



Brumby Junior
School

Queensway, Scunthorpe, DN162HY, 01724665644, www.brumbjuniorschool.co.uk
Headteacher: Mr P Foster

Anti-Bullying Policy

Definition of bullying

Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social or verbal by nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification.

Bullying falls into 2 categories:

- **emotionally harmful behaviours** such as taunting, spreading hurtful rumours and excluding people from groups and:
- **physically harmful behaviours** such as kicking, hitting, pushing, or other forms of physical abuse.

Bullying can take many forms such as:

Physical aggression - hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

Verbal - name calling, insulting, teasing, "jokes", mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, in care.

- **Non-Verbal** - staring, body language, gestures, posturing.
- **Indirect** - excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes and texts, rude gestures or faces.

Sexual - touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated.

Disability Intolerance - name calling, exclusion, talking over or for a person, mimicking, physical overpowering e.g. moving wheelchair users, laughing at a difficulty.

Cyber bullying - is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms for example:

This policy recognises that the use of ICT to bully could be against the law.

Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the *Harassment Act 1997* or the *Telecommunications Act 1984*.

Effective Approaches to Bullying

There are two components to effective anti-bullying practice:

- Preventing bullying
- Responding to bullying

A whole school approach

- Our whole school community – pupils, teachers, support staff, governors and parents, should understand what is meant by bullying ie. an action that is repetitive, intentionally harmful and carried out by an individual or a group.
- We should make it clear that no bullying of any kind will be tolerated.
- We should encourage children to report bullying incidents without fear and ensure that all allegations are seen to be taken seriously and investigated.
- We should provide a systematic recording procedure for incidents.
- We should use the school curriculum to tackle issues associated with bullying.
- We follow the HIGH5 approach to bullying. Ignore, talk friendly, walk away, talk firmly, report

Procedure

- i. Children are well-drilled with the application of the high 5 system. This empowers pupils to learn to respond appropriately to bullying, whilst also teaching pupils that bullying itself will result in a very clear, mechanical response at Brumby.
- ii. However, children do not always apply the principles in difficult situations, so it naturally means that staff must get involved to uphold the values of the school and protect all pupils.
- iii. Any evidence of bullying, either verbal or physical, should be dealt with swiftly. Once staff have ascertained the facts, a warning is then sufficient. This is to be done using restorative practices where possible: these rely on pupils admitting when they have been bullying, yet in many cases an admission is not forthcoming. Staff will gather evidence to support any sanctions that they put in place in cases where pupils do not admit to what they have done. These sanctions will be as described in our behaviour policy. Simply put, proven bullying is classed as a consequence behaviour in our system and should therefore be recorded on CPOMs.
- iv. If the warning or sanctions do not have the desired effect and the school has admissions and evidence to believe *beyond reasonable doubt* that bullying continues in school or if the bullying re-occurs on the way to school or going home from school, staff should record the incident on CPOMs, conduct a restorative conversation with the pupils concerned and notify the learning mentors, headteacher and deputy headteacher. Incidents will be recorded at this stage and parents informed.
- v. Repeated incidents of bullying or violence against other children with no restorative improvements will result in an continued consequences being accrued which may result in a fixed term exclusion.
- vi. Staff will always use their judgement and restorative techniques when dealing with bullying. Restorative techniques are particular powerful as they give the victim a voice and ensure that perpetrators must respond to that voice. A warning and last chance

(from our behaviour policy) are almost always enough to stop the “build-up” to bullying. However, if proof of bullying exists, then it must be recorded as a consequence.

Guidance for Staff

We practice restorative practice at Brumby. In essence:

Do not deal with bullies and victims separately.

Give your support and attention to the victims but prevent them from trying to get their own back, and educate them as to the benefits of avoiding revenge.

We do not force bullies to apologise: apologies made under duress are as worthless as confessions obtained by force. All this does is to teach the bullies that people who are bigger and stronger than they are can force them to do things they do not want them to do: they know they are being bullied. We will, however, let the conversation involve apologies as a part of the restorative process: if the perpetrator feels that they want to apologise, then that is ok, but no pressure should be applied.

Praise perpetrators when they are being pleasant. If you have reason to believe that they are lacking in self-esteem and get little success from educational and other attainments, then it will pay to praise them privately, and if appropriate, publicly.

Analyse the bullying situations carefully. You may find that a pattern of situations is revealed. It is then possible to separate bully from victim by the judicious use of activities, social grouping, or other methods.

If the bullying occurs on the way from school, allow the victim to leave before the bullies (keep the bullying pupil in school).

Research proves that punishment is not usually a productive method of dealing with bullies. It may be necessary to use punishments if the bullying is particularly frequent or vicious to prevent further incidents. The best punishments are restitutorial; the bullies have to make appeasement by some act of public service which, it is explained to them, is their way of caring for people that they have hurt.

