

## Bullying, Racism and Sexual Harassment (BRASH) Policy

Last Reviewed: November 2014  
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### Statement of Intent

In Aylestone Business and Enterprise College and Withington Primary School we are committed to providing a caring, friendly and safe environment for all our students and staff so they can learn and work in a relaxed and secure atmosphere. We believe every member of the federation community has the right to be treated with respect. Bullying of any kind is unacceptable. If bullying does occur, all students or adults should be able to discuss and know that incidents will be dealt with promptly and effectively. We are a **TELLING** federation. This means that **anyone** who knows that bullying is happening is expected to tell the staff. People involved in bullying will be supported to learn different ways of behaving. We recognise that often people who bully have also been affected by bullying themselves.

### What Is Bullying?

ABA defines bullying as *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power*. Bullying can be physical, verbal or psychological. It includes behaviour such as name calling, spreading hurtful rumours, excluding someone from groups, taking possessions or money, hitting, pushing or kicking and unwanted sexual touch. Cyberbullying has the same effect as face to face bullying but takes place over the internet or through phones. Bullying is often driven by prejudice and can be targeted at someone's gender, culture, religion or perceived sexuality. Children and young people may also find themselves a target because of a disability, disfigurement or illness.

Bullying can be:

Emotional	Being unfriendly, being left-out or excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology such as camera & video facilities

### Objectives of this Policy

The whole federation community should:

- Have an understanding of what bullying is
- Know the federation policy on bullying and follow it when incidences of bullying are reported
- The person affected by bullying should be assured they will be supported when bullying is reported.

## Signs and symptoms

Watch out for signs of bullying which may include any of the examples below:

- Showing concern about the journey to college
- Appearing unwilling to go to school or begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Has difficulties sleeping
- Comes home with clothes torn or possessions 'missing' or damaged
- Dinner or other money continually 'lost'
- Unexplained cuts or bruises
- Appears afraid to use the internet or mobile phone

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

## Withington procedures

- Withington Primary and Nursery complies with Herefordshire Council guidance on anti-bullying [http://www.herefordshire.gov.uk/docs/Education/anti-bully\\_policy\\_final\\_front\\_page.pdf](http://www.herefordshire.gov.uk/docs/Education/anti-bully_policy_final_front_page.pdf)
- Our school "Anti-Bullying" policy should be read in conjunction with our "Safeguarding Children", "Behaviour" "Equal Opportunities" and Race Equality" policies

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

### Anti-Bullying Statement

Withington Primary School and Nursery actively promotes anti bullying. All classes and communal areas display information describing what bullying is and what the consequence of bullying will be. They are for all staff, parents, children and visitors to read and understand that we view all aspects of bullying as unacceptable.

Awareness of anti-bullying is regularly promoted through the school year with an at least annual focus on anti-bullying through SEAL, circle time and involvement of the school council.

### How staff will respond to reports of bullying

- **Bullying Report Sheet Log** - All staff will record incidents of bullying and keep on files in the Head of Learning's office.
- All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents. The Class teacher of the victim will be responsible for this and will be required

to give a copy of the report and the action taken to the Head of Learning. Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Head of Learning.

- If bullying includes racist abuse then it should be reported to the Head of Learning to be recorded in the Racial Incident Book.
- Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.
- Victims who are worried about openly discussing an incident when the aggressors are present can be encouraged to go the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying. Using the buddy system possibly with pupils who already hold a position of responsibility, such as School Council members or playground monitors may also be beneficial.
- Any child being hit in any way by another will be encouraged to report this immediately to a teacher who will deal with the matter as soon as is possible.

### Parental Involvement

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.

### Outcomes

The bully will be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (See table below – Persistent bullies may be excluded from school). A monitoring tool/behaviour records sheet may also be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents will never help a problem to be solved, and will prolong the period a victim has to suffer.

