



Brookland Junior School

Anti-bullying Policy



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Contents:

Statement of intent

1. [Legal framework](#)
2. [Definitions](#)
3. [Types of bullying](#)
4. [Roles and responsibilities](#)
5. [Statutory implications](#)
6. [Prevention](#)
7. [Signs of bullying](#)
8. [Staff principles](#)
9. [Child-on-Child abuse](#)
10. [Online Bullying](#)
11. [Procedures](#)
12. [Sanctions](#)
13. [Support](#)
14. [Follow-up support](#)
15. [Bullying outside of school](#)
16. [Record keeping](#)
17. [Monitoring and review](#)

Appendices

- A. Support for pupils experiencing bullying
- B. Support for parents who are concerned about bullying
- C. Support if your child is bullying others
- D. Child-friendly leaflet designed with our School Council 2022

Statement of intent

Brookland Junior School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

Underpinning all that we do is our school and British values as well as learning about tolerance and difference as part of the school curriculum. We strive to promote an inclusive, respectful and supportive ethos at the school. Our positive reward systems, keen focus on pupil voice and our determination to be the best that we can be all encourage good behaviour, which is pivotal in preventing all forms of bullying amongst pupils. All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying behaviour at our school.

Whilst serious bullying behaviour is the exception, it is important that we follow best practice principles and guidance in the way we approach all types of bullying behaviours in our school. Some of the examples and explanations written within this policy are more relevant to secondary experiences, however, we acknowledge that they could happen in our school and we are committed to providing a safe and supportive educational environment for all pupils and staff.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2025'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Child Protection and Safeguarding Policy

- Social, Emotional and Mental Health (SEMH) Policy
- PSHE (including Relationships and Sex Education) Policy
- Child-on-Child Abuse Policy
- Exclusion Policy
- We also have a child-friendly anti-bullying leaflet designed by pupils.

2. Definitions

School specific definitions found in this policy are:

DSL – Designated Safeguarding Lead. The person appointed to take lead responsibility for child protection issues in school. In our school, the Headteacher is the DSL.

Safeguarding – this is the term used for the actions, procedures and leadership that is taken to promote the welfare of children and protect them from harm.

SLT – The Senior Leadership Team – in our school this includes the Headteacher, Deputy Headteacher, Assistant Headteacher and the SENDCo.

For the purpose of this policy, “bullying behaviour” is defined as persistent, repeated behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is characterised by:

- **Repetition:** Incidents are not one-offs; they are repeated and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

3. Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are not acceptable in any form and should not be dismissed as trivial. If teasing is deliberate, repeated, aggressive and hurtful, then it is bullying.

Bullying can be acted out through the following mediums:

- **Verbal** – e.g teasing, name-calling, sarcasm, making verbal threats.
- **Physical** – e.g hitting, kicking, scratching, pushing, tripping you up on purpose. Any physical touching that is meant to cause harm.
- **Emotional** – e.g excluding someone, spreading rumours, ‘glaring eyes’ or other threatening gestures.
- **Online** (Online Bullying) – e.g using chat rooms or messaging apps to offend, threaten or spread gossip, sharing images or film without consent. **(See section 10)**

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person’s gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focuses on another person’s disability or support needs; this can include mocking the individual’s disability or their needs, using derogatory words or slurs in relation to an individual’s disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents’ occupations, their health or nutrition level, or the perceived “quality” of their clothing or belongings.

4. Roles and responsibilities

This policy is monitored regularly by the Head teacher, Deputy Head, Assistant Head and the SEND lead. The head teacher reports on a termly basis to the Full Governing Body about incidents of poor behaviour, which includes allegations of bullying. Governors analyse information with regard to gender, age and ethnic background of all children involved. This policy is reviewed and updated every 2 years.

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of online bullying, are being implemented effectively.

The Headteacher, with the senior leadership team, is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Reporting incidents of poor behaviour, which includes allegations of bullying, to the governing body.
- Analysing the bullying related data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.
- Supporting staff to respond in a timely and effective manner to bullying concerns and acting on concerns about class dynamics and harmful groupings.

