

**Title of Policy:**

**Behaviour and  
Anti-Bullying**

**Reviewed by:**

**Senior Leadership  
Team**

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**Autumn 2016**

## **BRANSTON JUNIOR ACADEMY - BEHAVIOUR AND ANTI-BULLYING POLICY**

### **1.0 SCOPE**

Branston Junior Academy aspires towards three goals:

- ✓ **INSPIRE:** We inspire your child to enjoy and succeed throughout their learning journey.
- ✓ **EXPLORE:** We enable your child to meet exciting experiences, be part of the shared adventure and have the confidence to try something new.
- ✓ **NURTURE:** We generate an environment where emotional support is essential, allowing your child to achieve their full potential.

*BJA Mission Statement*

In order to achieve these, we aim to provide a safe, caring and friendly environment for all our children to allow them opportunities to:

- learn effectively
- improve life chances
- help them maximise their potential

We will strive to ensure children and young people feel safe; including understanding the issues relating to safety such as bullying; and that they feel confident to seek support should they feel unsafe.

This policy therefore, outlines the nature, action and management of behaviour and the steps we take to ensure there is no bullying at Branston Junior Academy.

### **2.0 NATURE AND PURPOSE**

2.1 The Academy believes that good behaviour is essential for maintaining a well ordered Learning Environment, where effective teaching and learning can take place and where the safety and welfare of all can be ensured.

2.2 The Academy's expectations of good behaviour are:

- that children show self discipline and respect for others
- that children are courteous and considerate in their conduct, including their use of language
- that children accept the authority of staff without challenge

2.2 The Academy defines 4 types of unacceptable behaviour. These are

- persistent refusal to co-operate. (Persistent is defined as refusing to co-operate after 3 requests to do so)
- physically aggressive behaviour
- deliberate verbal abuse, including foul language and racist language, directed at another person
- deliberate provocation

2.3 Bullying behaviour is not acceptable at Branston Junior Academy and all forms of bullying are taken equally seriously. The most effective way of preventing bullying is to create effective environments in which:

- the contribution of all children and young people are valued
- all children and young people can feel secure and are able to contribute appropriately

- stereotypical views are always challenged, and children and young people learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- children and young people learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- children and young people are supported to develop their social and emotional skills

### 3.0 ACTION AND MANAGEMENT

#### 3.1 Inappropriate or Unacceptable behaviour

The Academy believes that clearly stated expectations for acceptable and appropriate behaviour, which are understood and agreed by staff, governors, parents and children alike, are essential for the maintenance of good conduct. These expectations are set out in the form of a Code of Conduct - details of which are sent home to all new parents. There is also a specific Code of Conduct for Staff and written expectations for volunteers who may work in the Academy from time to time – including Work Experience Students.

3.2 It is the responsibility of all staff employed in the Academy to implement this policy consistently and fairly.

3.2 Good behaviour is modelled for all children in a range of different ways, such as:

- Code of Conduct displays around the Academy
- stories and plays in assembly
- Circle Time lessons
- learning objectives in PSHE, and learning and teaching through SEAL (Social and Emotional Aspects of Learning)

3.3 Good behaviour is rewarded at all times. Rewards include

- praise for good conduct
- awarding merit certificates which children can take home
- giving team points
- assigning responsibilities within the Academy

3.4 The Academy recognises that, while it expects good behaviour from all children, their varied needs mean that sometimes standards of behaviour do not meet our expectations, especially when a child has a medical condition such as ADHD or is affected by a developmental condition such as may be found within the triad of Autistic impairments. The Academy sees a clear difference between those children who are occasionally disobedient ***and*** those who behave badly or who have severe behaviour problems that are the result of a medical or developmental disorder.

3.5 The Academy will make every effort to help and support children whose behaviour does not accord with the Academy's expectations.

3.6 Where children's behaviour does not meet the expectations set out in the academy's Code of Conduct, then the Academy will implement a phased approach to managing the child's conduct. This phased approach consists of three levels:

### **Level 1**

**The class teacher will work with the child and, if appropriate or necessary – parents; and discuss and identify ways to improve behaviour; targets will be set if necessary.**

When a child is at Level 1, details of the incident are recorded on a form. These details include the nature of the sanction applied. The form has space for up to three incidents to be recorded. Once this threshold has been reached, and there is no improvement, the matter is referred to Level 2.

