aggression such as kicking someone, or it could be an indirect act such as spreading rumours via social media platforms.
4. There is usually repetition from the perpetrator. However, for vulnerable students in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people.
5. There is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

Bullying behaviour can be direct or indirect, simple or complex.

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using, for example, a mobile phone.

Indirect bullying includes persistently ignoring a student so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offensive graffiti.

Cyber-bullying has grown in frequency and impact in recent years. The government document, "Preventing and Tackling Bullying" (2017) offers this further guidance:

"The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

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 schools and there is no need to have parental consent to search through a young person's mobile phone."

Bullying differs from 'friendship fall-out', or other aggressive behaviour. "If two children or young people of about the same strength have the odd fight or quarrel it is not bullying." (Olweus 1989, 1993, 1999).

5.2 Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying via technology – "cyberbullying"

- Bullying related to gender or sexuality. Homophobic, Bi-phobic or Transphobic bullying.

5.3 Signs and symptoms of bullying

A victim may indicate by signs or behaviour that he or she is being bullied. These may include:

- reluctance to attend school
- truancy from specific lessons
- damage to clothing or possessions
- unexplained bruises/swellings
- deterioration of school work/academic performance
- being afraid to use the Internet
- becoming jittery about receiving text messages
- unkempt uniform
- bullying towards siblings
- taking money without permission.

Symptoms may include:

- loss of appetite
- headaches
- stomach aches
- stammering
- sudden changes in behaviour
- lack of confidence
- signs of depression
- nervous/edginess or difficulty in concentration
- lack of motivation to complete work.

These are examples but this list is not exhaustive.

6. Responding to bullying

6.1 Reporting bullying

- Students are encouraged to report all forms of bullying, whether carried out by another student or by an adult. The hope is that by reporting the problem in the first instance, this will become the first step in empowering the victim to overcome the bullying through the stages that will then be put into action. Whenever a student experiences bullying, it should be reported, whether by the victim, friends of the victim, bystanders or via parents, who would contact the school. Information can be reported to a member of staff, a tutor, the year team, or a member of the Senior Leadership Team, anonymous reports can be submitted through “Spill the tea” and safeguarding email. All staff should

first immediately secure the safety of the young person before following the school's procedures.

- For cases involving Key Stage 3 students, we also have a number of mentors who would be appropriate people to tell. The peer mentor would then be expected to communicate the information to the student's Head of Year.
- When a problem occurs outside of school and immediate advice or support is required, Childline, for example, would provide an alternative, particularly if a child did not feel comfortable discussing the matter with a parent, family member or carer. The Academy would hope that the child would feel able to discuss the matter with a member of staff upon their return to school.
- See Appendix 1 for further useful addresses.
- Teaching and non-teaching staff, who feel that they are being bullied in the workplace, either by a staff member or by a student, can report their concern to their line manager or the Principal. If such managers are involved, staff may contact the Chair of the Academy Council, or an Executive Principal. Further guidance can be found in the CLF Employment Manual, and also in the CLF Whistle-Blowing policy.

Offsite bullying

A significant addition in the 2017 guidance, "Preventing and Tackling Bullying", has been recognising bullying that occurs outside of the school premises. It states:

"School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances.

This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed."

6.2 Responding to Bullying

Bristol Brunel Academy adopts a three-stage approach to dealing with bullying:

Stage 1:

Creating a safe learning environment and anti-bullying culture

The first stage is on-going, and involves measures designed to encourage students to behave positively towards one another, thereby discouraging bullying.

These measures include:

- Signing a Home School Agreement at the transition stage (for Year 7s and new arrivals to the Academy from September 2020)
- Student supervision at non-lesson times
- Providing safe places for vulnerable students to go before and after school, at break times and lunchtimes e.g. Learning Support Room
- Supervision of corridors between lessons
- Opportunities for students to discuss bullying issues such as in tutor period or a PSHE lesson
- Assemblies
- “Bullying as a group behaviour” poster displayed in the Academy.

Stage 2:

If bullying occurs: The Restorative Approach

This approach encourages the reporting of incidents by reducing the victims’ anxieties about repercussions and educates the perpetrators, by increasing their understanding of the difficulties caused by bullying and encouraging perpetrators to take responsibility for their actions.