Teachers and support staff are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Holding regular circle times and opportunities to explore issues identified within classes.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing SLT of such observations.

- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

The school welfare officer is responsible for:

- Offering emotional support to victims of bullying as identified through reporting of medical needs.
- Alerting the relevant members of staff, including SLT, regarding any incidents of bullying.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or is involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Working constructively with school staff to identify and resolve incidents of bullying.

Pupils are responsible for:

- Upholding the school values and ethos in taking a zero tolerance approach to bullying.
- Being upstanders (those who actively stand up to eradicate all forms of bullying)
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of Online Bullying and informing a member of staff should they fall victim to Online Bullying.

5. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility 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.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

The school will clearly communicate a whole-school commitment to addressing bullying which will be regularly promoted across the whole school through the school newsletter, assemblies, school council, anti-bullying ambassadors and other initiatives.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the PSHE (including Relationships and Sex Education) Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons across all subjects. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. class assemblies, sporting activities and social intervention groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Children who are more socially vulnerable will be placed in working groups with other pupils who are supportive and positive role models.

The Deputy Head/SENCo room is a safe place, supervised by a member of SLT, and is available for pupils to go to during break time or class time if they feel they need a safe space or wish to be alone. The member of SLT supervising the area will speak to pupil/s to find out the cause of any problems and, ultimately, take action to stop any form of bullying taking place.

Pupils deemed vulnerable, as defined in [section two](#), or those who self-define as vulnerable, will meet with their support staff, mentor or appointed member of SLT on a regular basis, where appropriate, to ensure any problems can be actioned quickly. All staff also offer an

'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new pupil joins the school, particularly when this happens in-year, the pupil's class teacher will create a friendship circle and/or buddy system to support their induction and monitor their wellbeing. Where a new pupil is deemed vulnerable, this may involve further observation or intervention on the part of the DSL.

The school will be alert to, and address, any mental health and wellbeing issues amongst all pupils. This may involve access to counselling provided at school, referrals to specialist services and tailored in-school provision to support identified needs.

The school will ensure potential perpetrators are also given support as required to address the underlying causes of their behaviour. Pupils who do engage in bullying behaviours will be sanctioned (**see section 12**).

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify a member of SLT and/or the DSL, who will investigate the matter and monitor the situation, putting support in place as needed.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying behaviour seriously and will not ignore signs of suspected bullying behaviour. Staff will act immediately when they become aware of that bullying behaviour has occurred. Unpleasantness from one pupil towards another will always be challenged and will never be ignored. We do not condone 'banter' or 'friendly teasing' and parents will be informed if their child engages in such behaviour so that it can be addressed.

Staff prioritise the safety of all pupils and will be alert to potential power imbalances and how to identify that a child is experiencing bullying. Staff will inform parents/carers of both the victim and perpetrator that a bullying behaviour incident has occurred as soon as possible and identify what actions have been or will be taken and what follow up support will be given.

Staff will always respect pupils' privacy, and information about specific instances of bullying is not discussed with other pupils or staff, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

9. Child-on-Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence this behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the [Prevention](#) section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made

to children's social care services (CSCS), where the DSL deems this appropriate in the circumstances.

The school's Child-on-Child Abuse Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place that will be adhered to if any instances are uncovered or disclosed. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within the school's Child-on Child Abuse policy and the Child Protection and Safeguarding Policy.

10. Online Bullying

Online Bullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Online Bullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Deliberately excluding a person/s from a chat room or blocking them as a means to cause embarrassment and upset.
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Tik Tok, Snapchat, Discord and What's App.

NB. The above list is not exhaustive and Online Bullying may take other forms.

The school has a zero-tolerance approach to Online Bullying. The school views Online Bullying with the same severity as any other form of bullying and will follow the sanctions set out in [section 12](#) this policy if they become aware of any incidents. Children are not permitted to bring smart phones or smart devices into school or on any schools trips. Regular assemblies, lessons and themed days focus on online safety as part of the school's commitment to provide children with strategies and tools to help them navigate the digital world.

