



School Uniform Policy

Author	Mike Waddell
Date Approved by Governing Body	July 2024
Signed	Peter Johnson – Chair of Governors
Staff Lead	Mike Waddell
Governor Lead	Peter Johnson
Date of Next Review	July 2026

Introduction:

Brooklands takes bullying seriously and it will not be tolerated. We do all we can to prevent it, by developing a school ethos in which bullying and harassment of any child or adult are regarded as unacceptable.

Aims and Objectives

We aim, as a school, to produce a safe and secure environment where all can work, learn and play without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of any bullying in our school.

Definition:

The school uses a definition based upon one from the Anti Bullying Alliance: "*Bullying is repetitive, wilful, persistent action taken by one or more persons with the deliberate intention of hurting another, either physically or emotionally. It involves an imbalance of power.*"

At Brooklands, pupils, staff and parents have agreed that bullying can be:

- **Physical** (e.g. pushing, kicking, hitting, punching or any use of violence towards a person or their property)
- **Verbal – direct or indirect** (e.g. name calling, sarcasm, spreading rumours, teasing with reference to somebody being different)
- **Emotional/Indirect** (e.g. staring, glaring, exclusion from activities or friends, tormenting, threatening, made up stories, spreading rumours)
- **Technological/Cyber** (e.g. using technology to hurt someone through a variety of media such as phone calls, text messages, the internet, social networks, video hosting sites etc., or through misuse of associated technology such as cameras - including those on mobile phones)

Racist bullying is any incident which is perceived to be racist by the victim or another person. It may be perpetrated against individuals on the basis of their race, skin colour, nationality, culture, language or religion.

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation, including if they do not conform to a perceived dominant masculine or feminine gender image.

Transphobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity.

Pupils who have **specific abilities, disabilities or special educational needs** (including behaviour) are often at greater risk of being bullied, both directly and indirectly. As are those from **different faiths** or **backgrounds** (e.g. **Traveller / Gypsy / Roma children**).

On the children's anti-bullying charter we use the acronym **S.T.O.P** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **Several Times On Purpose**.

Signs and Symptoms

Signs of bullying may or may not be present and will depend on the individual and circumstances. It is important, however, that parents/carers and school staff are aware of the signs and symptoms associated with bullying so that they can identify possible problems.

The more common signs include:

- Physical signs (injuries, damaged clothing, general ill-health due to stress)
- Emotional signs (mood swings, changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness)
- Behavioural signs (withdrawn, frequent unexplained absences, poor concentration, eating disorder, evidence of self-harm, disruptive/challenging/bullying behaviour)
- General (frequently 'lose' money/possessions, appears tired/lethargic, avoids entering/leaving school with others, desire to remain in the company of adults). These signs could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Staff must remain vigilant about bullying. They must not wait for a child to tell them that they are being bullied before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. The well-being of vulnerable pupils must be monitored more closely so additional support can be offered if required.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher is available for staff to discuss any concerns. The Headteacher reports to the governing body about the effectiveness of the Anti-bullying policy on request.

The Headteacher ensures that everyone knows that bullying is wrong, and that it is unacceptable behaviour in this school and to work pre-emptively to prevent a pattern of aggressive behaviour developing which could lead to bullying. The Headteacher supports the work of the teachers by organising assemblies as a forum in which to discuss appropriate behaviour and ensures that all staff are equipped to deal with incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

If the Headteacher records that bullying is occurring in school, parents/ carers of the parties involved will be contacted. This would be after evidence of systematic incidents were recorded. The school feels there is a responsibility to both children within a bullying situation. A supportive home school partnership is crucial for helping both children to solve any underlying issues. Parents are expected to support the school in the eradication of bullying. It may be suggested that the child join a Social Skills group or other programme. Class time will also be allocated for use of anti-bullying materials. The behaviour of the child will be closely monitored for repeat offences and parents will be kept informed of progress. While in most cases we believe these actions will eradicate any instances of bullying, persistent offending, after these sanctions and re-education programmes are exercised, could result in exclusion.

The role of staff members

All staff will receive training on the implementation of the Anti-Bullying policy, and be aware of the Anti-Bullying Referral Flowchart. The policy is available in full on the school's website.

