



## **Brackenwood Junior School ANTI-BULLYING POLICY**

The Anti-bullying policy should be read in conjunction with the Anti Bullying Guidelines and the Behaviour Policy, as together these establish the general ethos of the school.

### ***Aims***

The staff of Brackenwood Junior School are always concerned for the well-being and welfare of our pupils. We encourage all our pupils, as well as adults, to follow the Brackenwood Junior School Code of Conduct. However, occasionally children do complain about being bullied or intimidated by another pupil or pupils – this might be name-calling, teasing, jostling or punching.

We do not tolerate any form of bullying at Brackenwood Junior School and will always do our best to successfully solve the problem as we believe that only in a caring and protective atmosphere will our children be able to learn to the best of their ability.

### **Objectives**

1. To ensure a happy, safe, secure environment where all children can achieve their full potential and feel valued.
2. To ensure children have a clear understanding of the school Code of Conduct and are encouraged to follow it.
3. To ensure clear procedures are in place for children, staff and parents, should an incident of bullying occur and to provide a transparent, easily understood system for responding to reported incidents of bullying.
4. To ensure all staff are fully aware of the different types of bullying and effects and consequences which can occur.
5. To ensure all staff are aware of signs and symptoms which may indicate that a child is being bullied.
6. To raise aspects of bullying through the curriculum, giving children the opportunity to explore different issues.
7. To ensure that all those connected with Brackenwood Junior School understand what is meant by the term 'bullying' and are made aware that bullying behaviour will not be tolerated under any circumstances.
8. To prevent and deal with any behaviour deemed as bullying.
9. To promote a school ethos where bullying is regarded as unacceptable by everyone.
10. To nurture the values of responsibility, duty and respect, both for oneself and for others.

### **The Definition of Bullying –**



any physical injury or pain much more quickly than they get over the feelings of humiliation, anxiety or fear.

### **Signs and Symptoms of bullying**

#### **Indications that child may be being bullied :**

There is no foolproof way of knowing whether a child or young person is being bullied. Bullying is a covert and even secretive activity. Reducing bullying therefore involves effective communication between members of staff and parents as part of a school culture where talking about bullying and asserting one's right to feel safe are viewed as particularly important.

The following are some useful indicators which can lead to a more detailed discussion of what is happening to a young person.

- Unexplained bruises, scratches, cuts, bite marks ;
- Belongings repeatedly going missing ;
- Refuses to say why he/she is unhappy ;
- Distressed at the thought of going to school ;
- Refuses to go to school ;
- Frightened of walking to school alone ;
- Changes route to school ;
- Has started taking longer to get home from school ;
- Seems withdrawn / unhappy or in a world of his/her own
- Cries at bedtime ;
- Returns home with torn clothes or damaged schoolwork ;
- Returns home hungry (lunch/snack money stolen) ;
- Asks for more money than usual or steals money (to pay off bully);
- Loses interest in schoolwork or finds it harder to concentrate;
- Refuses to go out to play or stops going to cubs / brownies in the evenings or at weekends.

### **Effects and consequences of bullying**

**Bullying is an aggressive and abusive activity which is potentially very harmful and dangerous.**

There is often a need to impress upon members of the school community the serious consequences of letting bullying continue without taking any action.

These effects can be seen at any or all of the following levels:

**INDIVIDUAL LEVEL – SAFETY AND HAPPINESS OF PUPILS**

- Lives are made miserable – injury/self-harm
- Loss of self confidence – low self esteem increasingly
- Isolated as others 'move away'
- Poor self esteem – self blame
- Truancy
- Poor concentration affects learning and levels of achievement
- Subject options choice to avoid other children
- Later adult disturbance/depression, death

**CLASSROOM LEVEL**

- Dynamics of the class group can maintain bullying
- Bystanders learn that bullying works – they learn 'putdowns' and ways of exerting power – 'ripple effects'.
- Disruption and unease within the classroom.
- Class 'ethos' – research found 'hotspots' i.e. high level of bullying in some classes.

**SYSTEMS LEVEL**

- 20% of those being bullied take time off because of it.
- Educational achievements.
- Bullying results in a reputation for being an ineffective, uncaring school;
- A school that parents would not top to send their children to.
- Provides a poor model of behaviour that affects the ethos of the school.

**FACTORS WHICH INFLUENCE CHILDREN IN BECOMING BULLIES OR VICTIMS**

It may also be useful for school staff to consider what are the factors which may predispose some young people to becoming involved in bullying situations.

