Anti-Bullying Policy

Prepared By	Humayun Ahmed Head Teacher
Approved by the Proprietor	Keith Boulter
Date Approved	September 2023
To Be Reviewed	September 2025

Purpose

This policy sets out the procedures governing the action to be taken in respect of bullying concerns relating to Young People at Broadlands Hall School.

Scope

This policy applies to all Broadlands Hall School employees, including volunteers and supply / agency staff.

Introduction

This policy is written in accordance with:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Keeping Children Safe in Education 2023
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- SEND Code of Practice 0-25 years, 2015

Definition of Bullying Behaviour

Bullying behaviour may be defined as "Behaviour by an individual or group, usually repeated over time and on purpose, that intentionally hurts another individual or group either physically or emotionally" (DfE "Preventing and Tackling Bullying", July 2017). It is an abuse of power. It can be planned and organised, or it maybe unintentional. It may be perpetrated by individuals or by groups of young people. Bullying behaviour results in pain and distress to the victim.

There is no legal definition of bullying, however, it is usually defined as behaviour that is:
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:
- physical assault / injury
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger)

Bullying behaviour can be:

- Emotional: being unfriendly, excluding, tormenting. embarrassing (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: Relating to race, religion or culture. Can include racial taunts, graffiti, gestures
- Sexual / sexist: Unwanted physical contact or sexually abusive comments
- Homophobic: Abuse because of, or focussing on the issue of sexuality
- Verbal: Name calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email and chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera & video facilities

Our young people also may be vulnerable to bullying related to their Special Educational Needs, appearance or health conditions, or related to their home circumstances (they may be home carers or

looked after children).

Bullying and Autism

Young people with an autism spectrum condition (ASC) have difficulty 'reading' social situations and knowing how to engage in ever-changing social contexts. They find it hard to predict other people's behaviour and to interpret their body language and expressions to guess what they are thinking or feeling. This makes it difficult for young people with an ASC to understand other people's intentions and makes them an easy target for bullying behaviour. Because young people with autism may be unaware that others 'judge' their behaviour they may be especially vulnerable to bullying in the community.

Due to impairments in social understanding and imagination bullying issues are perhaps even more complex for people with ASC. For example, a vulnerable young person may not recognise that they are being bullied and believe themselves to be part of the group because they are paying them attention or asking them to do things for them. Another example may be where a young person with autism becomes obsessional about another young person and targets them in either a positive or negative way.

Additionally, due to theory of mind impairments, most young people with autism have very little understanding of the feelings of others. It is difficult therefore, to be sure that the behaviour was 'deliberately hurtful'. For example, A may frequently shout at B not because he wants to upset him but because he is curious about B's reactions.

Young people with autism can make direct remarks but have no intention of causing harm. Such comments cannot be considered as bullying, but they need to be addressed so the pupil learns about the impact of their remarks and how to interact more appropriately.

Such issues will be explored through staff training and all Broadlands Hall School staff will be trained to understand and address these from an autism specific perspective.

Bullying and Wellbeing

'Mental health is defined as a state of well-being in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community' (Promoting Mental Health: Concepts, Emerging Evidence Practice. World Health Organisation (WHO, 2005)).

At Broadlands Hall School we want to provide an environment that promotes good wellbeing, and prevention of bullying and discrimination is key to this. Bullying has a significant impact on young peoples' emotional wellbeing and identity. Many of the young people at our school have identified mental health issues which means that they may be more vulnerable to bullying and its effects. We ensure that young people are supported with their mental health needs in a non-stigmatising way.

We understand that disruptive, bullying or challenging behaviour can be a result of difficulty to express distress. We support the emotional needs of those who are bullied and who bully others.

We must respond to bullying effectively, listening to young people to prevent young people from developing other coping strategies such as self-isolation or self-harm, which would affect their ability to engage in learning and their wider relationships. We support young people to talk about the affects of bullying.

Key contacts in School

Leads who have a special interest in bullying are the safeguarding leads at Broadlands Hall School.

Keith Boulter – Proprietor
Training Completed:
- DSL

Humayun Ahmed– Head Teacher
Training Completed:
- DSL
- Safer Recruitment

Leila Barclay-Smith – Lead Teacher
Training Completed:
- DSL

Vikki Hayes – Behaviour Lead
Training Completed:
- DSL

Underlying Principles

At Broadlands Hall School we are committed to providing a caring, friendly and safe environment for all our young people so they can learn in a relaxed and secure atmosphere. We are inclusive and celebrate diversity. Bullying behaviour of any kind is unacceptable at Broadlands Hall School. If bullying does occur, we want all young people to be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a telling School. This means that anyone who knows that bullying behaviour is happening is expected to tell the staff so it can be dealt with.

