

## Anti-Bullying Policy



Full Governing Body Date: 26<sup>th</sup> May 2021

Minute Number **FBG/48/21/2**

Signed Chair of Governors.....

Signed Headteacher.....

This policy is based on DfE guidance ["Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"](#), July 2017 and it is recommended that schools read this guidance:

### 1) Objectives of this Policy

This policy outlines what Brockwell Junior School 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. We work hard to ensure that our Anti-Bullying Policy is influenced by, and backed up by our school vision and aims, as outlined below.

***In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be Safe, Smile & Succeed.***

#### **SAFE**

To provide a safe, caring and happy environment where everyone wants to come and give their best, knowing that mistakes are part of the learning journey.

To encourage everyone to embrace our values of respect, honesty, kindness, responsibility and determination.

To promote healthy lifestyles, develop resilience and an awareness of personal safety.

#### **SMILE**

To plan and deliver an inclusive curriculum that inspires children and gives them opportunities to adapt and apply learning to new situations.

To guide children to make positive choices for learning and development.

To provide everyone with the opportunity to become involved in the life of the school and the wider community.

To promote partnership between home and school.

#### **SUCCEED**

To provide effective, innovative staff who are committed to delivering high standards across the school.

To be self-motivated to learn to ensure maximum progress and excellent outcomes so that each child realises their potential.

To promote the physical, spiritual, cultural, social and moral development of all pupils.

To provide the opportunity for all children to develop the social and academic skills they need for an ever changing life in modern Britain.

## **2) Our School 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. Assemblies, Anti- Bullying Week, resources to teach Relationships and Sex Education and PSHE are used routinely and resources such as those from the Anti – Bullying Alliance, Diana Award, and Derbyshire STOP are used with all children to promote resilience and develop an awareness of our and other's feelings (See RSE policy for resources in school).

Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils 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 school to uphold the anti-bullying policy.

Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

## **3) Definition of Bullying**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

We believe every child really matters. We aim to work together to ensure that children are 'safe, smile and succeed'. We believe that children come to school to learn, have fun and feel secure. Our aim is to try to ensure that bullying does not take place in our school.

Children are developing their understanding of relationships and have opportunities through the Personal and Social Education they receive to explore how to resolve isolated incidents between one another. We would not classify

isolated incidents, 'falling out' or 'bickering' between pupils as bullying. In school, we use the acronym 'STOP' to help pupils understand that bullying is.....

Several Times On Purpose

#### **4) 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 related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

#### **5) Preventing, Identifying and Responding to Bullying**

The school 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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns. These include a mentor in school, one point of contact, home school book and regular discussions between staff and children.
- 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).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring. This may include the recording of incidents and communication on 'MyConcern' or/and with a home/school book or other diary used to monitor concerns.
- Actively create "safe spaces" for vulnerable children and young people. This includes access to senior staff at breaktimes or the lunchtime 'Bringing Friends Together' group with informed staff.
- 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.

## **6) Involvement of Pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying. These may include verbal reprimands, time out/away from others, structured play in a designated space, removal of privileges, formal apology written within their own free time and may escalate to further sanctions such as exclusion as listed within our behaviour policy.
- Involve pupils in anti-bullying campaigns in schools and embed messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Engage with restorative practice as a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative practice is a proactive way of working WITH people, not doing things TO

them, not doing things FOR them and NOT being neglectful and doing nothing at all. They seek to increase the opportunities for dialogue at every level.

## **7) Liaison with Parents and Carers**

We will:

Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.

- Ensure that all parents/carers know who to contact if they are worried about bullying. It is good practice to discuss the matter with the class teacher first and always refer the matter to school staff rather than contact parents out of school to try and resolve the matter.
- Ensure that we are available to listen and discuss the matter with you. Group meetings involving parents of other children are not usually appropriate.
- Request that parents reinforce the need for **any** concern or incident that is considered bullying to be reported to a named adult in school at the time it happens. If a child needs support with this they can have a mentor, trusted friend or write messages for their trusted adult to follow up.
- Ask parents to support us in developing strategies of resilience such as practising phrases such as 'Stop, that is unkind' and assertive, but not violent, actions such as moving away from the scene quickly to a trusted member of staff.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively. This can be found on our website.
- Ensure all parents/carers know where to access independent advice about bullying. We also have links on our website to the materials of other organisations and have included some extracts at the end of this policy.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviours for pupils, both on and offline.

