



Believe and Achieve

# BREACHWOOD GREEN SCHOOL

## ANTI-BULLYING POLICY

### Introduction

At Breachwood Green JMI School we are committed to providing a warm, caring and safe school for all our children so that they can learn and play in a relaxed and secure environment.

We believe that bullying of any kind is totally unacceptable and that everyone has the right to be treated with respect. Bullying is not tolerated in our school and we take all incidents seriously. We are proactive in teaching our community to understand how others may be feeling and better ways of behaving or responding to situations. Bullying inhibits full participation in education and learning, cultural, social and leisure activities. We believe that where bullying is challenged effectively our community will feel safe and happy and we will demonstrate a school that cares.

At Breachwood Green JMI School, we acknowledge that bullying does happen from time to time and that bullying may also happen to adults in the workplace. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy. We encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than 'telling tales'.

Should any bullying take place, it should be reported immediately to school either by staff, children or parents. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

It is important that children feel safe in school and they should know who to speak to if they do not feel safe and that they are being listened to. All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child. Children also have the right to learn, live, travel and play in a safe environment where they can thrive and achieve their full potential. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

### Aims and Objectives

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. As a school, we will work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.

- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying arises.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSEE [Personal, Health, Social & Emotional Education] and JIGSAW lessons, circle time, assemblies, etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

### What is bullying?

*“Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. spreading rumours, excluding someone from social groups.)” DfEE Circular 10/95*

In Breachwood Green School, we define bullying as follows:

- Bullying is when an individual or group deliberately hurts/upsets/threatens/frightens another individual or makes them feel unhappy.
- Bullying behaviour will be repeated over a period of time and is difficult for the victim to defend against (remember STOP – it happens **Several Times On Purpose**)
- Bullying may be racist, sexist, or homophobic.
- Bullying intentionally hurts another individual or group, either physically or emotionally.

### Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
Verbal	name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
Physical	pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone’s things
Indirect	excluding or ‘blinking’, hurtful looks, spreading gossip, damaging property, offensive or abusive emails, text messages or posts on websites
Racial	racial taunts, graffiti, gestures, making fun of culture and religion
Sexual	unwanted physical contact or sexually abusive or sexist comments
Homophobic	because of/or focussing on the issue of sexuality
Online/cyber	setting up ‘hate websites’, sending offensive text messages, emails and abusing the victims via their mobile phones, internet chat room misuse, misuse of associated technology i.e. camera & video facilities, I-pad, games consoles. This is known as ‘cyber bullying’. We believe that bullying someone by email or text messages is still hurtful and will be dealt with in the same manner
Other	Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs. (short term or continuous over long periods of time)

**Bullying may be related to:**

- Race
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

**Bullying is not:**

The odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is deemed to be bullying if it is done several times on purpose (STOP). This does not include occasional fighting or falling out between friends or equals, though single incidences of verbal or physical attack, and behaviour which is hurtful but not intentional are also taken seriously and dealt with by the school. It should be noted that not all hurtful behaviour is bullying, but all reported hurtful behaviour should be taken seriously and resolved at the earliest opportunity.

**Where does bullying happen?**

Bullying can take place in the classroom, in the corridor, in the dining hall, the playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place during the school day, out of school whilst on residential visits, day visits, in group activities and between families in the local community.

In such cases, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Breachwood Green School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems in the Village or on the streets of nearby communities
- Where/When appropriate inform taxi company's if bullying occurs during transportation to and from this school
- Talk to the transport companies about bullying on school buses and in school taxis
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents and pupils
- Talk to the children about how to handle or avoid bullying outside the school premises

**Bullies and Victims**

Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:

- The size of the individual;
- The strength of the individual;
- The numbers or group size involved;
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Bullies might:

- have low self-esteem;
- lack communication and social skills for sensitive expression;
- lack empathy;
- lack insight into effects of their own behaviour;
- lack remorse.