### **Level 2**

**If there is no improvement over time, the child is referred to an independent member of staff (known as the Lead Behaviour Professional or LBP) who will also work with the child, involve parents and set targets**

At Level 2, the LBP becomes involved. Again, details of incidents are recorded on a form. These details include the nature of the sanction applied. Advice from relevant external agencies may be sought (eg; EBSS, EP, Autism Outreach etc). If two incidents are recorded at Level 2 and there is a further incident, the matter is designated Level 3 and referred to the Headteacher.

### **Level 3**

**If the above approaches fail to improve the child's behaviour, the LBP will refer the matter to the Headteacher.**

At Level 3, parents are invited to the Academy, to review their child's behaviour. Written details of the child's behaviour will be available at this meeting and will be taken into account. At this point, parents will be advised that the sanctions that may be applied to their child include exclusion from school.

***At all times, if any First Aid issues are involved, the care of children will be a priority and will be dealt with either first or at the same time by another adult. (Please see First Aid Policy).***

- 3.7 All incidents at Level 1 and Level 2 are held on file in a system known as the Blue Book, which is stored in individual classrooms. Where a child gets to Level 3, the school will complete a Behaviour Management Plan for the child concerned. This document and all Level 1 and Level 2 records for that child, will then be kept in a file in the Headteacher's office.
- 3.8 If at any time (due to the involvement of many staff/pupils/external agencies etc), it is felt appropriate to 'start a paper trail' of evidence of actions taken; staff will discuss the situation with the Headteacher and start and maintain an 'Incident Log'. This will be kept by the Headteacher when the incident has been deemed to be completed to the satisfaction of the parents and all concerned.
- 3.9 Midday Supervisors (MSA's) record inappropriate behaviour and the actions taken, in individual 'Red Books' which are stored in the kitchen area. Although the Headteacher regularly monitors these books at the same time as monitoring the Blue Books, if MSA's feel that patterns of inappropriate behaviour are forming or they are unsure as to best ways to deal with the behaviour, then MSA's are encouraged to speak to Class Teachers, so that support systems can be put in place for the children.

3.10 All staff (including MSA's) undertake 'Behaviour Management Training' on a regular basis and/or as specific children's needs change.

3.11 **Sanctions** for inappropriate or unacceptable behaviour, may be applied as follows:

<b>Level 1:</b> Missing playtime or parts of playtime, peer mediation, other sanctions (as deemed appropriate by the Class Teacher)
<b>Level 2:</b> Detention in school time and/or after school, working in isolation
<b>Level 3:</b> Further detention after school, temporary exclusion, permanent exclusion

3.12 Support structures available within school:

If a child's behaviour is causing concern, the Academy will seek ways to provide support to the child and his/her parents as part of the strategies it uses to manage and model good behaviour. This support will take a variety of forms, including

- peer mediation
- setting targets and giving children precise descriptors of the behaviour the Academy wishes to see
- the support of an adult mentor from the staff
- the involvement of specialist external support services;
- the recognition that the child's behaviour is symptomatic to their SEND

3.13 Where SEND becomes an issue, the Academy will formally record the support it provides in the form of an Individual Education Plan (IEP).

3.14 Where the Academy believes it is necessary in the interests of the child to provide more formal support because of the difficulties the child is experiencing; it will apply for a Multi-Disciplinary Assessment (MDA), with a view to obtaining a Statement of Special Needs (subject to the school having satisfactorily fulfilled the Local Authority criteria for attempting to meet the child's needs from within its own resources).

3.15 Where all attempts have been made to de-escalate a situation that is deemed to be dangerous to the child exhibiting the behaviour or to others (children or adults) around them; then safe and positive handling techniques will be used. At such a time, the Academy's 'Safe and Positive Handling' Policy will be followed.

#### **4.0 BULLYING**

Bullying can take many forms, including physical, emotional, verbal and racial varieties. The Academy will not tolerate bullying in any form.

