

# BULLY-PROOFING POLICY

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## **MISSION STATEMENT**

**To Inspire, Challenge and Nurture for Excellence**

### **Our Guiding Principles:**

- To sustain our reputation for academic excellence by providing a rigorous and balanced international curriculum.
- To enable our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- To foster leadership abilities in our students within a friendly and caring community that inspires, challenges and reflects our international ethos.
- To enable our students to develop a strong sense of belonging, respect and social responsibility in order to create a better more peaceful world.
- To be internationally recognized for our commitment to education for international understanding and partnerships.

# BULLY-PROOFING POLICY

## “All Different - All Equal”

### 1. Purpose

- 1.1 To develop and maintain positive relationships between all stakeholders, students, teaching staff, parents, families’ domestic staff and all other community members, within the British School Jakarta (BSJ).
- 1.2 At BSJ, each student is entitled to learn within a safe and secure environment. The School does not tolerate bullying and actively works, through agreed policies and procedures, to do its utmost to create a bully-proofed environment. All members of both the immediate and wider community, as identified in 1.1, should work together to implement this School policy and thus work towards providing a bully-free environment.
- 1.3 To respond promptly and effectively to bullying as everybody has the right to be treated with respect:
  - a) Victims of bullying behaviour must be supported, enabling them to develop coping and resilience strategies and to regain self-esteem and self-confidence.
  - b) Students who display bullying behaviour must learn different ways of behaving, as well as develop an understanding of their motivations and past behaviours.
  - c) The school will use restorative practices with the intention of healing the harm done and restoring relationships.

### 2. Objectives of This Policy

- 2.1 To ensure that all students, teaching staff, parents and Governors understand that bullying is a Child Protection matter and have an understanding of what constitutes bullying.
- 2.2 To ensure that all students, teaching staff, parents and Governors understand what the school does to bully-proof the school and what their role is within this strategy.
- 2.3 To ensure that all teaching staff and Governors understand the School’s procedures in relation to bullying and follow them when bullying is suspected or reported.
- 2.4 To ensure that all students and parents understand the School’s procedures in relation to bullying and what they should do if they, their own or other children are being bullied.

### 3. What is Bullying?

- 3.1 There is no legal definition of bullying in the UK. However, it is usually defined as behaviour that is:
  - “repeated
  - that hurts someone either physically and /or emotionally (and, that is)
  - often aimed at certain groups, eg because of race, religion, gender or sexual orientation”

It can take many forms (**see Appendix One**)

### 3.2 The BSJ definition of bullying

Bullying is **repetitive, intentional actions by one individual or group that causes harm to another individual or group. Bullying involves an imbalance of power between the two parties.** (Based on the Anti-bullying Alliance definition). See **Appendix One**.

In addition to point 3.1, BSJ recognises that targeted individuals or groups include students that are seen to be different from others, socially awkward or unusual.

**3.3** Students do have difficulties in some relationships from time to time and this can on occasion lead to conflict. Sometimes hurtful behaviour takes place. The school will not always categorise such incidents as bullying but they will always be investigated and appropriate action will be taken. See **Appendix Two** and **the Behaviour Management Policy**.

**3.4** Bullying can occur between stakeholders, for example, between students or members of staff and may also be carried out by students towards staff or staff towards students. Bullying can also occur when other people are encouraged to engage in bullying behaviour.

**3.5** There are no boundaries to bullying. Increased use of digital technology in its many forms has increased the forums for bullying and the lines between school and home are becoming increasingly blurred. All members of our community must be aware that all incidents of bullying between members of the school community, whether they occur on or off site, will be dealt with using the procedures outlined in this policy and accompanying protocols.

## 4. Signs and Symptoms of Bullying

**4.1** A student or member of our community may indicate by signs or behaviour that he or she is the victim of hurtful behaviour or bullying. Below some of the possible signs or behaviours are identified which adults (and students as appropriate) should be aware of and may cause further investigation to take place.

