

Please also refer to the following policies: Safeguarding, Promoting Positive Behaviour, e-Safety, SMSC Development and Staff Code of Conduct.

1.0 RATIONALE

At the British Junior Academy of Brussels, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Every student has the right to be safe and happy in school and to be protected when they are feeling vulnerable. Bullying of any kind is unacceptable. When bullying occurs, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

The purpose of this policy is to inform all staff, both teaching and non-teaching, parents and pupils, what bullying is, how seriously we take it and the school procedures when bullying is reported. Pupils and parents are assured that they will be supported when bullying is reported. Staff awareness is raised by regular discussion and training. The school is committed to acting to reduce the risk of bullying.

2.0 DEFINITION

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.
(Anti-Bullying Alliance - National Children's Bureau 2023)

3.0 THE SERIOUSNESS OF BULLYING

Staff should always be alert to children who may be vulnerable and at risk from bullying. Bullying can take many forms:

- emotional excluding, tormenting, humiliating, using threatening gestures, giving unpleasant looks, being deliberately unfriendly
- verbal name-calling, sarcasm, spreading rumours, teasing (whether orally or in writing)
- cyber electronically via phone calls, silent calls, text messages, email, websites, blogs, social networking websites etc
- physical pushing, kicking, hitting, punching or any use of violence
- an invasion of privacy tampering with and/or damaging another pupil's property
- racist racial taunts, graffiti, gestures
- sexual unwanted physical contact or sexually abusive comments because of, or focussing on the issue of homosexuality because of, or focussing on issues of mental or physical disability
- homophobic
- against people with special educational needs and disabilities
- against people from a particular religion because of, or focussing on issues of religion
- against people from a particular culture because of, or focussing on issues of culture
- against lesbian, gay, bisexual and transgender (LGBT)

3.1 General

Bullying is unacceptable in any form and the school will always respond to concerns and take appropriate action. The impact of bullying, both physical and emotional, can have extremely serious consequences for a child, including psychological damage and loss of self-esteem. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; the Headteacher, Deputy Head Teacher and DSL will make a judgement about each specific case.

3.2 Some signs and symptoms

A pupil may indicate by signs or patterns of behaviour that they are being bullied. They may:

- become frightened of walking to or from school
- be unwilling to go to school
- feel ill in the morning and complain of tummy/headaches
- begin to do poorly at school work
- become withdrawn, start stammering
- regularly have books or clothes destroyed or stolen

- become distressed, stop eating, overeat
- cry easily or have nightmares
- become tired and listless due to inability to sleep
- become disruptive, aggressive or unreasonable
- have possessions go 'missing'
- be frightened to say what is wrong
- have frequent injuries and unexplained bruises
- run away
- self-harm
- doesn't want to go via transport
- begs to be driven to school
- changes their usual routine
- begins truanting
- becomes withdrawn, anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- asks for money or starts stealing money (to pay bully)
- continually "loses" money
- is bullying other children or siblings
- gives improbable excuses for any of the above

This is not an exhaustive list, Vertical Tutors and class teachers know children best and should always consider bullying when they notice a change in a pupil. These signs and behaviour traits could indicate other problems but bullying should be considered as a possibility and should be investigated.

Scope of policy

The School has the power to intervene in incidents of bullying which have taken place both inside and outside of school, where these incidents are either carried on in school or the fallout from these incidents affects pupils' day-to-day school routine. This is particularly relevant for any and all forms of online or cyber bullying. Where the School feels bullying has taken place, policy and protocol as outlined in this document will be followed.

4.0 PROCEDURE & ACTIONS TO FOLLOW WHEN BULLYING IS REPORTED

4.1 General procedures

The procedure for dealing with any incident of poor behaviour is detailed in the school's Promoting Positive Behaviour Policy. Should an investigation into an alleged bullying incident be found not to be bullying, then this does not mean that the incident is closed. It will be dealt with under the Promoting Positive Behaviour Policy.