### **Children who bully**

**Homes** Little status gained – little verbal interaction physical/verbal aggression features.  
Parent models bullying behaviour – few rewards/praise limited interest in the child.  
Negative sanctions

### **Individual**

Low self-esteem-  
Low academic attainments  
Charisma/dominance  
Few positive skills

### **School**

no rules/boundaries/  
Intervention  
No policy re unacceptability  
Models of teachers bullying – covert support  
Opportunities to bully –  
Geography of the school  
- lack of supervision  
- poor communication with parents

## **CHILDREN WHO ARE VICTIMS**

### **Home**

possibly overprotective – not allowing independence – non-assertive models  
Lack awareness about growing up  
Lack of '*street cred*' – poor appearance

### **Individual**

minor disabilities – clumsiness – physical features – lack of assertion – sensitivity,  
few friends – quiet – problems making/retaining friendships  
Low self-esteem – few attributes

### **School**

No acknowledgement – no security  
No policy – weak pastoral system  
No communication with parents

### **Reporting Bullying** – what to do **if** bullying takes place

Bullying, both verbal and physical, will not be tolerated in this school. It is everyone's responsibility to prevent it happening and with this in mind the staff and governors have laid down the following guidelines.

1. Pupils should report to class teacher or teacher/supervisor on duty if incident happens during playtime or lunch time
2. Class teacher or teacher on duty should then report incident to Head Teacher.

Incident should be logged by teacher or Head Teacher

- (i) The teacher and/or a senior colleague should record (a) the type of incident; (b) the age of bully/victim; (c) location of incident; (d) first or repeat offence; (e) staff involved; (f) who information passed to.
  - (ii) The parents/carers of the pupils involved should be informed of the above
  - (iii) The parents/carers of the pupils should be asked to respond to the above and this should be recorded
  - (iv) Copies of the above written records should be placed in the pupils' files.
3. This information will be used to establish facts from basis of interview with parents.
  4. Action – Children concerned interviewed by Head Teacher, Sanctions put into place – school monitoring – staff briefed, parents informed.
  5. How can we check false allegations?
    - i) Witnesses
    - ii) Evidence, registers etc.,
  6. Governors be informed by Head Teacher if deemed appropriate.

### **The school will**

- 1 Support children who are being bullied – inform parents of victim and person bullying.
- 2 Help bullies to change their behaviour.
- 3 Take bullying seriously and find out the facts of any incident.
- 4 Be equally concerned about bullying to and from school.
- 5 Record incidents of bullying in a consistent way that allows for monitoring of behaviour.
- 6 Discuss the Code of Conduct and agreed class and school rules with all children.
- 7 Including discussions about bullying in our PSHE curriculum.
- 8 Request help from SEN Support Services and Educational Psychologist where necessary.

- 9      Involve the police where necessary.

The school will react firmly and promptly where bullying is identified. There are a range of strategies available (as outlined in the Behaviour policy) to the staff depending on the perceived seriousness of the situation. Some of these are:

- a)      Discussions with parents and children,
- b)      Referral to senior staff
- c)      Withdrawal of favoured activities – Behaviour Policy
- d)      Exclusion from school during lunchtime
- e)      Exclusion from school
- f)      Use of Circle Time
- g)      Peer Support

### **Responsibilities of staff**

Teachers should take bullying seriously and find out the facts of any incidents.

They should:

- a)      meet those concerned individually
- b)      use peer group pressure to actively discourage bullying
- c)      break up groups where bullying appears to be happening
- d)      involve parents of both parties at an early stage
- e)      help children develop their self-confidence and greater self-esteem.
- f)      Keep accurate records through behaviour and bullying logs.

### **Curriculum**

The anti-bullying policy will be supported through teaching across the whole curriculum. Each class has a session for Circle Time where each child has an opportunity highlight issues and concerns in a non-threatening situation.

The school is part of the DfES SEAL project and delivers a specific theme each half term of which bullying is one. This forms part of the PSHE curriculum. The PSHE curriculum identifies areas where anti-bullying issues might be included (see Long Term Plan in PSHE policy).

### ***Pastoral Advice***

There are many reasons why a child may be unsettled at school. Bullying is always a possible cause.

When a parent thinks their child is being bullied they should inform school immediately and request an interview with the member of staff directly concerned in dealing with the incident.

If a parent is dissatisfied with the outcome of this interview, the headteacher should be

contacted and an appointment will be made for further discussion.