All members of staff will receive training on an annual basis on the signs of Online Bullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of Online Bullying will be similar to those found in the '[Signs of bullying](#)' section of this policy; however, staff will be alert to the following additional signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is Online Bullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using computing devices
- Becoming upset or angry when the computing device is taken away

Parents are offered annual online safety training which includes the signs and symptoms of Online Bullying, and will be advised to report to the Headteacher if their child displays any of the signs outlined in this section.

Staff will be aware that an Online Bullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of Online Bullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of Online Bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

11. Procedures

When investigating a bullying incident, the following procedures will be adopted:

- A no-blame approach is initially adopted until all facts are heard.
- The victim, alleged perpetrator and witnesses to the incident/s are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication, in school.
- Parents/carers of both the victim and perpetrator will be informed of the bullying incident as soon as possible and informed of decisions made and next steps.
- If a pupil is injured, members of staff take the pupil immediately to the school welfare officer for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- For serious incidents, a second adult may be present during interviews.
- If appropriate, the alleged perpetrator, the victim and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- A member of SLT, our school's computing lead or the DSL will gather evidence of an Online Bullying incident; this may involve text messages, emails, photos, etc. provided by the victim. In this instance, the pupil is advised to bring their electronic device into school and immediately handing it to the DSL or computing lead for safekeeping and to retrieve evidence. This would be in agreement with the pupil's parents/carers, who may wish to be present whilst the evidence is being collected.
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils
- With permission, parent views from the victim and alleged perpetrator's families can be shared via the class teacher or SLT so that there is an understanding of how the behaviours have affected each party and actions taken.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

12. Sanctions

If the Headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Headteacher will inform the perpetrator of the type of sanction to be used in the first instance, e.g. reflection room and/or class based and playground sanctions, as well as future sanctions if the bullying continues. If bullying behaviour continues, sanctions may include separation from the class, missing out on school-wide events and if, after all other sanctions have not had the desired effect, exclusion.

The Headteacher will aim to obtain an apology from the perpetrator and attempt reconciliation. The apology will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents of both the victim and perpetrator are informed of bullying incidents as soon as possible and what action is being taken. It will be expected that parents of the perpetrator work with the school in reinforcing positive behaviour at all times.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions and should be conducted simultaneously to encourage more positive behaviour in future. This may involve regular in-school mentoring and/or ongoing professional support.

SLT will monitor the pupils involved over the next half-term immediately following the bullying incident to ensure that no further incidents have taken place. This monitoring will continue as needed throughout the child's time at this school.

A list of possible sanctions:

- Class based sanctions may include separation in the classroom and loss of class privileges.
- Losing some or all of a playtime to reflect on actions.
- Reflection Room which involves loss of part of a lunch break with written and verbal reflection time.
- Withdrawal from the playground for a set amount of time.
- Time spent completing work in another classroom away from peers.
- Time spent completing work out of class with a member of SLT
- Loss of school and class privileges such as not going on school trips or representing the school in sporting or music activities.
- Separation from peers during lunch and playtimes
- Exclusion: The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort. Where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

13. Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the DSL/Wellbeing Lead or a member of SLT
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of Online Bullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents).

The Headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the victim(s) and perpetrator(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be supported in broadening their friendship groups by joining lunchtime or after-school clubs or activities. These clubs may be designed specifically around the needs of the child.

Staff, particularly the DSL and Wellbeing Lead, will work with the victim to build resilience, e.g. by offering regular mentoring and building friendship circles.

The school acknowledges that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator and their family regarding any underlying mental health or emotional wellbeing problems and will ensure appropriate support is available and the school would expect to work with agencies beyond education and take guidance and advice from professionals and the local authority.

Wellbeing Lead: Our appointed wellbeing lead in the school is available to all parents in our school community and will be able to identify resources and information to support families through challenging times. This may include:

- Signposting community resources and organisations for families to access;
- Working with external agencies to help access mental health support, grief counselling or housing advice for example.
- Helping your child to access counsellors that come into school.
- Providing mentoring support to individual children.

