



# Anti-Bullying Policy

This policy, having been presented to, and agreed upon, by the whole staff and Governors, will be distributed to all teaching staff and school governors.

A copy of the policy is also available on the website as well as in other key locations in school.

This ensures that the policy is readily available to visiting teachers, support staff and parents.

This policy is written with reference to the DfE document “Preventing and Tackling Bullying, 2017”

*Agreed by staff: ...November 2020...*

*Agreed by Governing Body: ...November 2020.....*

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## 1. Guiding Principles

In order to 'Inspire and Educate', our school behaviour values are 'Be Positive, Be Respectful and Be Responsible'. Our approach to supporting behaviour is therapeutic and therefore bullying is anti-social and will be tackled. At Barnes Farm Junior School, we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are enshrined. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

Our aims are -

- ✓ To promote the therapeutic well-being of all pupils.
- ✓ To prevent, reduce and eradicate all forms of bullying.
- ✓ To offer an environment free from all forms of abuse.
- ✓ To have a consistent approach for dealing with incidents of bullying.
- ✓ To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- ✓ To ensure that all pupils and staff and parents are aware of this policy and their obligations.

## 2. What is bullying?

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to children knowing they should 'Start Telling Other People'

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

- **Physical** - pushing, kicking, hitting, punching or any use of violence
- **Racist** - racial taunts, graffiti or gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on the issue of sexuality. Homophobic, biphobic or transphobic bullying is unacceptable
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, ridiculing
- **Cyber** - All areas of internet ,such as email & internet chat room misuse
  - Mobile threats by text messaging & phone call
  - Misuse of associated technology , i.e. camera & video facilities

It can also include material bullying which includes damage to belongings and extortion.

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. This also includes any incidents of adult bullying by staff or parents. If the Headteacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

**Bullying is not:** It is important to understand that bullying is not an odd occasion falling out with friends, name calling, arguments or when the occasional ‘joke’ is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child’s development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as **Several Times on Purpose**

### 3. What does the law say about bullying?

#### Equality Act 2010

Barnes Farm Junior School has due regard to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

#### Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to

suffer, significant harm'. Where this is the case, school staff will report their concerns to the Designated Safeguarding Lead (Mr McTaggart).

## **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If our staff feel that an offence may have been committed we may seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **4. Signs and Symptoms**

A child 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:

- ✓ becomes withdrawn anxious, or lacking in confidence
- ✓ is frightened of walking to or from school
- ✓ begs to be driven to school (if walking to school)
- ✓ changes their usual routine
- ✓ is unwilling to go to school (school phobic)
- ✓ begins to truant
- ✓ starts stammering
- ✓ attempts or threatens to harm themselves
- ✓ cries themselves to sleep at night or has nightmares
- ✓ feels ill in the morning
- ✓ begins to do poorly in school work

- ✓ 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 someone who has asked them for money)
- ✓ has unexplained cuts or bruises
- ✓ becomes aggressive, disruptive or unreasonable
- ✓ is bullying 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

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

## 5. Procedures - Reporting

### Children

- Children are encouraged to 'Start Telling Other People'
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- If children feel they have no-one else to speak to, they may post a message in the 'Worry' box (located in the ICT Suite) to voice any concerns.
- The 'Worry box' can also be used for children's general concerns; they can request to talk to someone. The boxes will be checked every week by a member of the leadership team.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.
- Childline posters will also be displayed around the school and publicised in regular assemblies

### Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher. CPOMs should be used to record these concerns and resulting actions (CPOMs is the school's secure safeguarding recording system) using Appendix 1
- All staff are responsible for the health and wellbeing of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate the matter, it must be referred immediately to a senior member of staff.

- The Headteacher will also be informed and, if bullying is confirmed, it will be logged on CPOMs as such. Incidents of bullying will be reported termly to Governors by the Headteacher.
- Teaching Assistants should report to a class teacher or senior manager if they have any concerns about potential bullying as well as report their concerns on CPOMs.
- Lunchtime supervisors report to the lunchtime manager who in turn should investigate and then report to the child's class teacher and follow step above.
- We may seek advice and guidance from additional sources (Appendix 2)

### **Parents**

- Parents should share any concerns with their child's class teacher in the first instance.
- In all cases where bullying is confirmed, parents of all parties should be informed and may be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.

### **Procedures - Outcomes**

#### **Victim**

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to a counsellor may be considered appropriate.
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure that the child feels happy and secure at school.

#### **Perpetrator**

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence.
- The perpetrator will be dealt with through the Relationships for Learning (Behaviour) policy
- If the perpetrator is a member of staff then the Child Protection policy will be followed
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour - this may be through a report card, structured lunchtimes including pastoral support (by the school's behaviour mentor) and involvement of parents to reinforce the unacceptable nature of bullying.

- Other protective measures may take place such as remaining inside during playtime
- Restorative actions will be discussed and promoted
- Temporary exclusion for one or more days may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

### **Parents**

- Parents / carers of both victim and perpetrator will be kept informed throughout the process
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

### **Restoration**

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

### **Procedures - Recording**

- Once an issue has been investigated, this needs to be recorded formally using Appendix 1.
- All incidents are recorded on CPOMs. These are periodically checked and reported to Governors to see if there are patterns of behaviour that may be regarded as bullying.
- Definite incidents of bullying are recorded on CPOMs.
- The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
- Periodic analysis of incident forms i.e. numbers of incidents, numbers of children involved, analysis of sanctions etc will help staff to measure the success of our policies of poor or challenging behaviour

## **6. Prevention**

We aim to help children to prevent bullying. As and when appropriate, children may:

- *Be involved in discussion about writing school rules*

- *write and sign class rules at the start of each year*
- *sign a behaviour contract*
- *write stories or poems or draw pictures about bullying*
- *read stories about bullying or have them read to a class or assembly*
- *use role play and ‘hot-seating’ to help create feelings of empathy*
- *have discussions about bullying and why it should not happen*

The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.

- *Each class has a ‘Class Council’ where these issues can be raised*
- *Our school has a ‘School Council’ where these issues can be discussed generally*
- *We take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.*
- *We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.*
- *The school has a clear behaviour policy that promotes pro-social behaviours. The school rules are clear and straightforward and focus on positive attitudes.*
- *The school takes a pro-active stance towards challenging behaviour at lunchtime; we also have a variety lunchtime provision system that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.*
- *The school works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.*
- *Children are encouraged to help perpetrators and victims reflect upon their actions.*
- *Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying*
- *All new families are given a copy of the school rules and the Anti-bullying leaflet.*

**Above all children are encouraged to ‘Start Telling Other People’ if they feel they are being bullied or if someone they know is being bullied.**





**BFJS Bullying Incident Investigation Summary Form**

<b>Date Reported:</b>	
<b>Date Investigated:</b>	
<b>Investigated by:</b>	
<b>Victim/s:</b>	
<b>Perpetrator/s:</b>	
<b>Witness/es:</b>	
<b>Summary of your investigations:</b>	
<b>Outcome of investigation/Action taken/Follow up required:</b>	
<b>Bullying confirmed?</b>	
<b>Parents informed?</b>  <b>If so - when?</b> <b>If not - why not?</b>	
<b>Other info or feedback:</b>	

# S.T.O.P.

Bullying is if someone does something unkind to you

Several

Times

On

Purpose

If someone does bully you, you must -

Start

Telling

Other

People

## 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.

**Internet 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 peoples 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.