If bullying is repeated (or part of the 4 consequences system) the bully's parents should be notified. This is a matter of common sense; if the bully ever has to be excluded, the parents will not be in a position to claim that they had never been given the chance to do something about it. In addition, such parents can provide another form of reward system if you are able to send a note home saying that their child has made good efforts to behave well.

Extortion requires an additional input. Whatever may be used from the list above, it is also necessary to introduce teaching about property right. Restitutorial punishment is also useful where the bullies have to return the property they took or its equivalent value. Parents must be involved in these circumstances.

Procedure for Cyber bullying

In accordance with the ICT policy and e-safety the use of the web, text messages, e-mail, video or audio to bully another child or member of staff will not be tolerated by the school.

If a bullying incident directed at a child or young person occurs using email.

1. Advise the child not to respond to the message
2. Refer to relevant policies including e-safety, acceptable use policy, and anti-bullying policy and apply appropriate sanctions
3. Secure and preserve any evidence
4. Inform the sender's e-mail service provider
5. Notify parents of the child or young person involved
6. Consider informing the police depending on the severity or repetitious nature of offence
7. Inform the LA e-safety officer

What to do if malicious or threatening comments are posted on an Internet site about a child or member of staff.

1. Inform and request the comments be removed if the site is administered externally
2. Secure and preserve any evidence
3. Send all the evidence to CEOP at www.ceop.gov.uk/contact_us.html
4. Endeavour to trace the origin and inform police as appropriate
5. Inform LA e-safety officer.

RESTORATIVE JUSTICE – CONFERENCE SCRIPT – for bullying conferences
FACILITATOR GUIDE – Acknowledged Harm/Accepted Responsibility

STEP 1	<p>Welcome, as you know my name is xx and I have been asked to facilitate this meeting. <i>(Introduce participants if necessary)</i>. I have spoken to all of you about the incident <i>(briefly outline what happened)</i> xxxx <i>(wrongdoer name)</i> has admitted their part. I remind you that you are here to discuss your opinions and the facts about what happened, not any opinions of the people involved – we will not be labelling a person today, but discussing behaviour. I will invite you all in turn to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.</p>
STEP 2	<p>START WITH WRONGDOER(S) – I would like to start by asking (name)</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? <ul style="list-style-type: none"> ◦ What happened next OR what else? <i>(ask this until their story unfolds)</i> • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What was hard for you during the event, and now?
STEP 3	<p>TURN TO HARMED PERSON(S) – I would like to start by asking (name)</p> <ul style="list-style-type: none"> • Can you tell us about what happened and how you became involved OR what happened? <ul style="list-style-type: none"> ◦ What happened next OR what else? <i>(ask this until their story unfolds)</i> • What were you thinking at the time? • What have your thoughts been since? • How has this affected/upset you and others? • What was hard for you during the event, and now?
STEP 4	<p>THEN ASK REMAINING PARTICIPANTS IN TURN THE SAME QUESTIONS <i>(if necessary theme in views of those not present)</i></p>
STEP 5	<p>GO BACK TO THE WRONGDOER(S) – you have just heard how (name) and others have been affected by what you did</p> <ul style="list-style-type: none"> • Do you all see that harm/upset that has been caused? • Is there anything you want to say at this stage? • Do you think that something needs to be done to repair that harm/put it right?
STEP 6	<p>GO BACK TO THE HARMED PERSON – What do you think needs to happen?</p>
STEP 7	<p>GO BACK TO THE WRONGDOER(S) – What do you think of what xxxx has suggested?</p>
STEP 8	<p>RETURN TO PERSON HARMED AND THEN OTHER SUPPORTERS – What do you think/feel about what has been said? – What would you like to see come out of today's meeting?</p>
STEP 9	<p>RETURN TO WRONGDOER – What do you think/feel about what has been said?</p>
STEP 10	<p align="center">M A K E C O N T R A C T- write on contract form for both to see at this point</p>
STEP 11	<p>OPTIONAL QUESTIONS – Would you do anything differently now?/What other choices could you have made?/What have you learned from the meeting?</p>
STEP 12	<p>FINAL INVITATIONS TO SPEAK – before I close the meeting is there anyone else who wishes to say or ask something?</p>
STEP 13	<p>CLOSING THE MEETING – Thank you for participating in this meeting, I hope that your time together has helped you deal with this matter.</p>

This contract must be completed in brief notes (<3 minutes) and shown to the pupils before the meeting ends

Restorative Contract between (upto4):

Date:

Name of child:

Agreed actions to move forward (include specific dates and times if applicable):

Name of child:

Agreed actions to move forward (include specific dates and times if applicable):

Name of child:

Agreed actions to move forward (include specific dates and times if applicable):

Name of child:

Agreed actions to move forward (include specific dates and times if applicable):

Review date:

Reviewers notes:

Further Restorative meeting required: Y/N =

Date (if necessary) of further meeting:

