



**BROCKWOOD PARK SCHOOL &
INWOODS SMALL SCHOOL including EYFS
ANTI-BULLYING POLICY- STUDENTS**

Last Review Date	August 2018
Policy endorsed by	The Trustees & Principal
Policy is maintained by	Pastoral Coordinator, DSL, Principal & Inwoods Head Teacher
ISI reference	A8, B1
Next review date	August 2019
Review body	Principal & Inwoods Head Teacher

Incidents of bullying are recorded in the Bullying Incident Log at Brockwood Park School and in the Incident folder at Inwoods Small School.

Statement of Intent

Brockwood Park School and Inwoods Small School are committed to providing a caring, friendly, and safe environment for all pupils so they can learn in a relaxed and secure atmosphere with respect for themselves and others. Students and parents are treated fairly and with consideration by the school, and are expected to reciprocate this. Bullying, harassment, victimisation and discrimination will not be tolerated. Although much is in place to prevent bullying, incidents of bullying of any kind will be dealt with promptly and effectively.

What is Bullying?

Bullying is the repetitive hurting of another person or group which involves an imbalance of power (ABA 2015). Bullying behaviour is considered to be serious both physically and emotionally and may cause psychological damage.

Bullying can be:

- **Emotional:** Being unfriendly, excluding, derisive, tormenting (e.g. hiding books, threatening gestures).
- **Verbal:** Name-calling, sarcasm, spreading rumours, malicious teasing.
- **Physical:** Violence, such as pushing, kicking, hitting, punching
- **Racial:** Racially motivated taunts, graffiti, gestures, inappropriate or insulting comments about a person's looks, dress, race, religion, disability etc.

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- **Sexual:** Unwanted physical contact, sexually abusive comments, games with a sexual element. Pressure to be in a relationship of a sexual nature. Distributing material with a sexual content (pornography).
- **Homophobic:** Making comments about an individual's sexuality causing anxiety and upset – intentionally or unintentionally.
- **Cyber:** All areas of internet, such as e-mail and social media misuse. Mobile and phone threats by text messaging and calls. Sexting – the sending and receiving of sexually explicit messages, primarily by mobile phone. Misuse of associated technology i.e. camera and video facilities.

Objectives of this Policy

To create and maintain a safe environment for all pupils, staff and visitors:

- All trustees, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All trustees and teaching and non-teaching staff should know what the school policy on bullying is, and be able to follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- We take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

Signs and Symptoms

A student may indicate that they are the recipient of bullying by signs or behaviour. Adults should be aware of these possible signs and that they should investigate if a pupil or student:

- Is frightened of walking to or from school. (Inwoods)
- Begs to be driven to school. (Inwoods)
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- 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 do poorly in school work.
- Comes home with clothes torn or books damaged. (Inwoods).
- Has possessions which are damaged or "go missing".
- Asks for money and starts stealing money (to pay bully).
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber message is received.
- Gives improbable excuses for any of the above.

Although these signs and behaviours could indicate other problems, bullying should be considered a possibility.

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Prevention and Training

Unkindness and bullying create fear, and an atmosphere of fear does not nurture development and growth. We expect students and staff to treat each other with respect and care. An atmosphere where individuality and tolerance is supported diminishes the occurrence and power of unkind behaviour, cutting off bullying at the outset. Also, as many incidents occur where the intention was not to hurt, unkind behaviour may be able to be understood and diffused early on. However, as bullying flourishes in secrecy, an atmosphere where all relationships are looked at openly increases safety and encourages cooperativeness. Our intention is to create a climate where pupils intervene themselves and will tell staff of any uncomfortable issues with other pupils or staff. To maintain this atmosphere and to prevent bullying, we have many methods in place:

- Maintaining a set of school agreements that encompass ways of treating people with respect.
- Encouraging self-awareness and respectful interactions with others.
- A general atmosphere of openness, honesty and inquiry.
- Having discussions about bullying, how it occurs and how to keep it from happening.
- Open and factual discussions and lessons about the body.
- Creative workshops about bullying.
- Having stories to read about bullying or having them read to a class or assembly. (Inwoods)
- Making up role-plays to look at possible bullying situations. (Inwoods)
- Identifying what bullying is with children using the description S.T.O.P (Several Times On Purpose).