### Sanctions – For the child displaying bullying behaviours

First time	Details of what you did will be written down and kept You will be told what you did wrong and told not to do it again You will lose at least five minutes of your weekly Golden Time or other privilege.
Second Time	Details of what you did will be recorded. You will be given a break time detention and lose at least five minutes of your weekly Golden Time or other privilege. A meeting will be set up to discuss what has happened with your parents/carers.
Third time	Details of what you did will be recorded and your parents/carers asked to come to school again. Your behaviour will be recorded for a week using a wave 3 booklet One week later your parents/carers will be asked to come into school to talk about how you have improved
<b>If the bullying is very serious or you do not stop</b>	<ul style="list-style-type: none"> <li>• The chair of Governors will be informed</li> <li>• You could be excluded from school</li> </ul>

### **Outside Agencies**

Whilst there is little history of bullying at Withington Primary, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on outside resources such as the Behaviour Support Service and NSPCC to provide advice and support. This policy is seen as an integral part of our Behaviour and Safeguarding Children Policies.

## **Aylestone Business and Enterprise College procedures**

### **How staff will respond to reports of bullying:**

- Let the student or adult know you are prepared to give time to listen
- Agree a time to meet with the person reporting bullying if it seems more appropriate
- Skills for effective listening include:
  - Making eye contact
  - Sitting at student level
  - Repeat and clarify what the student tells you
  - Be comfortable with silence
  - Summarise the problem
  - Resist advising and interpreting
- Use the restorative justice question format:
  - *What happened?*
  - *What were you thinking?*
  - *How were you feeling?*
  - *Who do you think has been affected?*
  - *What do you need to happen now?*
- Inform the person of the school procedures on responding to reported incidents of bullying (see school procedure flow chart in this policy)
- A member of staff should start to complete the BRASH incident sheet or a BRASH allegation form (adapted as necessary for an adult referral).

### **Parents - What to do if your child is being bullied:**

1. Talk calmly to your child about the situation. Let them know that some thing can be done to try to stop the bullying.
2. Note down what your child says:
  - Who was involved?
  - How often it has occurred?
  - Where it is happening?
  - What has happened?
3. Reassure your child that they have made the right choice in telling you.
4. Let your child know that they should report any further incidences of bullying to a teacher and yourself.
5. Make an appointment to talk to your child's Form Tutor or Achievement Co-ordinator.
6. College will investigate the allegation promptly and take all steps possible to ensure your child feels safe.

7. You are welcome to request a copy of our college BRASH policy.
8. Keep a diary of any further incidents of bullying reported by your child.
9. If you are not satisfied with our response and believe we are not following our college policy, you can request a meeting with the Head Teacher.
10. If you feel this has not resolved your concerns you can speak to a Governor.
11. You may also request a copy of the college's complaints policy by writing to the Head Teacher.

#### **Outcomes:**

- Reports of bullying will be investigated by the Form Tutor, Achievement Co-ordinator or Senior Leader (SLT).
- At Aylestone Business and Enterprise College we have chosen to adopt a Restorative Justice approach to handling incidents of bullying. This approach involves supporting people to express their thoughts, feeling and ideas of how they would like to move the situation forward so there is no further harm between those involved.
- This approach involves all parties meeting to discuss the incident. Any meetings will be risk assessed to ensure all parties feel safe for the meeting to occur.
- Parents/carers will be informed of any reports of bullying.
- All contact with students and parents/carers will be recorded by the college.
- People involved in bullying will be supported to learn different ways of behaving.
- Sanctions will be considered according to the seriousness of the incident. These may include fixed term exclusion or even permanent exclusion as a last resort.
- Cases will be monitored to ensure there are no reoccurring incidences of bullying.
- The college keeps records of bullying incidents and reports this to the local authority as required.
- People are asked to complete an evaluation form following the restorative justice meetings.

#### **HELP & SUPPORT ORGANISATIONS:**

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
The Bullying Helpline	0800 1111
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
Beat the Bully	<a href="http://www.beatbullying">http://www.beatbullying</a>

*With thanks to Kidscape for allowing us to adapt their example anti-bullying policy.*

## ABEC BRASH - Allegation Record

Complete this slip if an allegation of bullying has been made where on investigation it is unfounded.  
 Pass this slip to the AC for information and a copy to the Student Services Administrator.  
 A full BRASH form will be needed for incidents requiring further monitoring or where bullying **has** taken place.