4.1 **What is Bullying?**

The Lincolnshire Children's Services Anti-Bullying Strategy defines bullying as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally*

Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

▪ **Direct Physical Bullying:**

Hitting, kicking, pushing, taking or hiding/damaging belongings including money

▪ **Direct Verbal Bullying:**

Name calling, teasing, insulting, using verbal threats

▪ **Indirect Bullying:**

Looks, social exclusion, spreading rumours, gossiping, and graffiti

▪ **Cyber bullying:**

This is a more recent problem that has come about through the increased use of mobile phones and the Internet. It can be an extension of face to face bullying, with technology providing the person who bullies with another route to harass their target. However it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; and the perceived anonymity. It may also involve the misuse of associated technology such as cameras and video facilities. Cyber Bullying can therefore be defined as *the use of Information Technology (IT), particularly mobile phones and the Internet, deliberately to upset someone*

4.2 **Why are children bullied?**

Children and Young People are bullied for a variety of reasons, with vulnerable groups being particularly at risk of bullying.

Specific types of bullying include bullying related to:

- Race, religion or culture.
- Special Educational Needs or Disabilities (SEND).
- Appearance or health conditions.
- Sexual orientation.
- Young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

*Further information about specific types of bullying can be found in the Appendix.*

4.3 **Signs, Symptoms & Effects**

Children and young people who are being bullied may show changes in behaviour, such as becoming shy and nervous; feigning illness; taking unusual absences; clinging to adults

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Effects can be changes in work patterns; lacking concentration; general unexplained behaviour.

#### 4.4 **Reporting and responding to Bullying incidents**

The Academy takes a variety of approaches to minimise the opportunities for bullying to take place. These include: -

- Teaching children personal and social skills to enable them to understand their own and other people's feelings through PSHE lessons, Circle Time, SEAL and other areas of the curriculum;
- The appointment of peer mediators amongst the children to help resolve conflict;
- Opportunities for children to be involved in activities during their free time;
- Supervision by all staff at all areas of the Academy during the day, and of playgrounds and the playing field during play times and dinner times.

Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).

The Academy will follow the procedures laid out below:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached and a clear account of the incident will be recorded and given to the Headteacher .
- The Headteacher will interview all concerned and record the incident in the 'Record of Bullying' folder.
- Parents will be informed and asked to work with the Academy to help moderate their child's behaviour
- All staff will be kept informed, so that they can continue to monitor the situation
- Should there be no improvement in a child's behaviour and bullying continues, the child responsible will be subject to the Academy's sanctions as laid out in this policy.

#### 4.5 **Children and young people who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support through the use of support services such as 'Grief and Loss Counselling'
- Restoring self-esteem and confidence through the re-organisation of working groups within class to separate children and/or re-organisation of play times and dinner times, so that such children are not in one another's company
- Giving them help to develop assertive strategies to counter aggressive behaviour
- Inviting parents in to the Academy to discuss joint approaches to help children

#### 4.6 **Children and young people who have displayed bullying behaviour will be helped by:**

- Discussing what happened and discovering why the pupil became involved
- Establishing the wrong-doing and need to change
- Restoring self-esteem and confidence through the re-organisation of working groups within class to separate children and/or re-organisation of play times and dinner times, so that such children are not in one another's company
- Giving them help to develop better 'social skills' when dealing with specific situations, so that the same behaviour pattern does not keep repeating
- Inviting parents in to the Academy to discuss joint approaches to help children

- 4.7 When dealing with a bullying incident, all steps according to this policy will be taken. Sanctions may include:
- official warnings to cease offending
  - withdrawal of privileges
  - detention
  - exclusion from certain areas of premises
  - internal exclusion
  - minor fixed-term exclusion
  - major fixed-term exclusion
  - permanent exclusion
  - police involvement
- 4.8 Parents of all children concerned (bully and victim) will be kept fully informed as and when a situation arises.
- 4.9 Governors will be made aware of any bullying issues and the action taken.

## **5.0 REVIEW**

- 5.1 Behaviour records (Blue Books and MSA Red Books) will be monitored by the Headteacher every term:
- to identify trends in behaviour,
  - to see if there are any underlying causes which may trigger disruptive forms of conduct
  - to identify the regularity with which particular children and groups of children appear
- 5.2 Where trends can be identified, the Headteacher will:
- discuss with staff the ways in which such children have been supported and managed
  - identify any areas where improvements may be needed
  - discuss matters with the SENDCo and assist in organising support and advice from external agencies (eg; EBSS, EP etc)
  - speak to Class Teacher / previous Class Teacher to establish successful behaviour management strategies and ensure that all staff (particularly MSA's) have access to this information
  - ensure that all staff follow the same behaviour management strategies so that children are treated consistently and fairly
- 5.3 The Headteacher will report to the Governing Body at their meetings on the standards of behaviour at the Academy.
- 5.4 The Headteacher will report any incidents of racist behaviour in the school to the LA, as required by guidance
- 5.5 Children's behaviour will be reported to their parents in annual school reports.

## 6.0 APPENDIX

Further information about specific types of bullying	Pages 10-11
Anti-bullying information sheet for pupils	Page 12
Anti-bullying information sheet for parents	Page 13
Model letter to parent informing them of the Academy's complaints procedure	Page 14
Satisfaction survey for parents <i>(This could be sent to parents two months after a bullying enquiry has taken place at the Academy to test out satisfaction with Academy systems. It should not be used if there is an on-going complaints procedure.)</i>	Page 15
Opportunities to promote anti-bullying messages through the curriculum	Pages 16-17
Organisations that can offer support	Pages 18-19

## **Further information about specific types of bullying**

### **Bullying related to race, religion or culture**

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

### **Bullying related to special educational needs (SEN) and disabilities**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

### **Bullying related to sexual orientation**

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers, parents or their peers before they are ready to. Children and young people can also be targeted due to family members identifying as lesbian or gay.

### **Bullying of young carers or looked-after children, or otherwise linked to home circumstances**

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subjects of bullying by association.

### **Sexist, sexual and transphobic bullying**

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and Young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as transgender.

### **Cyber bullying**

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.

# **Anti-bullying information sheet for pupils:**

## **Is it bullying?**

It is if you feel hurt because individuals or groups are:

- calling you names
- threatening you
- pressuring you to give someone money or possessions
- hitting you
- damaging your possessions
- spreading rumours about you or your family
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

We do not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied.

## **What should you do?**

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can
- be firm and clear — look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell a friend.

## **If you have been bullied:**

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you
- keep on speaking until someone listens and does something to stop the bullying
- don't blame yourself for what has happened.
- 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.**

If you find it difficult to talk to anyone at school or at home, ring ChildLine on **freephone 0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the **textphone 0800 400 222**. You can also write to Freepost 1111, London N1 0BR. The phone-call and letter are free.

# **Anti-bullying information sheet for parents**

## **Is it bullying?**

It is if individuals or groups are:

- calling your child names
- threatening him/her
- pressuring your child to give someone money or possessions
- hitting your child
- damaging your child's possessions
- spreading rumours about your child or your family
- using text, email or web space to write or say hurtful things about your child (cyberbullying).

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

## **What should you do if your child is being bullied?**

- Talk to school staff about the bullying. At Branston Junior Academy your first contact point to report concerns about bullying is your child's Class Teacher.
- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea 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 pupils involved.
- Make a note of what action the Academy intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the Academy. Let them know if things improve as well as if problems continue.

## **What will Branston Junior Academy do?**

Branston Junior Academy does not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe
- work to stop the bullying happening again
- provide support to the person being bullied
- take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the Academy might like to consider the following steps:

- check with the Academy's 'Behaviour and Anti-Bullying' Policy to see if agreed procedures are being followed
- discuss your concerns with other parents
- 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.

If you need further support and information at any stage or the problem remains unresolved, ring the helpline at Parentline Plus **0808 800 2222** or contact other local and national support groups.

# **Model letter to parent informing them of their school's complaints procedure**

Dear Parents / Carers,

## **Compliments and complaints**

We strive to be an Academy where you are more than satisfied with what we do to support your child, especially in difficult situations. When you think we do this particularly well, please let us know. Staff work hard for the pupils and we all want to recognise that.

But sometimes things may not go well. For example, you may feel that your child is being bullied and are not happy that the right things have been done to address this. We hope that good communication would solve such a problem. Our aim is that by careful listening, constructive discussion and sensible actions we can work together to solve problems, and so improve our Academy systems further. But if the problem persists you may wish to make a complaint.

## **When should I complain?**

If you believe that something is seriously wrong then make a complaint. We will investigate it and base what we do on the governing body's agreed policy.