All staff at BJAB have a duty to intervene and then log any incidents of bullying onto CPOMS. Once an incident has been logged the four-step action plan below, for a first instance, is instigated by the Senior Leadership team and any member of staff may be called upon to assist.

Step 1 – Gathering and Sharing information

Responsible	Pupil	Action
SLT with Vertical Tutor or Class Teacher	<ol style="list-style-type: none"> 1. Target 2. Bully 3. Spectators and followers 3. Witnesses 	<ol style="list-style-type: none"> 1. Investigate and document the alleged bullying. 2. Ask all pupils to write an account of the incident (if able), sign and date it. Do not allow the words 'only' and 'just' to be used in these accounts. 3. Read through the accounts and ask for further information/clarification where necessary.

		<p>4. Senior School - refer, if appropriate, to the Anti-Bullying Advice to Pupils leaflet. (Appendix 2)</p> <p>5. All originals should be stored on CPOMS and SLT will:</p> <ol style="list-style-type: none"> EYFS – Y6 <ol style="list-style-type: none"> inform the class teacher Y7 – Y10 <ol style="list-style-type: none"> inform the Vertical Tutor / Tutor of the bully Alert the Vertical Tutor / Tutor of each of the spectators / followers inform the Vertical Tutor / Tutor of the target inform the Vertical Tutor / Tutor of the witnesses
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Step 2 Dealing with the Situation

Responsible	Pupil	Action
SLT with Vertical Tutor /Form Tutor or Class Teacher	Bully	<p>Aim to change the bully's behaviour; ask him/her to</p> <ol style="list-style-type: none"> Consider the effect his/her actions have had on the target Acknowledge that what he/she did was wrong, as well as a serious offence against School Rules Recall the sanctions that the School is prepared to implement in cases of serious/persistent bullying Think of a more appropriate way of behaving Record appropriate personal targets for future behaviour Offer a genuine apology to the target
	Target	<p>Aim to restore the target's self-esteem; he/she should be:</p> <ol style="list-style-type: none"> Reassured that what the bully did was wrong Promised the support of the school Asked to monitor what happens in the future and to report immediately any future problems with bullying Encouraged to consider more assertive and confident ways of behaving in order to avoid the unwelcome attentions of a bully Encouraged to accept the bully's apology and give him/her the chance to prove that the apology is meant
	Spectators / followers	<p>Aim to change the spectators'/followers' behaviour: encourage them to:</p>

		<ol style="list-style-type: none"> 1. Understand that it is never acceptable to treat bullying as a spectator sport 2. Acknowledge that what they did was wrong 3. Think of a more appropriate way of behaving 4. Consider more assertive and confident ways of behaving if they are themselves frightened of becoming the target of the bully
	Witnesses	<ol style="list-style-type: none"> 1. Reassure the witnesses that they were right to inform on the bully 2. Congratulate them on their responsible attitude
	All parties	<ol style="list-style-type: none"> 1. Inform the teaching staff at the next briefing/meeting

Step 3 – support and monitoring during the school day

All Staff	All parties	<ol style="list-style-type: none"> 1. Provide support for the target 2. Monitor the behaviour of the bully and spectators/followers towards the target and witnesses 3. Report any concerns on CPOMS alerting the Vertical Tutor/Tutor/Class Teacher
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Step 4 – Support and monitoring from the Form Tutor / Vertical Tutor/ Class teacher

Vertical Tutor Form Tutor Class Teacher	Target	<ol style="list-style-type: none"> 1. Be aware of the incident. 2. Check that there has been an appropriate improvement in the situation (e.g. daily for the first week; weekly for the next month) ie that the bullying has stopped and that there have been no repercussions following the investigation.
	Bully Spectators and followers	<ol style="list-style-type: none"> 1. Be aware of the negative incident. 2. Monitor the pupils' future behaviour. 3. Seek opportunities to praise appropriate/cooperative behaviour.

		4. Encourage other staff to praise appropriate/cooperative behaviour and record it via a positive referral.
	Witnesses	<ol style="list-style-type: none"> 1. Be aware of their positive action. 2. Check that the bullying has stopped and that there have been no repercussions following the investigation (eg once a week for a month).