Staff are made aware of the Anti-Bullying policy so that the principals of the policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, schools can invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Procedures

1. Staff must always respond to any bullying behaviour, even apparently minor incidents such as remarks from one pupil to another, as these may accumulate and become an unbearable load. Staff are made aware of what bullying is, the effects of bullying, and appropriate responses, primarily through the safeguarding training, but also through the consulting outside professional agencies when and if needed.
2. An attempt will be made to help the bully (bullies) change their behaviour (see Actions below).
3. Incidents of serious bullying at Brockwood should be passed on to the Pastoral Coordinator and at Inwoods should be passed on to the Head Teacher, who are responsible for monitoring of all records of bullying.
 - Serious incidents will be recorded.
 - Parents will be notified of serious incidents.

If a student is suffering or at a risk of harm this is deemed to be a child protection issue and, consequently, the DSL should be informed.

4. If necessary and appropriate, police will be consulted.

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Actions

1. The parties will be approached with a method chosen for the situation which could include inquiry, support group problem solving, circle time, mediation and/or restorative justice. This will often engender solutions decided upon by the students and staff present.
2. Close monitoring of the parties involved will be carried out by staff.
3. Students receiving or enacting unkindness/bullying will get extra support and guidance from staff to help look at the underlying issues. Professional advice may be sought.
4. If bullying continues (Brockwood), consequences will be outlined, which may include
 - Shadowing
 - Talk with parent and student present (if possible)
 - Creating and signing a behaviour contract
 - In serious cases, suspension or even exclusion will be considered.
5. If bullying continues (Inwoods), consequences will be outlined, which may include
 - Shadowing
 - Time sent out of class-room or playground
 - Talk with parent and child(ren) present
 - Creating and signing a behaviour contract
 - In serious cases, suspension or even exclusion will be considered.

The Responsibilities of Staff

- Within the school communities, Brockwood Park School and Inwoods Small School offer by their environment, relationships and ethos, a secure and safe environment. Staff encourage students and children to have an active role in creating and maintaining an atmosphere in the School that is conducive to learning together and from each other.
- Foster in the students and children self-respect and respect for others.
- Discuss bullying so that every student and child learns about the damage it causes to both the student or child who is bullied and to the bully and emphasise the importance of telling a staff member about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- The DSL or DDSL are responsible for recording incidents of bullying and monitoring these records. All staffmembers are responsible for paying attention to bullying behaviour and discussing incidents with tutors, pastoral staff, and the DSL.

The Responsibilities of Students and Children

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should not suffer in silence, but have the courage to speak out, to put an end to their suffering and that of other potential targets. Students are encouraged to speak of any concerns with their tutor, academic adviser, independent listener or any other member of staff who they wish to choose.

The Responsibilities of Parents

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

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- Advising their children to report any bullying to tutor, DSL, pastoral coordinator and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.

Role of Parents at Inwoods

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in their children (see signs and symptoms above).
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If they feel their child may be a victim of bullying behaviour, they are expected to inform the school. Their complaint will be taken seriously and appropriate action will follow.
- If they feel their child has been bullied by another child, they are asked not to approach that child or the child's parent, but to inform the school immediately.
- It is important that they do not advise their child to fight back. It can make matters worse!
- To tell their child that it is not their fault that they are being bullied, and that help is at hand.
- To reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.

The Dfe updated their advice in 2014. This advice outlines the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

The full non-statutory guidance from the DfE 'Preventing and Tackling Bullying' 2014 can be found at the following link –

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Buying Online	www.bullying.co.uk

Visit the KIDSCAPE website www.kidscape.org.uk for further support, links and advice.