### **Recognising the signs.**

Someone who is being bullied may:

- be unwilling to go to school
- regularly have books or clothes damaged
- have possessions that 'go missing'
- continually 'lose' money
- begin doing badly in schoolwork
- have unexplained bruises, scratches, cuts
- ask for money or begin stealing money
- become withdrawn or start stammering
- have noticeable and prolonged changes in mood
- become distressed
- become bad-tempered
- refuse to say what is wrong
- lose appetite or start overeating
- cry himself/herself to sleep or have nightmares
- attempt or threaten to harm him/herself
- be frightened of getting on the school bus
- insist on being driven to school

4.2 These signs and symptoms could indicate other problems, but bullying should be considered as a possibility and investigated, with the involvement of the school's DPCPO.

## 5. School Procedures for Dealing With Bullying

At BSJ we believe that a caring school culture, combined with quick consistent responses for low level disrespectful behaviours and clear behaviour expectations will help ensure that our school is a friendly place for all to be.

5.1 We aim to ensure that:

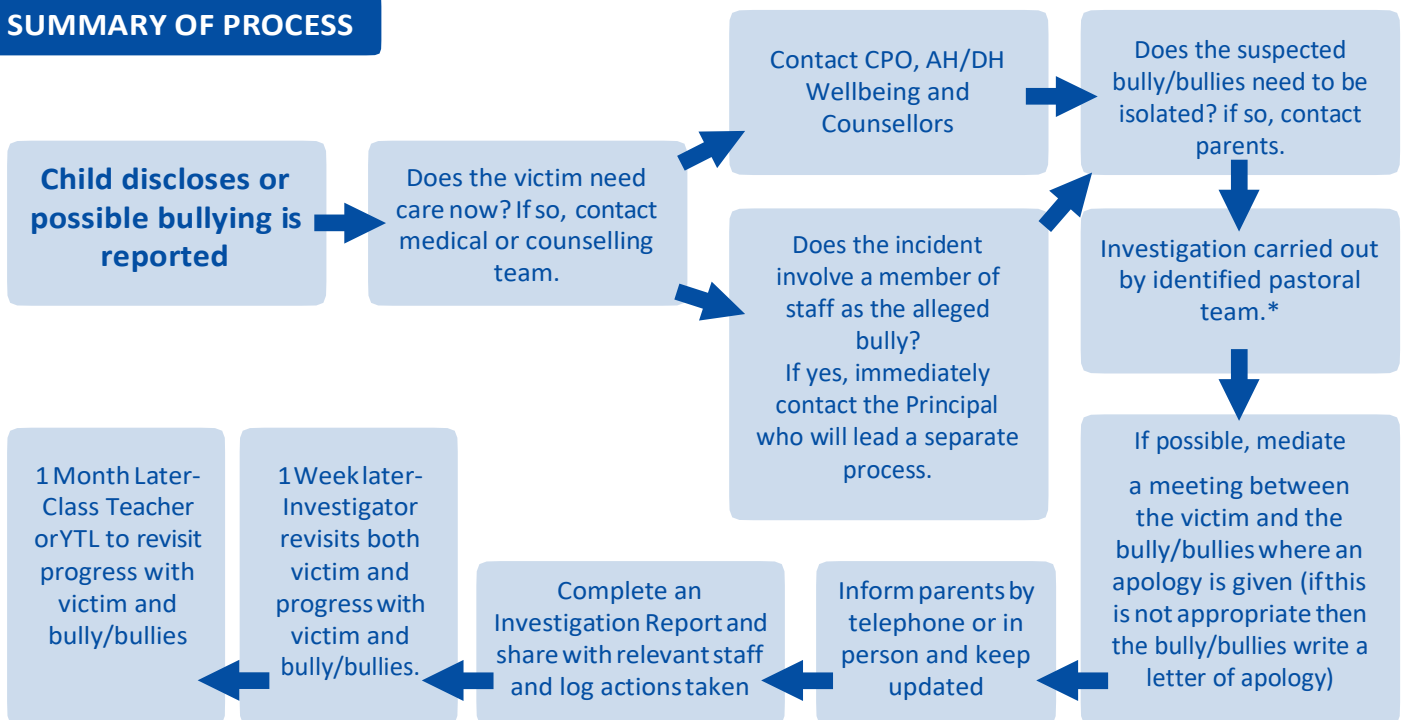
- The importance of caring, principled behaviour and community responsibility is reinforced through our wellbeing programme, Learner Profile and interactions with students on a daily basis (refer to Appendix 3);
- Primary has an Assistant Head for Student Well-being and Secondary has Deputy Head for Wellbeing with clear job descriptions who lead and monitors student wellbeing and initiatives;
- The School has clear age-appropriate guidance for student conduct which is based on mutual respect;
- The School gives clear guidance to staff in the staff handbooks and A-Zs on supporting students' wellbeing;
- The School looks to hire teaching staff with strong pastoral backgrounds and interests, and pastoral care is a feature of all employment interviews and requested references;
- Student Leadership in the School provides opportunities for students to seek peer support, to report worries and model a caring approach to others in the community;
- We teach children conflict resolution, the role of upstanders v. bystanders and to peer mediate through our wellbeing programme;
- All staff understand their role in listening to and responding promptly to complaints from students and parents about disrespectful behaviour;
- There are multiple simple ways for a student or parent to report concerns, and these are 'advertised' and reinforced to the community;
- Medical, counselling and pastoral staff are trained to spot symptoms of bullying, to support the bullied child and refer any suspected bullies;
- We ensure good adult supervision in all areas of the school and in particular in areas that bullying may be apt to happen;
- We regularly tackle the topic of bullying in all its forms during wellbeing, special wellbeing days, displays and posters and assemblies (refer to Appendix 3);
- We have consistent, age appropriate, rapid responses for incidents which are (or may lead if unchecked to) bullying which is led by either a Secondary Year Leader, Assistant Head or Deputy Head.

