



Brown's School

Empowering Tomorrow's People

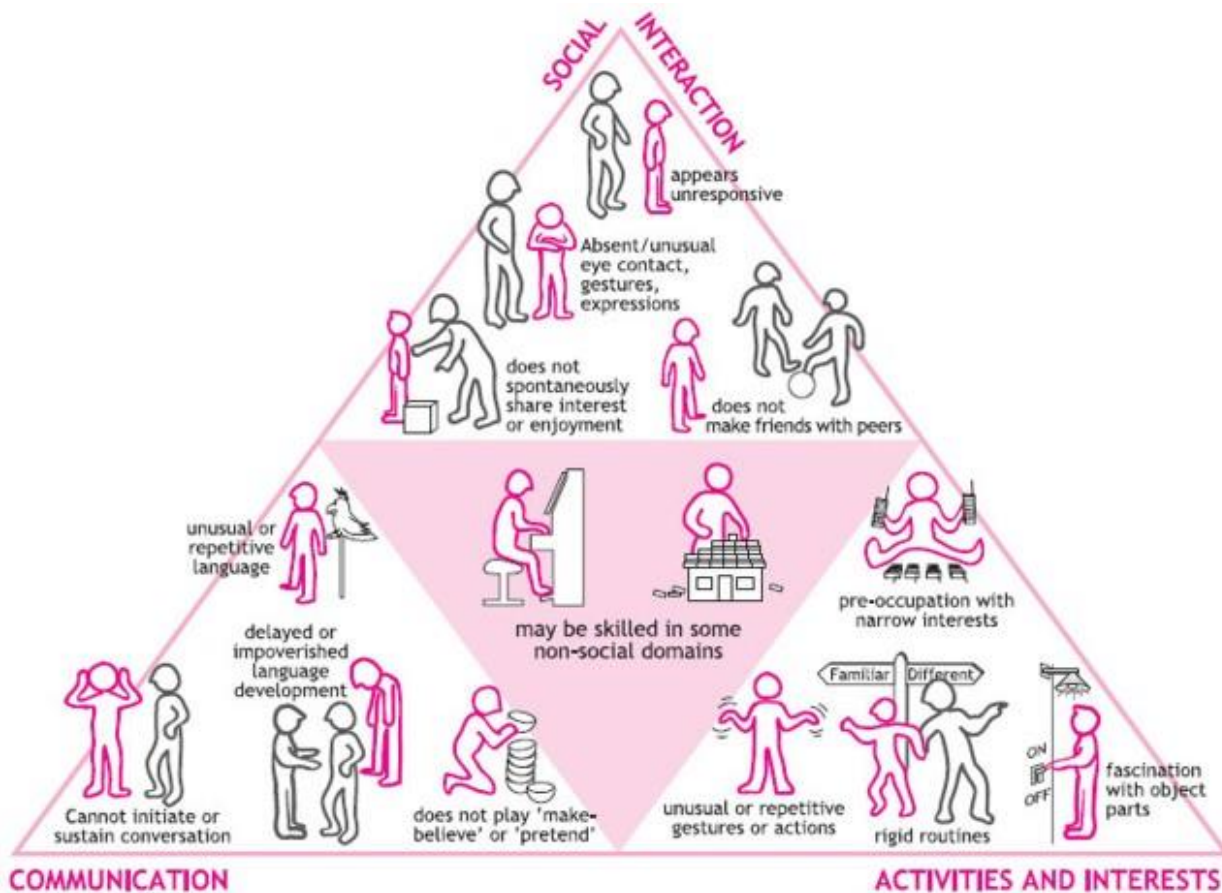


Brown's School Anti - Bullying Policy

Philosophy of the school

Brown's School believes that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to develop self-discipline and respect for others and to feel valued and supported. The school promotes the values of honesty, tolerance and fairness within a caring and nurturing environment.

Students at the school have a variety of complex needs and the school provides a high level of pastoral care for all students in order to encourage appropriate and cooperative behaviour. As a result of this ongoing support, students are expected to take responsibility for their own behaviour but as a staff group we understand that we need to utilise numerous strategies to achieve this.