We ask parents to remember that it is everyone's responsibility to prevent bullying if possible, and to allow staff time to investigate the problems. All reports will be investigated as promptly as circumstances allow.

**WE REQUEST PARENTS NOT TO APPROACH PUPILS DIRECTLY INVOLVED IN BULLYING WHILST THEY ARE ON THE SCHOOL PREMISES; SUCH MATTERS SHOULD BE DISCUSSED WITH A MEMBER OF STAFF.**

### ***Advice to children from staff***

This is the advice we give to children when they complain of being bullied.

- 1 Try being assertive – tell the bully firmly you are not going to stand for this treatment.
- 2 Try not to show that you are upset – we know this can be hard.
- 3 Try to ignore the person who is being a nuisance.
- 4 Walk quickly and confidently – even if you don't feel that way inside.
- 5 Get your friends together and say no to the bully and remind the offender that once you have said no, if they continue, they are a bully.
- 6 If you are different in any way, be proud of it – it's good to be an individual.
- 7 Avoid being alone in places where bullying happens.
- 8 If you are in danger, get away.
- 9 Tell an adult you can trust.

Advice from Staff to children who may be involved on the periphery:

- 1 Don't stand by and watch – fetch help.
- 2 Show that you and your friends disapprove.
- 3 Give sympathy and support to children who may be bullied.
- 4 Be careful about teasing or personal remarks – imagine how you might feel.
- 5 If you know someone is being seriously bullied, tell a trusted adult. It isn't telling tales, the victim may be too scared or lonely to tell.
- 6 Follow the Code of Conduct at all times.

### ***Advice to Teachers***

Watch for early signs of distress in pupils.

Listen carefully and record all incidents.

Offer the victim immediate support and help. If necessary inform your line manager and/or the headteacher.

Make clear to the bully and his/her parents that the behaviour is unacceptable.

Ensure that all accessible areas of the school are patrolled at break, lunch and home times.

Use all your pupils as a positive resource in counteracting bullying.

### **Responding to bullying**

1. Staff should respond to bullying immediately.
2. Incident should be recorded, reported to Head Teacher – who will contact parents if necessary.
3. Support should be put in place to help a child who has been bullied in the form of talking through the issues, looking at relevant story books, working with parents to raise child's self-esteem and confidence.
4. A monitoring system should be carried out by all staff who come into contact with the pupil to ensure bullying has stopped.
5. Bullying can be persistent and may recur. If bullies expect follow up action and monitoring of behaviour, they are unlikely to start bullying again. Follow up enquiries with bullied children are essential to check that bullying has not started again. In the short term-(within two weeks )and longer term( within the following half term)

### **Roles and responsibilities**

1. All staff have a responsibility to ensure that children are learning in a safe and secure environment and that break and lunchtime systems adhere to school policy on behaviour.
2. The Head Teacher will keep the Governing Body informed of any amendments which may need to be made to this policy.
3. All staff have a responsibility to implement this policy and review it with the Head Teacher.

### ***Monitoring and Evaluating the Policy***

The headteacher and deputy will monitor the recorded number of bullying incidents annually and the information gathered will be under the headings specified in 'Recording' section. Additional discussions about issues arising from Circle Time, Parents' Evenings, School Council meetings will be brought to the attention of the SMT and dealt with appropriately.

### ***Working Party***

Those who have been involved in the formulation of this policy include:

Headteacher

Deputy

Governors

PSHE Co-ordinator

School Council Representatives

### ***Review***

The Head Teacher will keep the Governing Body informed of the effectiveness of this policy.

This policy will be reviewed annually and Consideration will be given to its effectiveness through review of incidents and any issues raised dealt with by SMT and consultation with stakeholders.

### **Resources**

#### **Bullying – Don't suffer in silence**

#### **Action Against Bullying Support Pack**

Anti-Bullying Campaign – advice for parents

School Bullying – notes for Guidance for Members

Bullying – A Positive Response

Bullying – The Child's View

#### ***S.A.F.E. Walsall Equal Ops Support Unit***

Bullying – What can we do!

Bullying – The Child's View

#### **DfES 2003**

#### **Scottish Office**

Margaret Johnson, Pamela Munn, Lynne Edwards

NASUWT

Cardiff Institute of HE

Childline Publication

Pat Fryer, Sue Bullivant

Jean La Fontaine

**Links to Other Policies**

Behaviour Policy  
Race Equality Policy  
Equal Opportunities Policy  
Health Promoting School Policy  
Health & Safety Policy  
PSHE/Citizenship Policy