We believe that:
- Young people have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- We do not tolerate bullying behaviour.
- Anyone who experiences bullying behaviour will be listened to.
- Reported incidents will be taken seriously and thoroughly investigated.

Aims

We aim to provide a caring, positive and safe environment, where young people feel safe, secure and respected, where they feel protected and confident that they will be listened to. We recognise that our young people are vulnerable to bullying behaviour and some have experienced or witnessed it. We aim to:

- Teach our young people how to treat each other with respect.
- Enable young people to understand when they are being bullied and to give them strategies to be able to speak out and deal effectively with these situations, wherever they may occur.
- Make young people and parents feel assured that they will be supported when bullying is reported.
- Seek to learn about good practice in anti-bullying, from other schools, organisations and local authorities.

Objectives

To achieve our aims we will ensure that:

- All teaching and non-teaching staff, young people and parents are trained or informed to have an understanding of what bullying is, be aware of the signs of bullying and how to raise concerns.
- We teach young people about bullying and how to abide by the anti-bullying policy, ensuring they understand that concerns will be dealt with sensitively and effectively.
- We raise awareness during anti-bullying week.
- We train and support staff to promote positive relationships and implement the PSHE curriculum, supporting social development for young people.
- We discuss, monitor and review our anti-bullying policy on a regular basis at team meetings and Senior management meetings.
- All young people and parents are aware of the anti-bullying policy in place at Broadlands Hall School, and what they should do if they have concerns about bullying.

- We respond to all concerns raised about bullying, reporting back to alertors on actions taken.
- We involve other agencies in developing our policy and practice, seeking advice and training.

Responsibilities

Head Teacher

- To oversee the implementation of the policy, including induction and ongoing training for staff, volunteers and young people on placement and to oversee the review and updating of the policy every two years.
- To ensure appropriate and timely training is delivered to all staff.
- To ensure the ethos of a caring, respectful and safe environment is evident throughout Broadlands Hall School.
- To make recommendations to the Proprietor for any amendments to this policy or procedure.
- To ensure appropriate learning opportunities, regarding bullying, are delivered to young people.
- To oversee the monitoring and investigation of all allegations of bullying, ensuring parents are informed and that appropriate interventions are put in place.
- To review bullying data on a half termly basis.
- To analyse data and report to the Proprietor on bullying incidents and concerns on a termly basis.

All Staff

- To notify their line manager of incidents of bullying behaviour and to follow the appropriate Broadlands Hall School procedures.
- Lead Teachers are responsible for ensuring all staff are well supported and have the opportunity for post-incident debriefings.
- All employees have a duty of care that requires them to act in the young person's best interest and to treat all young people we support fairly, with respect and understanding.
- All persons have a duty to report any concerns about bullying to the Head Teacher, or if appropriate to the Proprietor.
- To respond to all young people in a calm and positive manner.
- To provide positive role models to all young people ensuring that their behaviour reflects the good practice of Broadlands Hall School.
- To value every young person and their right to learn free from bullying and discrimination.
- To enable and support young people to understand what bullying is, how it may affect them and others and how to manage challenging situations.
- To work with their team, staff in other settings, young people, parents and carers to ensure that strategies are developed together and that there is continuity of approach.
- To liaise with other agencies regarding the prevention of bullying relating to young people following inclusion programmes.

Volunteers and young people on placement / work experience

- To follow the anti-bullying policy and guidance given.
- To request support and advice when necessary.

Our Young people

- To respect those around them and treat them as they would wish to be treated.
- To work with staff to develop and follow a set of expectations.
- To report all incidents of bullying to a member of staff.

Parents and carers

- To keep Broadlands Hall School informed about concerns, problems and family circumstances which may affect their child's behaviour or well-being.
- To work with staff to plan and implement individual support plans that recognise and combat bullying.

Procedures

Why is it Important to Respond to Bullying Behaviour?

Bullying hurts and can have a long term and serious impact upon a person's life and well-being. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Young people who are bullying behaviour need to learn different ways of behaving.