Person alleging incident			
Students involved	Recipient	Accused	
Brief description of alleged incident and actions taken			
Additional information stored in student file		Logged on SIMS	Yes/No
Date reported		Member of staff	

## Withington BRASH - Allegation Record

Complete this slip if an allegation of bullying has been made where on investigation it is unfounded.  
 Pass this slip to Mrs S Bishop.  
 A more detailed BRASH form will be needed for incidents requiring further monitoring or where bullying **has** taken place, showing if parents have been contacted and what follow up actions have been taken.

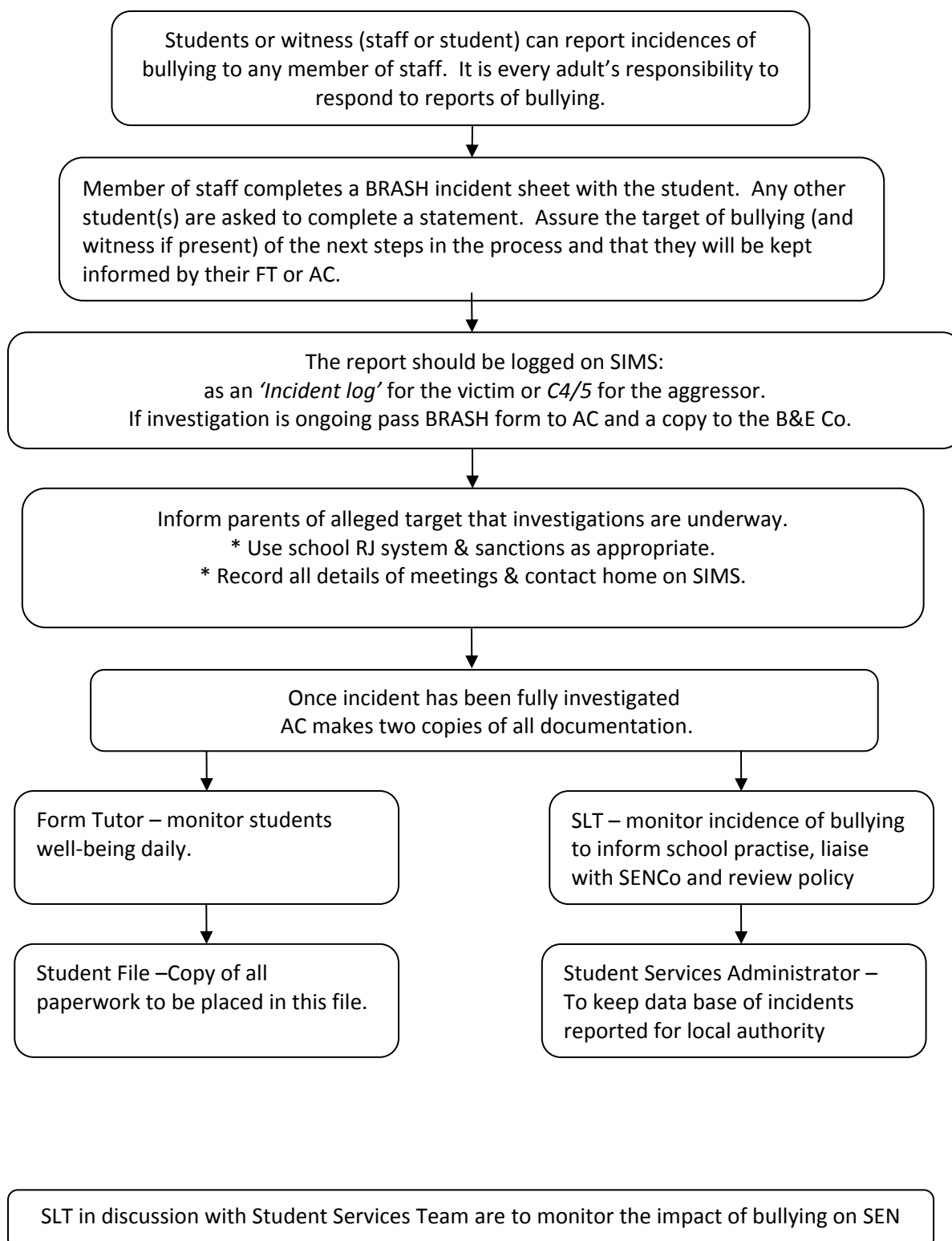
Person alleging incident			
Students involved	Recipient	Accused	
Brief description of alleged incident and actions taken			
Additional information stored in student file	Yes/No	Member of staff	
Date reported			