5.2 Students who have been bullied will be reassured and offered ongoing support in the first instance through the Pastoral Teams and Counselling. Age-appropriate advice and strategies

to restore self-esteem and confidence will be available through the School Counsellors. Parents will be informed of the support provided. (See Appendix 3)

- 5.3 Students who have used bullying behaviour will be helped by staff, as appropriate, discussing what happened, being encouraged to acknowledge the wrongdoing and the need to change behaviour. Parents will be informed to support and help in changing the attitude of the student.
- 5.4 A student who is being bullied, or who is worried about another student who is/may be being bullied, should report this without delay and can do so by informing a responsible adult including the Form Tutor/Class Teacher, Head of Year, Assistant Head Student Well-being, Deputy Head Wellbeing etc. These staff will involve the DPCPO.
- 5.5 Parents who are concerned that their child may be the victim of hurtful behaviour or bullying should report this to their child’s Form Tutor/Class Teacher, Year Leader or the Assistant or Deputy Head Student Well-being and/or DPCPO. Parents should expect a response from the school within 24 hours of their concerns being raised.
- 5.6 School Staff: if hurtful behaviour or bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who will inform the Form Tutor/Class Teacher, Year Leader or Assistant or Deputy Head Student Well-Being as appropriate.

## SUMMARY OF PROCESS



## 6. Monitoring, Evaluation and Review

- 6.1 The policy will be promoted and implemented by staff, as appropriate, throughout the School and all incidents will be recorded in the school data management system, in student files and in the offices of the DPCPO, Assistant or Deputy Head (Student Well-being) as appropriate to the student.
- 6.2 The policy will be implemented in conjunction with the Child Protection Policy, the Behaviour Management Policy, the School Counselling Service Policy, the Home School Agreement and other policies as appropriate.
- 6.3 The Student and Staff Sub Committee of the Board of Governors will receive an annual report, including statistics and key behavioural issues relating to bullying incidents, in Term 3 of the academic year.
- 6.4 The School will assess the implementation and effectiveness of this policy on an annual basis.

**Date: April 2020.**

**This policy will be reviewed on an annual basis**

### **Jane Smith, (DPCPO at BSJ until July 2018)**

This policy was written based on the principles outlined in DfES Guidance “Preventing and Tackling Bullying” 2014, ‘Bullying: Don’t Suffer in Silence’ and ‘Anti-bullying for schools’ by Kidscape 2005. This policy is in line with and embraces the UK’s Race Relations Amendment Act (2000) and the UK’s Equality Act (2010).