## **Whom do I contact?**

That depends on the particular situation. Often your child's Class Teacher will be able to deal with the matter. More serious problems might require the intervention of a senior member of staff or the head teacher. Most problems can be solved in this way. A complaint about the conduct of the head teacher should go to the Chair of Governors, addressed to the clerk to the governors at the school address.

## **What if the matter is still unresolved?**

You should write to the head teacher, in the first instance, if you are dissatisfied with the handling of a complaint. The head teacher will investigate the matter and may invite you to a meeting to talk about it. The Academy may arrange for a suitable mediator to be present.

After trying all other avenues, you may decide to make a formal complaint to the Governing Body by sending a letter to the clerk to the governors at the school address. The governors will investigate and may invite you to meet them to discuss your concerns.

If you are still dissatisfied, after an investigation by the Governing Body, you may appeal to the LA. In cases where you believe that the Academy has acted unlawfully or unreasonably, or failed to fulfil a statutory duty, you can take your complaint to the Secretary of State for Children, Schools and Families.

If you want further information or support I recommend Parentline Plus to you, as a source of information and advice (telephone: 0808 800 2222).

All this looks very formal, but very few problems have to go through such steps because we work hard to understand and resolve problems as quickly as possible. In this way pupils of the Academy get the best possible chance to succeed in their learning.

Yours sincerely,

Chair of Governors

## Satisfaction survey for parents

Dear Parent/Carer,

Two months ago your child was the subject of bullying behaviour. I am writing to seek your views on how well the Academy dealt with the problem. We will use this information confidentially within the Academy to inform our review of policy and practice. The individual details will not have any wider use unless we ask for, and you give, your specific permission.

<p><b>How easy was it for your child/you to report the bullying?</b> <span style="float: right;"><i>(circle one)</i></span></p> <p>1      2      3      4      5 <span style="float: right;">(1 = not easy, 5 = very easy)</span></p> <p>Any further comments:</p>
<p><b>How satisfied are you with what we did to make your child feel safe?</b> <span style="float: right;"><i>(circle one)</i></span></p> <p>1      2      3      4      5 <span style="float: right;">(1 = not satisfied, 5 = very satisfied)</span></p> <p>Any further comments:</p>
<p><b>How satisfied are you with the support your child has had since the bullying incident from the Academy?</b> <span style="float: right;"><i>(circle one)</i></span></p> <p>1      2      3      4      5 <span style="float: right;">(1 = not satisfied, 5 = very satisfied)</span></p> <p>Any further comments:</p>
<p><b>Overall how satisfied are you with the way in which Branston Junior Academy deals with bullying incidents?</b> <span style="float: right;"><i>(Circle one)</i></span></p> <p>1      2      3      4      5 <span style="float: right;">(1 = not satisfied, 5 = very satisfied)</span></p> <p>Any further comments:</p>

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying, and make Branston Junior Academy one where pupils and parents are confident that we are honest about problems which happen, confident that we do not tolerate bullying behaviour and confident that our systems support children.

Yours sincerely,

Headteacher

# Opportunities to promote anti-bullying messages through the curriculum

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So when reviewing the curriculum for anti-bullying work schools will find it useful to review:

- the school-curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- the contribution to anti-bullying work in specific curriculum areas such as personal, social and health education (PSHE), citizenship and in the social and emotional aspects of learning (SEAL) programme
- how assemblies, class time and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice
- how transition is planned and delivered:
  - at planned times (e.g. for Years 3 and 6 pupils)
  - for individuals arriving at other times in the school year
  - for individuals needing specific support.

## Personal, Social and Health Education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Pupils are taught:

**Key Stage 1:** that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.

**Key Stage 2:** the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.

## Citizenship

There are topics within the citizenship curriculum, which are useful vehicles for teaching about issues related to the anti-bullying work of the school. The QCA has developed relevant schemes of work for citizenship, which teachers can use to explore issues relating to bullying. For example:

Key Stages 1 and 2:

**Unit 05: Living in a diverse world**

**Unit 06: Developing our school grounds**

**Unit 07: Children's rights — human rights**

**Unit 08: How do rules and laws affect me?**

## Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework, and is organised into seven themes:

- New beginnings.
- Getting on and falling out.
- Going for goals.
- Good to be me.