Our Wellbeing Lead can be emailed on wellbeing@brooklandjnr.barnetmail.net or can be reached via the school office.

14. Follow-up support

The progress of both the perpetrator and the victim will be monitored by their class teachers. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up communication will be arranged with parents in the half-term following the incident.

Pupils who have been bullied will be offered:

- Continuous support by class teachers and be reassured that their safety and wellbeing are paramount.
- The DSL will regularly 'check-in' with victims and class teachers to check that the bullying has stopped.
- The victim will be encouraged to tell a trusted adult in school if bullying is repeated and will be supported to develop relationships with a trusted adult.
- Regular mentoring outside of class
- Counselling as appropriate
- Friendship circles to develop wider friendships and peer support
- Timetabling to keep the perpetrator away from victim, including break times, trips and other extra curricula activities.
- External support from the local authority or other services as needed.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the Headteacher and DSL will meet to discuss whether alternative provision is in the best interests of the child.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents to reinforce positive behaviour and school rules.
- Referral to counselling services if appropriate

15. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises and, therefore, not under the lawful charge of a school staff member. Where behaviour outside of school impacts negatively on the wellbeing of pupils in school, the

school may choose to take action in investigating and applying appropriate sanctions. This will be in collaboration with parents.

16. Record keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The Headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

17. Monitoring and review

This policy is reviewed every four years by the Headteacher/ DSL, SLT and by our governing body. Changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is April 2030.

Appendix A – Support for pupils who are being bullied (see also Appendix D)

If you are experiencing friendship issues or having a problem on the playground:

- Tell an adult, or somebody you trust, what has happened straight away
- Remove yourself from the situation as quickly as possible
- Try to stay calm and confident
- Be firm and clear – look the other person in the eye and, if possible, tell them to stop and tell them how you feel.
- Speak to a peer mediator or anti-bullying ambassador for advice.

If you are being bullied:

- Tell a teacher or another adult you trust within the school
- Tell your family
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Speak to a peer mediator or anti-bullying ambassador and ask them to tell an adult with you.
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about:

- What has happened to you?
- How often it has happened.
- Who was involved?
- Who saw what was happening?
- Where it happened.
- What you have done about it already?

IT IS IMPORTANT THAT YOU TELL SOMEONE

Appendix B – Support for parents

Brookland Junior School does not tolerate bullying or harassment of any kind. All learners attending our school are of equal worth and should be able to enjoy their time at school and achieve their potential. Parents and families have an important part to play in helping our school to deal with bullying. You can:

- show your child how to deal with situations without retaliation
- watch out for signs that your child is being bullied or is bullying others.
- don't try to handle matters with other children or parents yourself

Wellbeing Lead: Our appointed wellbeing lead in the school is available to all parents in our school community and will be able to identify resources and information to support families through challenging times. This may include:

- Signposting community resources and organisations for families to access;
- Working with external agencies to help access mental health support, grief counselling or housing advice for example.
- Helping your child to access counsellors that come into school.
- Providing mentoring support to individual children.

Our Wellbeing Lead can be emailed on wellbeing@brooklandjnr.barnetmail.net or can be reached via the school office.

HOW TO RECOGNISE SIGNS OF BULLYING

If your child is being bullied, they may talk about it or they may:

- Look less happy or be reluctant to come to school
- Complain about being unwell
- Avoid certain children or activities
- Change their behaviour e.g., tantrums, wetting or sleep problems
- Be unwilling to talk about their day
- Come home with cuts and bruises
- Not want to wear their glasses/braces/hearing aids etc.
- Take things from home to give to other children
- Want to spend less time online

IF YOUR CHILD HAS BEEN BULLIED

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that s/he has done the right thing to tell you about the bullying

- Explain to your child that should any further incidents occur s/he should report them to a teacher immediately
- Make an appointment to see your child's teacher
- Explain to the teacher the problems your child is experiencing.