## ABEC Bullying, Racist and Sexual Harassment (BRASH) Incident Sheet

- This form must be filled by the member of staff dealing with the incident.
- All relevant paperwork must be kept attached to this document.
- In the event you are unable to complete the cycle this sheet and all relevant documents must be updated and passed on to the relevant AC.
- Once completed all paper work must copied with one set to FT and then the pupil file, the other set going via SLT to Student Services Administrator.

Member of staff						
Student Name and Form				Accused	Recipient	
Other student involved				Accused	Recipient	
Date reported			When did this happen?			
Where did it happen?			Who was involved?			
Were there any witnesses? (list names)						
What happened?						
How long has it been going on?			Have you told anybody else?			
What would you like to happen now?						
Witnesses statements taken	Yes	No	(list names)			
AC informed	Yes	No				
AH B&E informed	Yes	No				
People to Inform	People		Informed / date		(Please note parent comment)	
	Parents					
	Form Tutor					
	Student Services Admin					
Incident on the C system	Incident log	C1	C2	C3	C4	C5
Restorative Justice meeting arranged	Yes	No	Date			
RJ meeting notes taken and attached to sheet	Yes	No				
Exclusion	Yes	No	Approved by ( Head Teacher)			
Number of days			From - To			
Copy of all paperwork for F/T then pupil file	Yes	No				
Copy of all paper work to SLT & SS Admin	Yes	No				

## ABEC Procedure: Responding to a reported incident of bullying of a student





## Restorative Justice Meetings

- If there is no resolution or bullying incident reoccur the Achievement Coordinator (AC) may decide to conduct a Restorative Meeting.
- Parents of all students involved should be contacted to explain the Restorative Justice (RJ) process.
- Students have a 1:1 meeting first to explain the RJ process asking:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who do you think has been affected?
5. What do you think needs to happen now?

- A Restorative Justice meeting is then arranged with the students when all parties feel ready. The following questions are asked:

<b>Responding to challenging behaviour</b>	<b>Those harmed by others' actions</b>
<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking about at the time?</li> <li>3. What have your thoughts been since?</li> <li>4. Who has been affected by what you did?</li> <li>5. In what way have they been affected?</li> <li>6. What do you think needs to happen to make things right?</li> </ol>	<ol style="list-style-type: none"> <li>1. What did you think when you realised what had happened?</li> <li>2. What have your thoughts been since?</li> <li>3. How has this affected you and others?</li> <li>4. What has been the hardest thing for you?</li> <li>5. What do you think needs to happen to make things right?</li> </ol>

### Restorative Justice meeting protocols:

- All information discussed remains confidential within the meeting unless any Child Protection issues are involved.
- Students are supported to discuss events, feelings and possible ways to move forward positively.
- Targets are set by the students if they feel ready to do so. If not, a further RJ meeting is arranged.
- Students are made aware that should they break the targets sanctions occur.
- A review date is agreed within two weeks with all students if necessary.
- Students are able to report any ongoing concerns.
- The FT, AC, SENCo and B, E+E AH responsible for anti-bullying are informed of the targets.
- If there is no resolution the parents are involved in a further round of RJ meetings if necessary.