For further information, please refer to:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

## APPENDIX ONE: What is Bullying?

### **Bullying behaviour is that:**

- deliberately makes another person feel uncomfortable, distressed or threatened either physically or emotionally
- is repeated over time (ie is persistent)
- makes those being bullied feel powerless to defend themselves
- can include but not limited to; verbal, emotional, sexual, sexist, physical, cyber (including social websites, mobile phones, text messages, photographs, “youth produced sexual imagery” and email), race and religion, cultural, homophobic, special educational needs and disability.

### **Bullying may take many forms, such as:**

- physical: for example, hitting, pushing, kicking
- name-calling and verbal abuse: face-to-face, in writing, by phone or online
- cyberbullying: bullying via phone or online (e.g. by text message, YPSI, email, social networks, instant messenger)
- making racist, sexist or gender-based comments, jokes or graffiti
- making threats
- taunting or mocking
- spreading rumours
- making jokes to make someone look ‘small’
- shutting out a person
- ganging up on someone
- refusing to cooperate with someone
- hiding equipment or other possessions
- demanding money

### **Types of Bullying**

#### **Verbal bullying is saying or writing mean things. Verbal bullying includes:**

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

**Emotional bullying**, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

**Physical bullying** involves hurting a person’s body or possessions. Physical bullying includes:



- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

**Sexual bullying** can involve comments, gestures, actions or attention that is designed to hurt, offend or intimidate another person. With sexual harassment the focus is on a person's physical appearance, body parts, sexual orientation or sexual activity. Sexual harassment may be verbal, like making comments about someone, be instigated via technology like inappropriate text messages, photos or videos or be physical involving unwanted touch. Sexual bullying includes:

- Making sexual jokes, comments, or gestures to or about someone
- Spreading sexual rumours (in person, by text, or online)
- Writing sexual messages about people on bathroom walls or in other public places
- Showing someone inappropriate sexual pictures or videos
- Asking someone to send you naked pictures of herself or himself ("nudes") - Youth produced sexual imagery (YPSI)
- Posting sexual comments, pictures, or videos on social networks like Facebook, or sending explicit text messages
- Making sexual comments or offers while pretending to be someone else online
- Touching, grabbing, or pinching someone in a deliberately sexual way
- Pulling at someone's clothing and brushing up against them in a purposefully sexual way
- Asking someone to go out over and over again, even after the person has said no

**Cyberbullying** includes the use of (mobile) technology as a media for any of the purposes above. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click. Bullying via social networks, emails and texts will be addressed according to the same procedures as any other form of bullying in the school.

Please refer to our schools' ICT Acceptable Use Policy for further details on the responsible and acceptable use of technology by our staff and students.

**Cyber bullying includes:**

- Harassment.
- Stalking.
- Rumour Spreading.
- Disclosure (sharing of personal information of others without their consent).
- Exclusion/Ostracism.
- Heated Exchanges.
- Defaming, Belittling, or Mocking.
- Impersonating.

**Racial, religious, cultural bullying** is treating someone differently, making offensive remarks of being physically aggressive or offensive to somebody because of the colour of their skin, their beliefs or their race. Racist bullying includes:

- Exclusion, harassment and ostracism
- Telling jokes intended to offend or which could inadvertently offend
- Attacks on your person or your property.

**Homophobic bullying** is when people behave or speak in a way which makes someone feel bullied

because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual or transgender or just because they are seen as being different. Bullying can include:

- Exclusion, harassment and ostracism
- Threatening to “out” you or your family member
- Use of offensive language or actions
- Aggressive behaviour
- Comments or abuse via online technologies

**SEND bullying** is when people behave or speak in a way which makes someone feel bullied because of a minor or severe Special Educational Need or Disability. Bullying can include:

- Exclusion, harassment and ostracism
- Use of offensive language or actions
- Aggressive behaviour
- Comments or abuse via online technologies