All educational settings have a responsibility to respond promptly and effectively to issues of bullying. At Broadlands Hall School we understand that bullying may be considered a form of abuse and will be treated as a child protection / safeguarding concern. We also understand that bullying may be a criminal matter under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Prevention

At Broadlands Hall School we are committed to preventing bullying. We use the following methods:

- We provide young people with clear message and expectations to promote respectful relationships, language, and positive behaviour.
- We recognise and celebrate diversity.
- Invest in staff training and skills e.g. to understand LGBTQ young people.
- We work with students to develop expectations and codes of conduct for positive behaviour.
- We ensure that young people have appropriate targets relating to behaviour.
- Our PSHE curriculum helps young people to understand what constitutes bullying, its impact and the roles of people involved including bystanders.
- We support young people to develop the personal, social and emotional skills that help protect them from bullying.
- Young people are taught and encouraged to report bullying incidents to staff.
- We address online safety with young people and parents / carers.
- Have defined levels of supervision for young people between lessons, at breaks and lunchtime.
- Provide young people with safe places and people that they can go to if they are feeling vulnerable.
- Using social stories about bullying behaviour.
- Using Anti-bullying week to revisit staff training and to raise awareness throughout Broadlands Hall School.
- Displaying signs saying what to do if young people are worried, upset or being bullied.
- We have regular staff training.
- All young people have a 1:1 staff member with them at all times.

Interventions

- Young people and parents / carers can raise concerns with any member of staff about bullying or report an incident of bullying. Lead people are identified in the policy introduction.
- Young people witnessing bullying should provide support to their peer and bring this to the attention of an adult.
- Staff will record and investigate all incidents of reported bullying promptly.
- Any alert will be responded to by a member of the school's safeguarding team the DSL or ADSL.
- Appropriate investigations will be undertaken to gather the facts about any alleged bullying incident in or out of school.
- The DSL or ADSL will make a referral to the Local Authority Safeguarding Board or police if appropriate.
- Parents / carers will be informed and, in serious cases, will be asked to attend a meeting to discuss the problem.
- Interventions will be planned to enable young people to recognise what bullying is and to develop strategies to overcome it.
- Short and longer term monitoring will be used to ensure that strategies to overcome a bullying incident have been successful.

Supporting a victim of bullying

It is essential that all individuals who have experienced bullying behaviour are provided with timely and appropriate support. This may include one or more of the following:

- active listening.
- advice.
- assertiveness training.
- named pupil / staff member to provide appropriate support/counselling.
- regular checking with the pupil regarding their well-being.
- In extreme cases referral to external agencies.

Outcomes

- Where necessary interventions will be planned to help bullies to acknowledge their responsibility, to recognise the harm caused and to support them to change their behaviour.
- The perpetrator(s) may be asked to genuinely apologise. Restorative strategies may be used.
- If possible, the young people will be reconciled.
- All necessary steps will be taken to safeguard the victim of bullying.
- As per our behaviour policy we will not impose a generic sanctions system for bullying incidents or other acts, instead we take a "some actions bring particular consequences" stance to support learning. Parents of those bullied and bullying will be notified. Parents may also be invited to an initial meeting and then a 'Repair and Restore' meeting will be set up to take place as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by trained staff and/or students.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not recur. Parents will be kept informed throughout the investigation.

Monitoring Compliance and Impact

We will review this policy at least once every two years or following an incident that suggests the need for review. We will also take into account developments in technology that impact on bullying. We will monitor bullying by:

- Recording and investigating all reported incidents of bullying.
- Reviewing records every half term.
- Reporting on bullying to the Proprietor on a termly basis, or as requested.

We will consider that we are succeeding if:

- A high percentage of young people are able to demonstrate an awareness of what bullying behaviour is and what to do to stop it.
- Students say they would go to a member of staff if they were feeling unhappy or worried.
- Staff demonstrate understanding of this policy.
- Analysis of data shows a decrease in reported incidents of bullying.

Appendices:

1. Signs and symptoms of bullying
2. Expert Advice and Specialist Organisations
3. Useful links and supporting organisations

Appendix 1

Signs and Symptoms – a useful checklist

A young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from Broadlands Hall School
- doesn't want to go to Broadlands Hall School on public transport
- begs to be driven to Broadlands Hall School
- changes their usual routine
- is unwilling to go to Broadlands Hall School (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to fall behind with their learning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is using bullying behaviour with other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received
- begins to harm or cut themselves
- begins to wet or soil themselves

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Appendix 2

Expert Advice and Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here http://www.antibullyingalliance.org.uk/advice/support-from-the-sector/

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
Restorative Justice Council: Includes best practice guidance for practitioners 2011.
Cyber-bullying
ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen: provides online safety information for educators, parents, carers and young people. Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT
EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the AntiBullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Appendix 3
Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- 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
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing

effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual
- Childnet Project DeShame (Online Sexual Harassment and Bullying): https://www.childnet.com/our-projects/project-deshame