## **8) Links with other School Policies and Practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Keeping Children Safe in Education revised guidance Sep 2018

- Sexual violence and sexual harassment between children in school guidance  
May 2018 -  
'making clear that sexual violence or sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up'  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

## 9) Links to Legislation

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
- DfE (Independent School Standards) ( England) Regulations 2014
- The Equality Act 2010
- Power to tackle poor Behaviour Outside School
- DFE preventing and tackling bullying July 2017
- DFE Keeping Children Safe 2021 (Note reference to Peer on Peer Abuse).

## 10) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy

- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Tracy Horton

The named member of staff with lead responsibility for this policy is: Miss Clarke

## 11) Monitoring & Review, Policy into Practice

This policy was approved by the Governing Body on: 16<sup>th</sup> November 2018

This policy will be monitored and reviewed on: May 2020

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school 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 school's action planning.

Signed M Wall

Chair of Governors

Date 26<sup>th</sup> May 2021

Signed C Holmes

Headteacher

Date 26<sup>th</sup> May 2021

## Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (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](#).

[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.

[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 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 and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

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

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

## LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[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.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[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 Anti-Bullying 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.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## **Mental health**

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

## **Race, religion and nationality**

[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.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[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.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

*Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings*

## **Sexual harrassment and sexual bullying**

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.



## **OUR S.T.O.P. - ANTI-BULLYING CHARTER**

**We know that bullying makes other people unhappy and frightened and because of this, it will not be tolerated by the staff, our pupils or their parents.**

**We will not tolerate bullying in any form.....name calling, hurting people, online unkindness, taking things from others, spoiling other people's belongings, spreading rumours, isolation or anything else that makes somebody feel unhappy or frightened.**

**Remember that all the staff will help you if you are being bullied and so will other children.....just tell them what is happening to you.**

**If you see somebody being bullied or you are told about it,  
DO SOMETHING ABOUT IT.....TELL SOMEBODY! Don't be a bystander!**

**If you are being bullied, DO SOMETHING ABOUT IT.... TELL SOMEBODY! Don't let bullies make you feel less important.**

**If anybody makes you feel unhappy or frightened, you must tell someone. If you don't feel you can tell your teacher, take a friend with you to a trusted adult, write a note and leave it with your teacher, tell your mum, dad, gran, aunty .....in fact ANYBODY!**

**Ask them to come into school and talk about it to your teacher or Miss Holmes.**

**Nobody wants to be bullied!**

**Nobody respects a bully!**

**Everybody can help to stop others being bullied!**

**Everybody can tell somebody else!**

**EVERYBODY has their part to play in making our school a happy place to be for  
EVERYBODY!**

## **Additional Content**

### **Dealing with Incidents**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

### **Supporting Pupils**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider

- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

### **Supporting Adults**

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

## Child Friendly Anti Bullying Leaflet available in school.

### What is Bullying?

A bully is someone who hurts someone else by using behaviour which is meant to hurt, frighten or upset another person. It can aim to hurt a group of people or just one person and can be done by a group or just one person! This behaviour is repeated many times.



**Emotional:** Hurting people's feelings and leaving people out.

**Physical:** Punching, kicking, spitting, hitting and pushing.

**Verbal:** Being teased name calling

**Cyber:** saying unkind things by

### When is it bullying?

**Several  
Times  
On  
Purpose**



We will always treat bullying seriously.

**Bullying is not...**

- Accidents
- Little fall outs with friends
- Something that only happens



### Who can I tell?

- ✓ A Friend
- ✓ A Parent or Carer
- ✓ A Teacher
- ✓ A Teaching Assistant
- ✓ A Midday Supervisor
- ✓ A member of The Set
- ✓ A Peer Mediator
- ✓ Someone who I know and trust.

#### DON'T:-

- Do what the bully says.
- Get angry and try not to look upset.
- Hit, push, kick or hurt them
- Hide it.

**MOST IMPORTANTLY:-**  
If you are being bullied:

**S**tart