In serious cases (for example, physical violence, damage to property, vicious verbal abuse, organised isolation) as well as in persistent cases further measures will be taken concerning the bully:

- Parents of the bully will be called in to discuss the situation
- Parents and the bully will be reminded of and given a copy of the school policy
- Sanctions as in line with the behaviour policy and decided by the Headteacher will be applied (See also Appendix 3)
- If appropriate the bully will be asked to replace damaged property
- Discussion surrounding support for the bully linked to self-regulating behaviour and self-esteem will be implemented
- In serious cases the Expulsions policy will be consulted

4.2 Roles and responsibilities, and the parts all people can play in preventing bullying including finding themselves as bystanders

4.2.1 Class teachers / Vertical Tutor / Form Tutor

Teachers at BJAB take all forms of bullying seriously and intervene to prevent incidents from taking place. They record all incidents of behaviour on CPOMS. Teachers at BJAB endeavour to do all they can to support pupils involved in bullying incidents.

4.2.2 Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should immediately contact their child's class teacher for Years EYFS - 6 or tutor for Years 7 - 10. The child should be encouraged to talk to his or her class teacher or tutor about any worries as well.

Parents should watch for signs of distress in children, including reluctance to attend school, complaints about minor illnesses, complaints about missing possessions, and apparent isolation.

Parents have a responsibility to support the School's anti-bullying policy and to actively encourage their child to be a positive member of the School.

Bullying issues can be solved when all parties engage with the actions and activities outlined in this policy.

4.2.3 Headteacher

It is the role of the Headteacher, Deputy Head and DSL to implement the anti-bullying policy and to ensure that all staff are aware of the school policy and how to deal with incidents of bullying.

The Senior Leadership team ensure that all pupils know that bullying is wrong and unacceptable at BJAB. The pupils' attention is drawn to this at suitable moments such as through discussion and assemblies.

The Senior leadership team ensure that staff access sufficient training to be equipped to deal with incidences of bullying.

4.3 Reporting a bullying issue to external agencies, e.g. police or social services (please also refer to the Safeguarding Policy)

A bullying incident should be treated as a safeguarding concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. When a bullying incident becomes a safeguarding incident, procedures in our **Safeguarding policy** will be followed. In circumstances where it is believed that a criminal offence has occurred, incidences will be referred to the police by the Headteacher, Deputy Head or DSL.

4.5 Record keeping

All incidents are recorded and tracked using CPOMS

5.0 ETHOS, TRAINING, MONITORING AND DEVELOPMENT

5.1 A school ethos / Preventative action

Bullying is wrong and can cause serious psychological damage to individuals or groups of children. Therefore, we do all we can to prevent it by developing a positive school ethos in which bullying is regarded as unacceptable.

Issues related to bullying are taught during PSHEE in an age-appropriate way. The topic is also addressed during assemblies and during theme weeks such as, Healthy week and Empathy week.

EYFS – Y6 – We are a telling school poster (appendix 1) is displayed and referred to around the school

Y7 – Y10 – Anti Bullying advice to pupils booklet (appendix 2) is included in the pupil booklet, issued upon their start at BJAB, and is also discussed at the start of each academic year.

6.0 COMMUNICATION

The school's policies on behaviour and bullying are regularly communicated to parents and are available on the school's parent portal. Parents are therefore aware of the school's attitude to bullying and feel confident in coming to report any concerns that they may have.

7.0 MONITORING AND REVIEW

This policy is the responsibility of Mr Retter, the Headteacher and Madame De Maertelaere, the Proprietor.

Headteacher: (Francis Retter)	
School Proprietor (Madame De Maertelaere)	
Updated: June 2024	To be reviewed: June 2025

APPENDIX 1



BJAB – The British Junior Academy of Brussels Lower School

Anti-Bullying Code

We are a ‘telling’ School

If you see someone being a bully, what should you do?

- TELL SOMEONE – your teacher, any other adult or staff member, your parents, a friend.

Why is it so important to tell someone?