The triad of impairment (Figure 1, above, originally devised in 1979 by Lorna Wing and Judy Gould) is a useful tool to refer to when educating pupils with complex needs (especially those with an ASD diagnosis). It is important to identify behaviours that may be perceived as “rude” but are actually a symptom of a pupils diagnosed difficulties. Brown's School aims to work with pupils to modify undesirable behaviour through



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therapeutic intervention and staff recognise that behaviour associated with ASD/ADHD/ODD take time to change.

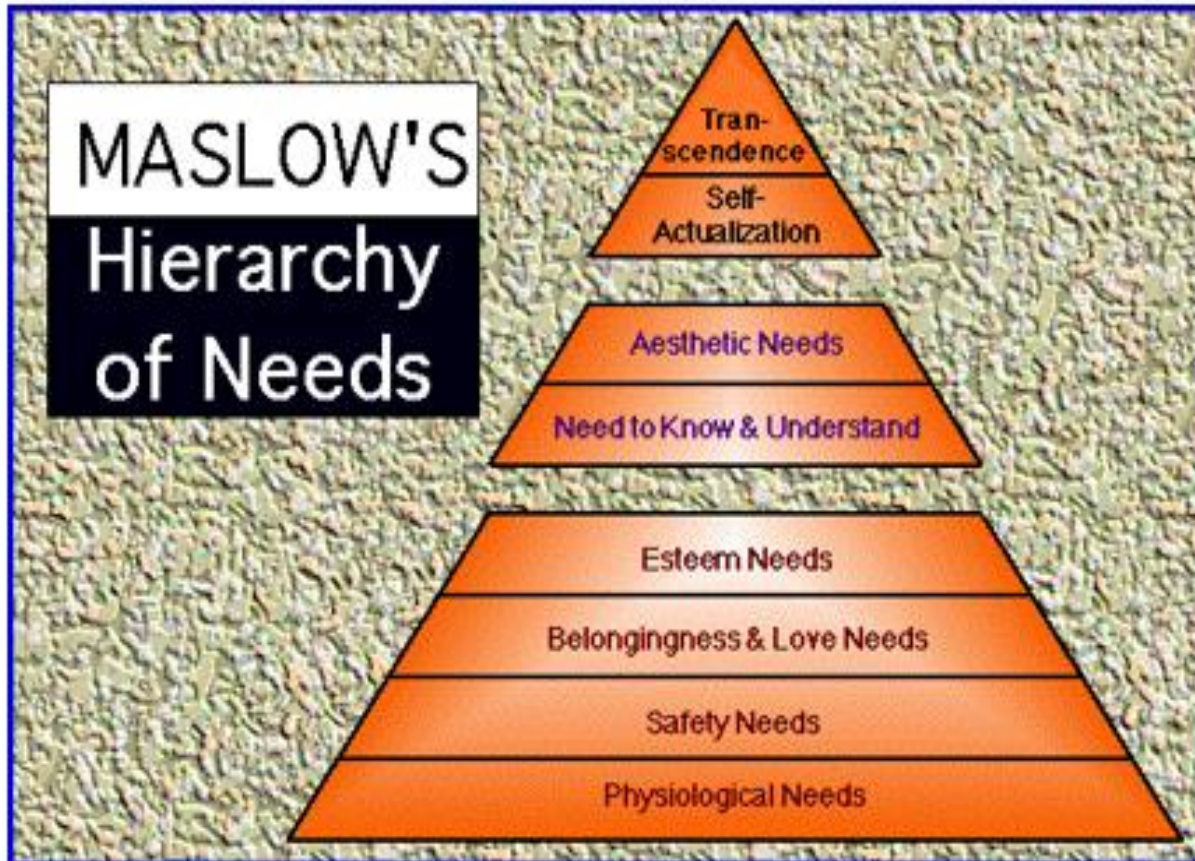


Figure 1: Maslow's Hierarchy of Needs - Huitt (2007)

Maslow's Hierarchy of Needs is another useful tool for educators. Many of the pupils at Brown's have a diagnosis of complex, co-occurring difficulties. Often behaviours displayed by our pupils are consistent with their individual diagnosis and make achieving learning difficult. For example, one of the common behaviours displayed by a pupil with ADHD is impulsivity. This behaviour could lead to a pupil not feeling safe in a classroom and therefore mean he is not able to access the learning of the lesson. In addition to this, pupils with difficulties in the classroom are well documented to struggle with "fitting in" and identifying with others, these are important factors to remember when a pupil exhibits undesired behaviour.