Research shows that children whose parents are over-protective, may fall into the category of bully or victim in almost equal numbers. This makes these children more vulnerable to being bullied or becoming bullies, but this group is not exclusive. Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs. Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Provocative Victim – research shows that some children are provocative victims –this means that they actively seek responses from others, often using their own behaviours to gain a reaction from others to either bring attention to themselves or to get others into trouble. In this instance, the school will work with both the ‘bully’ and ‘provocative victim’ to understand how their behaviours are impacting.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to be taught different ways of behaving and understand the consequence of their actions.

### **Signs and Symptoms**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school;
- doesn't want to go to school;
- begs to be driven to school;
- changes their usual routine/route to school;
- begins truanting;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens suicide or runs away;
- cries themselves to sleep at night or has nightmares;
- feels ill in the morning;
- begins to underperform 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 the bully);
- has dinner or other monies continually "lost";
- has unexplained cuts or bruises;
- comes home hungry (money/snack/sandwiches have been stolen);
- becomes aggressive, disruptive or unreasonable;
- starts swearing or using aggressive language for no apparent reason;
- 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 and jumpy when a cyber-message is received;
- lack of eye contact;

- becoming short tempered;
- change in attitude to people at home.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

### **What can you do if you are being bullied?**

We want everybody to feel confident to report bullying whenever and wherever it happens, and get the help they need to feel safe again. It is important to remember that there are people who can help. Children should be encouraged to tell someone they trust, giving them as many facts as possible (Who? Where? What? Why? When? How?). All pupils know that if they are experiencing bullying they may talk to any adult within the school or they may choose to use the school council representatives or peer mediators.

Further strategies to support are (these are not in hierarchical order):

- Get away as quickly as you can;
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, School Council Rep, a peer mediator, a brother, a sister or a relative;
- If you are scared, ask a friend to go with you when you tell someone;
- If you don't feel you can talk to someone about it, write it down and post it in the class 'Worry' box;
- Keep a diary of what's been happening and refer to it when you tell someone;
- Keep on speaking out until someone listens and helps you;
  - Never be afraid to do something about it and quick
  - Don't suffer in silence
  - Don't blame yourself for what is happening
  - Call a helpline and follow the advice given.
  - Discuss it as part of your PSHE/Circle time

### **What can you do if someone else is being bullied (The role of the bystander)**

Ignoring bullying is cowardly and unfair on the victim. By keeping silent, the bully/bullies gain a position of power and the opportunity to continue with the bullying behaviour. There are ways you can help without putting yourself in danger, for example tell a member of staff as soon as possible or ask someone you trust about what to do.

### **Procedure for Dealing with Bullying Incidents:**

- Each class teacher will clarify and agree classroom rules and consequences based on rights, and responsibilities at the beginning of each academic year.
- Staff will work together to actively promote and 'model' positive behaviour, attitudes and values.
- School assemblies will focus on positive behaviour and heightening awareness of rights, responsibilities and rules as well as bullying and its consequences.
- Teachers will talk with their classes about bullying and what they should do as an individual if they are bullied, or witness, or are aware of any bullying.
- Signs of bullying must be reported to members of staff including the Headteacher and Senior teachers
- If an incident of bullying is reported, both the child affected and the bully, as well as any witnesses, will be talked with individually by a teacher, senior teacher or the Headteacher.
- The incident must be recorded on Integrated Bullying and Racist Incident Record (Appendix 1 of the policy) and uploaded onto CPOMS.
- Facts will be established as clearly as possible and the bully made aware of the seriousness and effect of his/her actions. It will be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. The bully will be told the consequences of his/her actions, as well as being offered support and counselling where appropriate.

- The child affected by the bullying will be offered support, guidance and comfort and given skills to cope with the bully.
- Bullies will be confronted with the seriousness of the offence (making it plain to them that you disapprove) but also offered support and counselling to help them to readjust their behaviour. The bully will be encouraged to see the viewpoint of the other child/children.
  - The parents of both the bully and the victim will be informed of the outcomes.

When identifying suitable consequences ('punishing') the bully all staff will think carefully about how they respond to the incident. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power. The consequence, and why it is being given, will be explained clearly.