The staff in school take all forms of bullying seriously, and seek to prevent it from taking place. The school's golden rules are regularly referred to in assemblies, lessons and when dealing with any inappropriate behaviour in school, and are also displayed throughout the school. Through the PSHE curriculum, all staff will educate pupils about how to make and maintain friendships, and how to mend damaged friendships. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property. Pupils' polite and kind behaviour is regularly acknowledged and rewarded.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Through the PSHE curriculum children are taught about how to develop positive relationships, and this message is reinforced in all aspects of school life. Further work covers the different types of bullying. Staff use drama (including drama groups), role-play and stories within the curriculum and assemblies, to help pupils understand the feelings of bullied children and those who bully, and to practise the restraint required to avoid bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, which helps to create a positive atmosphere. The national Anti-bullying week is scheduled annually into the school's calendar, and cyber bullying is a focus for regular assemblies, e-safety Learning Together and information sessions, alongside the Computing curriculum and the annual celebration of Safer Internet Day.

Any relevant opportunities to attend training will be taken up by all members of staff, to equip them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Should staff feel concerned that bullying is happening (or be made aware of a concern from parents or children), they must report it to the Senior Leadership Team using CPOMS (Child Protection Online Management System) who will then support them in following the process on the Anti-bullying flowchart. In the first instance this will mean speaking with the children and staff involved to determine the circumstances and context of the behaviour, reflective and restorative conversations with the children involved, and close monitoring to see whether the behaviour continues. If there is evidence of repetitive, wilful and persistent action taken by one or more persons with the deliberate intention of hurting another, either physically or emotionally which involves an imbalance of power, (Stage 2 on the flowchart) then a 'Bullying Behaviour Plan' will be created to tackle it. This will be shared with other staff as necessary. Regular check-ins will be made with the children and their parents and these, along with any further incidents, will be logged on CPOMS to ensure a record of progress.

Staff do all they can to support both the child who is being bullied and the child who is showing bullying behaviour, ensuring that parents/carers remain informed. The issue will be dealt with as soon as possible. This may involve support for the victim and sanctions for the offender, and discussions around the behaviour with the whole class. Time is spent talking to the child who is showing bullying behaviour, explaining to them why their action was wrong and how they should change their behaviour in future, and reassuring the victim that measures will be put into place to ensure that the behaviour does not continue.

If bullying behaviour does continue (Stage 3 on the flowchart) then the Deputy Headteacher or Headteacher will meet with all the children and parents involved to review the current plan and complete a 'Bullying Support Plan.' Further support will be put into place to ensure the bullying

stops. In more extreme cases, e.g. where these initial discussions have proved ineffective, there may be a need to involve external support agencies, such as the County Inclusive Support Service or the school's Educational Psychologist.

Children are encouraged to use a range of strategies for seeking help with bullying (see flowchart for further details) including telling a trusted adult, friend or Anti-Bullying Champion.

Annual anti-bullying surveys are used to monitor levels of bullying and identify trends or areas for further development. The school also seeks feedback and ideas from the wider school community, for further developing the school's anti-bullying ethos.

The role of parents/carers:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are still not satisfied with the response, they should contact a member of the Senior Leadership Team and remain in regular contact until the problem is resolved. If they remain dissatisfied, they should follow the school's complaints procedure, which is available from the school office.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents/carers are discouraged from trying to deal with any incidents of bullying themselves, by approaching either the child involved or their parents. Parent/carers will be invited to share feedback and ideas to further develop the school's anti-bullying ethos.

The role of pupils:

Pupils are encouraged to tell anybody they trust if they or someone else is being bullied, and if the bullying continues, they must keep on letting people know. All pupils are made aware of the routes for seeking help with bullying, through the anti-bullying flowchart and regular assemblies and PSHE sessions.

The Anti-Bullying Champions elected from each class will help with passing on anti-bullying messages to their own class and younger pupils in school. They will act as buddies for vulnerable children or those who have experienced bullying and will report any incidents of bullying that they may observe or hear about in school and incidents involving pupils in the local community. The Anti-Bullying Champions will take an active role in sharing feedback and ideas to further develop the school's anti-bullying ethos.

The children in school, led by the Anti-Bullying Champions, have created a charter detailing their thoughts on bullying. This charter is reviewed in Anti-Bullying week each year, and updated as appropriate. The children then sign up to show their agreement with it.

Pupils are also invited to tell us their views about bullying, in an annual pupil questionnaire. The results of this are analysed and fed back into our anti-bullying work.

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school and ensure that any incidents of bullying that do occur are to be taken seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of

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the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

The named governor supports the school in implementing the Anti-bullying Policy, through the action plan. The Anti-Bullying Policy will be reviewed annually by the Governing Body.

Monitoring and review.

This policy is monitored on a regular day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they will review its effectiveness regularly. The Headteacher will report any incidents in her termly report to the Governors. The policy will be reviewed annually with input from the wider school community.

Links To Other Policies:

Safeguarding & Child Protection
E-Safety / Acceptable Use
Health & Safety
Behaviour Management
PSHE
SEND
Complaints
Equality Statement