- If you do not tell anyone, you are helping the bully.
- Watching and doing nothing is almost as bad as doing the bullying yourself.
- If you see someone being bullied, tell someone – you have done the right thing.
- The person doing the bullying does not need to know that you have told anyone.

This is how we can keep bullying out of BJAB

APPENDIX 2



**BJAB – The British Junior Academy of Brussels
Prep School**

**Anti-Bullying
Advice to Pupils**

You are a bully if you do any of these things to someone else:

- Call them names
- Spread rumors about them
- Make up stories just to get them into trouble
- Take their friends away, leaving them on their own
- Tell other people not to be friends with them
- Look at them in a nasty way
- Kick them, hit them, trip them up or push them around
- Make nasty remarks about their:
 - Clothes
 - Family
 - Culture, religion or colour
 - Sexuality
 - Looks or weight
 - Disability or medical condition
- Don't choose them to be your partner in class
- Leave them out when choosing a games team
- Laugh or sneer at their work
- Tell them you are busy and then go off to enjoy yourself with other people
- Take away their possessions
- Demand money or possessions from them
- Demand their property

- Hide their bag, books or other belongings
- Make jokes about them when you can see they are upset
- Send them nasty notes
- Write nasty graffiti about them on books, pencil cases, desks etc.
- Send them nasty text messages or make silent calls on their phone
- Write nasty things about them on the computer
- Carry on 'messaging about' when you can see they are not enjoying it
- Make threats about nasty things that will happen to them
- Go along with the crowd who are doing any of the above.

Don't keep on bullying.
Don't make someone's life miserable.

▪ **What is our aim?**

We are committed to providing a caring, supportive, friendly and safe environment for all pupils so that you can learn in a relaxed and secure atmosphere. Bullying of any kind is always unacceptable and will not be tolerated at the British Junior Academy of Brussels. If bullying does occur, we would like you to tell us, safe in the knowledge that it will be dealt with promptly and effectively. Bullying is not a spectator sport. It is our policy to encourage the atmosphere where **anyone who knows that bullying is happening will talk to a member of staff.**

▪ **What is bullying?**

Bullying:

is deliberately aggressive
happens in an unequal power relationship
results in pain and distress

Bullying can be defined as the repeated intimidation of a pupil, intentionally carried out by a more powerful pupil or group of pupils in order to cause physical and/or emotional hurt.

▪ **What do we believe?**

Bullying hurts.

Bullying is wrong.

Bullying won't be tolerated.

Everyone has the right to go home happy.

▪ **What to do if you know someone else is being bullied?**

You should tell someone. Talk to someone you can trust (see the list below).

▪ **What to do if you are being bullied?**

- You should tell someone. This can be hard if you are frightened, but the bullying may not stop if you don't tell someone. Talk to someone you can trust:
 - A friend

- A senior pupil
- A parent or other relative
- A Designated Safeguarding Lead
- A school Office
- Your tutor or other teacher
- Ask for help – do not try to deal with the problem on your own.
- Resist the temptation to hit back – you could also end up being accused of bullying.
- Tell the truth and do not exaggerate – if a small part you say is found to be untrue, everything else will be doubted too.
- Stay calm and believe in yourself.

Do not try to stop your parents from telling the school. Bullying is not a normal part of school life.

▪ **What to do if you think you are a bully?**

A lot of people don't realise that what they say or do is upsetting someone else. If you think you might be a bully, you should talk to someone. You know that bullying is wrong. Talk to someone you can trust. They will give you support and help you to stop.

Sanctions linked to bullying

First Instance

- The process of identifying a pupil's behaviour as bullying as well as the time taken from a bully in order to follow the above procedure will usually mean that no further punishment is necessary.

Repeated instance

- Lunchtime detention.
- Exclusion from certain areas of the school premises.
- Fixed term exclusion from school.
- Permanent exclusion.

APPENDIX 3: SANCTIONS

The punishment will be one of the usual School sanctions (refer to Promoting Positive Behaviour Policy), reflecting the seriousness of the case.

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