The school expects every member of the school community to behave in a considerate way towards others and bullying is not tolerated. The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being.



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Bullying can negatively affect a child or young person's self confidence, and has a real impact on their self image. It can also make them feel unsafe and insecure. Bullying may have an effect on their school attendance, their work ethic, their learning, and day to day school life. For some students bullying can have a real long term impact on their daily lives which may be reflected later on in life

This policy has been developed in accordance with the principles established by The Children's Act 1989, the Equality Act 2010 and Section 89 of the Education and Inspections Act 2006 which states that 'schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils'. It follows the Government guidance 'Preventing and tackling bullying', October 2014.

Definition of Bullying

Bullying is wilful behaviour by an individual or group, repeated over time, that intentionally hurts, intimidates or frightens another individual or group either physically or emotionally. It usually involves an imbalance of power between the perpetrator and the victim.

. Examples of bullying include:

- Physical (including sexual) assault.
- Verbal abuse, by name calling, teasing or making offensive remarks.
- Cyber-bullying, which is defined as the use of information technology by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs. video and e-mail to pass on hurtful/damaging comments
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

This may include:

- Being unfriendly, excluding, tormenting, a student being made the subject of malicious rumours.
- Physical harm or threat of physical harm – pushing, kicking, hitting, punching, taking or hiding belongings.
- Racist taunts, graffiti, gestures.
- Sexual taunts, unwanted physical contact, or sexually abusive comments.
- Homophobic taunts, unwanted verbal abuse relating to a students sexuality.
- Verbal taunts, name calling, sarcasm, spreading rumours, teasing.

Bullies often have reasons for their behaviour, and at Brown's School we hope to establish what these traits are and deal with them effectively and sensitively. We do not allow a student to feel that they can get away with their actions, but seek to find a quick and reasonable solution to the problem and decide on the direct course of action.

The following are signs and symptoms of a child or young person who may be being bullied. Staff and parents should look out for the following:

- Changes in their usual routine



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- Unwillingness to go to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts suicide, or runs away
- Cries themselves to sleep at night, or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or damaged
- Has possessions go missing
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable,
- Bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

Preventative Strategies

- The School encourages a climate of openness where pupils feel safe and conducts regular pupil surveys to ensure that this is the case.
- All pupils have an identified listening ear in order to discuss concerns and worries.
- The School has a dedicated Pastoral care team, including a manager who is also the School's Safeguarding Officer, a Deputy Safeguarding Officer and a Student Support Worker.
- The School's Therapy team and Clinical Psychologist are in-house and support pupils on a regular basis.
- Pupils are educated through school assemblies, PHSE lessons and Social Skills lessons regarding bullying. These lessons offer students open forums for discussions about individual differences and preferences and the need to be objective and avoid prejudice of any kind. Pupils are also made aware that there are laws and statutes that apply to assault, harassment and threatening behaviour, which ensure that all individuals have a right to a safe and secure environment, free from any bullying.
- Pupils are given the opportunity to be a helper and to understand what acceptable behaviour is. The school has designated Peer Mentors that are trained to speak to individuals who may be involved in bullying, whether as the victim or the bully itself. The Peer Mentors act as "Students of Help" and support students who are need of advice and reassurance. The Deputy Head Teacher meets with the Peer Mentors weekly to discuss any issues and follow them up.
- There is a clear behaviour management system in the school to support pupils, which includes rewards and sanctions.
- There is a worry box for pupils who wish to report concerns without speaking to staff.