- Relationships.
- Changes.
- Say no to bullying.

Each theme is relevant to reducing bullying. The theme 'Say no to bullying' provides an explicit focus on bullying and is a useful resource for **Anti-Bullying Week**. The SEAL learning objectives related to anti-bullying are:

<p><b>Foundation stage</b></p> <ul style="list-style-type: none"> <li>• I know I belong in my classroom.</li> <li>• I like the ways we are all different and can tell you something special about me.</li> <li>• I can tell you some ways in which children can be unkind and bully others.</li> <li>• I can tell you how it feels when someone bullies you.</li> <li>• I can be kind to children who have been bullied.</li> <li>• I know who I could talk to in school if I was feeling unhappy or being bullied.</li> <li>• I know what to do if I am bullied.</li> </ul>
<p><b>Years 1 and 2</b></p> <ul style="list-style-type: none"> <li>• I can tell you what bullying is.</li> <li>• I can tell you some ways in which I am the same and different from my friends.</li> <li>• I am proud of the ways in which I am different.</li> <li>• I can tell you how someone who is bullied feels.</li> <li>• I can be kind to children who are bullied.</li> <li>• I know that when you feel sad, it affects the way you behave and how you think.</li> <li>• I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</li> <li>• I know what to do if I am bullied.</li> </ul>
<p><b>Years 3 and 4</b></p> <ul style="list-style-type: none"> <li>• I know what it means to be a witness to bullying.</li> <li>• I know that witnesses can make the situation better or worse by what they do.</li> <li>• I know how it might feel to be a witness to, and a target of, bullying.</li> <li>• I can tell you why witnesses sometimes join in with bullying or don't tell.</li> <li>• I can tell you some ways of helping to make someone who is being bullied feel better.</li> <li>• I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.</li> <li>• I can problem-solve a bullying situation with others.</li> </ul>
<p><b>Years 5 and 6</b></p> <ul style="list-style-type: none"> <li>• I understand how rumour-spreading and name-calling can be bullying behaviours.</li> <li>• I can explain the difference between direct and indirect types of bullying.</li> <li>• I can explain some of the ways in which one person (or group of people) can have power over another.</li> <li>• I know some of the reasons why people use bullying behaviours.</li> <li>• I know some ways to encourage children who use bullying behaviours to make other choices.</li> <li>• I can tell you a range of strategies, which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</li> </ul>

# **Organisations that can offer support**

**The DfE does not necessarily endorse all the views expressed by these organisations.**

## **11 Million (Office of the Children's Commissioner)**

Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account.

Telephone: 0844 8009113

## **Act Against Bullying**

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Telephone: 0845 230 2560

## **Actionwork**

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Telephone: 01934 815163

## **Advisory Centre for Education**

Advice line for parents on all procedural matters concerning schools.

Telephone: 0808 800 5793

## **Anti-Bullying Alliance (ABA)**

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Telephone: 020 7843 1901

## **Beatbullying: CyberMentors**

This is a unique programme to tackle cyberbullying. Cyber Mentors are an army of young people who help, assist and support their peers in an online virtual community, as well as on mobiles, helping to safeguard themselves and act as mentors and guides to young people they meet online when chatting, surfing and just generally having fun.

## **Bully Free Zone**

Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Telephone: 01204 454958

## **Bullying Online**

Provides an email advice service for children and young people, as well as online help and information for schools and pupils.

## **ChildLine**

Offers a free 24-hour helpline and counselling service for children in distress or danger.

Telephone: 0800 1111

**Educational Action Challenging Homophobia (EACH)**

Established to challenge homophobia in education.

Telephone: 0808 1000143

**Kidscape**

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Telephone: 020 7730 3300

**Miss Dorothy.com**

Provides a programme which offers an approach to learning about personal behaviour and safety for 4 to 11-year-olds.

Telephone: 0870 759 3388

**National Autistic Society**

Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs.

Telephone: 0845 0704004

**National Society of Prevention of Cruelty to Children (NSPCC)**

NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes.

Telephone: 020 7825 2500 .

**Parentline Plus**

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Telephone: 0808 800 2222

**School's Out!**

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues.

Telephone: 01273 298299