If the bullying continues, the bully's parents (if the bully is a pupil) will be informed and talked with by a senior teacher or the Head Teacher. The bully will be talked with again and further consequences implemented. The bully's behaviour will be monitored and a written log kept on CPOMS.

If the bullying still continues, the Governing Body will be informed and consider appropriate consequences which could include:

- ♣ exclusion from the classroom;
- ♣ exclusion from the playground;
- ♣ exclusion from school or school premises.

Sometimes investigations can reveal conflicting stories that cannot always be resolved. If the issue is serious or is one of a number of similar incidents both sets of parents must be informed. The Headteacher must be informed. It is of the utmost importance that the school carries out a fair and professional investigation into reported bullying incidents.

The headteacher will discuss incidences of bullying with the safeguarding governor.

**The following sanctions may be used:**

- Apologise to the victim(s) verbally or in writing;
- Lose privileges;
- Lose playtimes (stay with class teacher, write letter of apology or do extra work relevant to the situation and/or timeout to reflect on their behaviour);
- Spend playtimes and lunchtimes with an adult;
- Parents will be invited in to school;
- Be removed from class and work in isolation under the supervision of an adult;
- Lose class Golden Time/Rewards/housepoints;
- Report to the Headteacher/ Senior teacher;
- Be withdrawn from participation in school visits, clubs and events not essential to the curriculum;
- Lunchtime exclusion;
- Fixed term exclusion;
- Permanent exclusion.

**Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Active participation in the PSHE Programme (JIGSAW)
- Use school council meetings involving children and adults to discuss bullying
- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules

- Making national anti-bullying week a high profile event each year
- Awareness raising through regular anti-bullying assemblies
- PSHEE (Personal, Health Social Emotional Education including JIGSAW) scheme of work from Reception to Year 6 used to support this policy
- Class Assemblies/Class time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Prominently displaying anti-bullying posters produced by the children around the school
- Confidential 'Worry' box in each class where children can write and post their concerns and ideas
- Introducing playground improvements and initiatives
- Training Yr5/6 pupils to be Peer Mediators
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff
- Participation in the National and Local Anti-Bullying strategies e.g. anti-bullying week.

### **Role of the School**

#### **Staff**

- School staff must act – and importantly be seen to act – firmly against bullying wherever and whenever it appears. They must take action as quickly as possible.
- All members of the school community need to understand what constitutes bullying and be alert to signs that bullying is taking place.
- The school should ensure that its response to bullying is clearly understood by all members of the school community and everyone should be clear about their role and responsibilities in preventing and responding to bullying.
- Facts must be established clearly, taking separate accounts from victims, bullies and witnesses and then recorded appropriately.
- Children affected by bullying must be offered comfort, support, advice and concrete help. Reassure children but don't make them feel inadequate or foolish.
- Playgrounds are areas where bullying is most likely to occur. Pupils report name calling to be more distressing than physical assault. Name-calling is used in the initial stages of bullying to test out the response of the supposedly vulnerable. Good supervision at this stage prevents escalation into crisis and can prevent disputes carrying over into classroom disruption.

#### **Pupils**

It is important that pupils should:

- Learn about what constitutes bullying and what to do about it.
- Have opportunities to develop the skills to resist bullying and to deal with bullying.
- To be aware that knowing about bullying by or to others and doing nothing is unacceptable - children affected by bullying and witnesses of bullying should know that it is 'OK to tell' and that they will receive practical help if they so do.
- Understand that things CAN be done to stop bullying and that this not only affects the bully or child being bullied, but everybody's behaviour.

#### **Parents**

Parents, carers and families have an important role to play in helping the school deal with bullying. They should:

- Discourage their children from bullying behaviour at school, at home or elsewhere.

- Take an active interest in their children’s school life, discuss friendships, how playtime is spent and the journey to and from school.
- Watch out for signs that their children are being bullied, or are bullying others.
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others; not try to deal with it themselves.

**Governing Body**

The Governing Body will be updated on a termly basis of behaviour and bullying incidents via the Headteacher’s safeguarding report. The Governors will be responsible for annually evaluating the effectiveness of the Anti Bullying policy.