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- The school consults pupils as to what they feel constitutes bullying through the School Council. Discussions about what is and what is not bullying can help form the basis for the schools anti-bullying procedures.
- The school takes part in Anti-Bullying Day each year. The whole day is spent considering what bullying is and the effect it has on others.

Staff

Staff attempt to support all pupils in class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children we aim to prevent incidents of bullying. Staff routinely attend training which enables them to become equipped to deal with incidents of bullying and behaviour management.

- Staff recognise that bullying can occur despite the robust policies and procedures put in place by the School.
- Staff are trained to be vigilant to ensure that any situations where pupils are being unkind to each other are carefully observed and then dealt with immediately, using thoroughness but also sensitively.
- Staff understand the importance of listening to pupils and taking allegations of bullying seriously.
- Staff understand that it is important to protect the child or young person who is being bullied and ensure their safety.
- Staff understand that an allegation of bullying is a safeguarding concern and know to report it as such.
- Staff understand the School's procedures of reporting a safeguarding concern.
- Staff acknowledge and reward students who help prevent bullying through the Brown's Bonus scheme.
- Staff understand that there are a range of pupil-based strategies to help those who are struggling with friendship issues including "Buddying", peer mediation, or peer listening. These can create a happier, friendlier environment and offer much needed support.
- Having friends is one of the best defences against bullying and the School's Therapy Team supervises friendship groups and play sessions.
- The Therapy team teaches assertiveness skills and lessons to increase self-esteem to build pupil's resilience.

The Role of the Senior Leadership Team (SLT)

The Senior Leadership Team supports staff in dealing with bullying. This includes:



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- Monitoring any incidents that occur, and reviewing the effectiveness of the school policy regularly.
- The Lead Safeguarding Officer keeps accurate records of all incidents of bullying which are monitored.
- The Pastoral Care Manager ensures that children are interviewed, facts gathered and appropriate consequences are put into place, following the School's behaviour policy.
- In cases of serious bullying or peer-on-peer abuse, the Head Teacher is informed and parents are asked to come into school for a meeting.
- If bullying has resulted in significant harm or risk of significant harm, the LSO will seek advice from the Local Authority Designated Officer (LADO) and may make a referral to an outside agency, including Children's Social Care, the Police or CAMHS.
- SLT ensures that all staff receive sufficient training, including in-house and online training, to equip them to deal with all incidents of bullying.
- SLT will help the children and young people concerned by administering conflict resolution.
- SLT understand that if an allegation of bullying occurring outside of school is reported to them, this should be investigated at school and that appropriate action needs to be taken.
- SLT sets the school climate of mutual support and praise for success, so making bullying less likely. When pupils feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Support for the child or young person who has been bullied

This may include:

- A support plan in the form of an anxiety management plan will be put in place for the child or young person, naming someone who they can talk to and listing support strategies for managing issues.
- The child or young person can speak to his/her trusted adult in school.
- The child or young person may require support from the School's in-house therapy team, to improve peer relationships.
- The child or young person may require counselling from the School's clinical psychologist.
- Support is available from the School's pastoral care team.



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- The School may consider a referral to outside agencies including CAMHS, the Bromley Wellbeing Service, or the local authority's mentoring service.
- The child or young person may be supported by his/her peer mentor.
- Parents may need access to the School's Clinical Psychologist.

Support for the child or young person who has bullied

It is important to find out why the child or young person has behaved in such a way. It may be that they may have been bullied themselves in a similar way or may be experiencing their own difficulties. The School acknowledges its responsibility to offer support and will consider the following:

- A risk assessment and support plan will be put into place.
- The child or young person can speak to his/her trusted adult. The member of staff concerned will ensure that he/she recognises their behaviour and its effect on others.
- The School will identify whether the young person needs support from the School's Therapy Team, including the Clinical Psychologist to guide, support and advise on strategies to help change their behaviour
- The School will ensure that there is an appropriate consequence for this behaviour, including restorative justice, if appropriate.

This policy should be read in conjunction with other school policies including: Safeguarding and Child Protection, Behaviour and Peer-on-Peer Abuse.

Signed by

_____ **Headteacher**

Date:

Date of Policy: March 2017

Policy Review Date: March 2018