WHEN TALKING WITH TEACHERS ABOUT BULLYING

- Try to stay calm and bear in mind that the teacher may not be aware that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied

- Check the detail of this policy to see if procedures are being followed.
- Discuss your continued concerns with a member of SLT or make an appointment to discuss the matter with the Headteacher and keep a record of the meeting.
- If this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happening.

Useful websites with advice for parents:

Bullying UK:

<https://www.bullying.co.uk/advice-for-parents/>

Anti-Bullying Alliance:

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents>

NSPCC:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-Online-Bullying/>

Appendix C – If your child is bullying others

Talk with your child and explain that what s/he is doing is unacceptable and makes other children unhappy

- Take the time to understand how your child is feeling and what is motivating their behaviour
- Seek support and advice on how to speak with your child and understand their behaviour.
- Help your child to see that it is the behaviour that is unacceptable – separate the behaviour from the child. Give your child lots of praise and encouragement when s/he is cooperative or kind to other people.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child s/he can join in with other children without bullying
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others.
- Regularly check with your child how things are going at school
- Follow through on consequences when behaviour is unacceptable.

Appendix D – Child-friendly Leaflet designed with the School Council 2022.

This leaflet is available in the school office and in each classroom.

HOW DO WE CREATE A SAFE AND CARING ENVIRONMENT?

We speak kindly to each other and respect our peers.

We speak out when we see or hear something that is not right.

We show our values through our actions.

We tell the truth and believe in honesty.



WHAT IF I SEE BULLYING BEHAVIOUR?

1. Report bullying behaviour to one of your trusted adults. If you report it to a peer mediator or anti-bullying ambassador they will help you to report it to an adult

2. You will be asked to explain exactly what you saw and when. It's important to give factual details so that your information can be followed up.

3. The adult will speak with both the victim of the bullying behaviour and the person who has been behaving in this way. The adult will decide on the next step to take. Your job is done. Thank you for telling an adult!



BROOKLAND JUNIOR SCHOOL
CHILDREN'S GUIDE TO
ANTI-BULLYING

"Our school is welcoming, kind and everyone is helpful. We do what's right and we fix problems quickly. We work together and we value everybody's ideas." School Council
2022



WHAT IS BULLYING BEHAVIOUR?

Bullying behaviour is when someone (or a group) hurts another person more than once by using words or behaviour which is meant to make them upset or frightened.

**Several
Times
On
Purpose**



WHAT IS NOT BULLYING ?

Bullying is not:

- A fall out with a friend
- An accident
- Someone making a one-off mean comment or teasing
- A one-off physical act such as pushing.

Even though this is not bullying, it's may still be unacceptable behaviour. It's important to talk to your teacher or trusted adult as soon as possible so the situation can be resolved quickly.

MAIN TYPES OF BULLYING BEHAVIOUR:

Physical Bullying 	<ul style="list-style-type: none"> • Hitting • Smacking • Kicking • Punching • Or any physical contact that is harmful
Verbal Bullying 	<ul style="list-style-type: none"> • Name calling • Threats • Offensive remarks • Insulting someone because of their religion, skin colour or back ground
Indirect Bullying 	<ul style="list-style-type: none"> • Spreading nasty stories about someone • Gossiping and leaving someone out from social groups • Stopping someone from having a happy time at school
Cyber Bullying 	<ul style="list-style-type: none"> • Sending nasty e-mails • Sending nasty texts • Making nasty phone calls

It is never ok for someone to say unkind words about your skin colour, culture, religion, lifestyle or individuality.

We all have the right to feel safe and supported in school.

WHO CAN HELP?

There are a lot of different things we can do to make everyone feel safe and happy. The most important is **TELL** someone.



Our Peer Mediators say: "We will look out for you if you have any problems. We will always listen and will not take sides. Even if you just want to chat, we're here. We don't judge. We will reassure you and keep it personal. Please don't feel worried, just come and speak to us whenever you want. If there's a big problem, we'll help you talk to a trusted adult"