- This policy is monitored on a day-to-day basis by the Headteacher, who will report to Governors about the effectiveness of the policy
- This Anti-Bullying Policy is the Governors’ responsibility and they review its effectiveness annually. They do this by examining the number of logged bullying incidents and through discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents
- The School Council send a questionnaire annually to the children asking for their views on their safety in school which gives them the opportunity to discuss any bullying issues and how the school deals with this
- Parents/guardians are asked how safe their children feel in school by completing questionnaires at parents’ evenings.
- As a school, we support Anti-Bullying Week in November, which culminates in a series of lessons about bullying.
- With the increase of Internet usage we are aware of the greater influence of cyber bullying and provide e-safety talks to parents and children (see online Policy)

**Monitoring and evolution of the policy**

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, school council, children’s comments posted in the ‘Worry’ box and bullying incident forms will be used to gauge the effectiveness of the policy. Following a biannual review or when new legislation is made available any amendments will be made to the policy and everyone informed. An annual report will then be issued to governors and the policy will be made available on request to all parents.

**Governing Body committee responsible:** Full Governing Body

**Review frequency:** Every 2 years

**Signed Chair of Governors:** *T Starkey*

**Date:** 04.04.2020

**Signed Vice Chair of Governors:** *M Ross*

**Date:** 04.05.2020

**Issued:** May 2020

**Next review:** May 2022

## Sources of further information and support

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

### Name of organisation Telephone number Website

ACE	0207 354 8321	
Act Against Bullying	0207 704 3370	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>
Anti-bully	not available	<a href="http://www.antibully.org.uk">www.antibully.org.uk</a>
Anti-Bullying Alliance (ABA)	0207 843 1901	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Anti-bullying Network	0131 651 6103	<a href="http://www.antibullying.net">www.antibullying.net</a>
Beatbullying	0845 338 5060	<a href="http://www.beatbullying.org.uk">www.beatbullying.org.uk</a>
Bully Free Zone	01204 454 958	<a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
Bullying Online	020 7378 1446	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
BBC	not available	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>
Childline (helpline for children)	0800 1111	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Kidscape	020 7730 3300 08451 205 204	(general enquiry number) (helpline for adults only)
<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>		
Youth Access	020 8772 9900	
Hertfordshire LEA website devoted to anti-bullying		<a href="http://www.thegrid.herts.org.uk">www.thegrid.herts.org.uk</a>
NSPCC	0207 825 2500	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
The Children's Legal Centre	0800 783 2187	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>
The Office of the Children's Commissioner	0844 800 9113	<a href="http://www.childrenscommissioner.org.uk">www.childrenscommissioner.org.uk</a>

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:  
Kidscape  
2 Grosvenor Gardens  
London SW1W 0DH

## Appendix 1

### Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

#### 1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s): Definitely applies	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

#### 2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

## Breachwood Green JMI

Those involved – please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	Tick	Any details (e.g. dates)
Head Teacher	<input type="checkbox"/>	
Chair of Governors	<input type="checkbox"/>	
<i>Form tutor/class teacher</i>	<input type="checkbox"/>	
Head of Year	<input type="checkbox"/>	
‘Target’ parents/carers informed school by <i>letter/telephone/in person</i>	<input type="checkbox"/>	
‘Target’ parents/carers notified by <i>letter/telephone/in person</i>	<input type="checkbox"/>	
‘Target’ parents/carers invited to the school	<input type="checkbox"/>	
‘Offending person/s’ parents/carers informed school by <i>letter/telephone/in person</i>	<input type="checkbox"/>	
‘Offending person/s’ parents/carers notified by <i>letter/telephone/in person</i>	<input type="checkbox"/>	
‘Offending person/s’ parents/carers invited to the school	<input type="checkbox"/>	
Local Authority: SEA/SIP, Bully advisor or MECSS	<input type="checkbox"/>	
Police	<input type="checkbox"/>	
Others (specify):	<input type="checkbox"/>	