It may be appropriate to monitor the situation in the first instance, and work closely with parents and the victim to discuss if any action should be taken. It may be appropriate to adopt a Restorative Justice approach with all those involved. This might mean asking students and staff to share their views within a meeting with a facilitator who would ensure that all participants were able to say how they had been affected by the bullying behaviour and what needed to change. Parents/carers will also be asked for the views, and this will inform the meeting. As a way forward, if thought appropriate and agreed upon, a contract would be written between the students.

There would then be a series of meetings to ensure that the contract was working and that problems had not re-emerged.

A key focus of the restorative approach is to ensure victims of bullying incidents are thoroughly supported, signposted to the correct support, and in cases of repeat bullying incidences the response is escalated accordingly (See Appendix.1).

Stage 3:

If those involved in bullying do not respond to the restorative approach

If those involved do not keep to the agreements made at Restorative Approach Meetings, or repeat bullying behaviour towards other individuals, the matter will be treated as defiance. The school would then use an increasing range of sanctions, including loss of

break time/lunchtime, after school detentions, internal exclusion or exclusion to another Federation academy, or in extreme cases, fixed term or permanent exclusion.

Based upon legislation in the Children Act (1989), in serious cases, it may also be appropriate to consider the bullying as a child protection concern if 'there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school must report their concerns to the Local Authority's safeguarding services and may draw on external professionals to support the victim or to tackle issues which have contributed to a child becoming a perpetrator of bullying.

As a last resort, the school may report a bullying issue to the police; particularly if staff feel that the nature of the bullying contravenes the law and other measures have been unsuccessful in preventing its recurrence.

6.3 Recording bullying and evaluating the policy

When bullying of a student has been reported, statements will be taken from all relevant parties and stored on file. When it is believed that bullying has occurred, the incident will be recorded on CPOMS. From there, a number of actions will take place, including informing parents, a restorative approach towards mediation, and/or a sanction. The situation will then be closely monitored by the Year Team. See Appendix 1 for a clear outline of the actions to be taken.

The measures taken and sanctions imposed will be recorded and used to inform pastoral staff of trends, or to indicate which measures are most successful in ensuring that further bullying is prevented.

This anti-bullying policy will be reviewed and updated annually by the Vice Principal and the Assistant Principals with responsibility for Core Aim 4.

6.4 Linked policies

A number of policies are directly linked, related or referred to within the anti-bullying policy. These include:

- Safeguarding policy
- Complaints policy
- Equality policy
- Whistle-blowing policy
- Behaviour policy
- Online safety policy
- Positive mental health policy

7. Parental Complaints

If a parent is not satisfied with the way a bullying issue has been addressed, the appropriate Pastoral Year Leader should be contacted to discuss the matter.

If the parent is still dissatisfied, then the appropriate Achievement Year Leader should be involved.

If this still fails to resolve the Parental Concern, then the Associate Assistant Principal in charge of the Year Team should be involved.

If this still fails to resolve the Parental Concern, then the relevant Assistant Principal for Culture & Ethos should be involved.

Further information may be found in the Complaints Policy if a Parent feels the matter is still unresolved.

8. Roles and Responsibilities

Academy Council will regularly review the policy which the Principal must consider, in determining measures to promote good behaviour and discipline.

The Principal and senior staff have overall responsibility for the policy and its implementation. Cases will be managed according to the circumstances and will be recorded and analysed to see whether patterns emerge from the nature of the bullying or the identity of the perpetrators.

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. Mutual support amongst all staff is essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently. They will ensure that students are listened to and that their concerns are appropriately addressed.

Parents and carers will be encouraged to work in partnership with the Academy in order that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school's anti-bullying policy, the procedures arising from cases of bullying and the rationale behind them. All students have a collective responsibility to ensure that they are considerate towards one another and respectful of each other's differences.

9. Monitoring

The designated members of staff with responsibility for tracking and monitoring incidents of bullying are:

Role	Name	Contact
Designated Safeguarding Lead	Colin Clements	colin.clements@clf.uk

Assistant Principal	Mark Saunders	Mark.saunders@clf.uk

The designated staff member will report on a termly/annual basis to the Academy Council on incidents of bullying and outcomes. They will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the Academy's action planning.

10. Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- 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
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Racism and Hate

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

Appendices

Appendix 1. Flow chart for staff actions following the reporting of a bullying incident.