## APPENDIX TWO: Normal Peer Conflicts Bullying Behaviour

Normal Peer Conflicts	Bullying
Equal power between friends	Imbalance of power between friends
Individuals often play together	Individuals rarely play together
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Not Serious	Serious, with threat of physical or emotional harm
Equal emotional reactions	Strong emotional reaction from victim, minimal or no emotional reaction from bully
Not seeking power or attention	Seeking power, control or material things
Not trying to get something	Attempt to gain material things or power
Remorse, will take responsibility	No remorse - blames victim
Make effort to solve problem	No attempt to solve problem

Taken from: <https://www.ncjrs.gov/pdffiles1/nij/grants/221078.pdf>

## APPENDIX THREE: An understanding of Bullying

### Students

The school will work to combat bullying by teaching pupils about bullying and appropriate strategies to combat bullying through:

- weekly tutorial sessions and wellbeing lessons
- regular whole school and class assemblies
- older children supporting younger children as playtime 'buddies'
- displays of appropriate work
- students given opportunities to take on leadership roles, ie House Captains, Buster's Buddies and Student Council representatives
- Positive reinforcement of behaviour through praise, House Points and merits for demonstrating positive social skills

Students will understand the various roles within bullying cycles and how to act:

### Victims:

- always tell someone that you trust (an adult or friend)
- remember you are not the one who is acting incorrectly.
- inform the bully that they are acting inappropriately and you would like them to stop
- if you can, ignore the bully and do not show that you are upset
- if possible, avoid being alone in the places bullying happens be assertive, if you can walk away quickly and confidently, even if you do not feel that way inside
- your safety is more important than your possessions. If you are in danger, don't hold onto them
- if you are different in some way, be proud of who you are

### Friends:

- listen to your friend and talk it through
- be sensitive and understand their situation
- avoid leaving them on their own
- advise the person being bullied to talk to an adult
- in serious cases, speak directly to an adult yourself on behalf of your friend.

### Bystanders:

- even if you don't take part in bullying but see it and walk away, you are ignoring your responsibilities
- report directly to an adult any bullying that you have observed
- give sympathy and support to the person being bullied

## **Parents/Carers and Academic Staff**

Raising awareness in staff and parents through:

- CPD sessions for teaching and non-teaching staff
- discussion of issues arising in staff meetings
- Presentation of policy in key areas of the school and on the server for reference

## **For Parents**

Changes in behaviour may indicate other problems. But, if you become aware of and are concerned by any of the behaviour listed on pages 1-2 of this policy, and think your child is being bullied:

- encourage him/her to talk about the problem
- reassure him/her of your support
- listen calmly and not overreact
- attempt to find out when and where the bullying takes place. Is there a pattern?
- contact the class teacher to discuss the problem
- work with the class teacher to support your child within or outside school
- if the bullying takes place outside school but involves other school community members report it to the school

## **For Staff**

All members of staff, teaching and non-teaching, should deal with any incident of suspected or observed bullying by:

- report it as a child protection matter (Appendix 4)
- talking to the pupil and giving reassurance
- taking appropriate action using sanctions in line with the behaviour policy
- in confirmed instances, producing a written statement of what has happened and the action taken (Appendix 5)

## **Serious or recurring bullying**

The appropriate member of staff will do the following:

- report it as a child protection matter (Appendix 4)
- arrange for support and reassurance for the pupil being bullied
- interview the person(s) accused of the bullying, always giving them an opportunity to explain their actions.
- ensure that the appropriate disciplinary action is taken in line with the Behaviour Policy of the school.
- contact parents/carers when necessary
- work with pupils, parents/carers and other teachers to support those involved
- and prevent future instances of bullying

## **Outcomes**

1. The bully (bullies) will apologise in a genuine manner
2. Wherever possible, the pupils will be reconciled
3. In serious cases, suspension or even exclusion will take place in line with the behaviour policy

4. After the incident / incidents have been investigated and dealt with, each case will be logged and monitored by the Pastoral Assistant or Deputy Head to ensure repeated bullying does not take place.
5. All disciplinary measures in cases of bullying must be applied fairly, consistently and reasonably.

## APPENDIX Four: BSJ - Child Protection Record of Concern

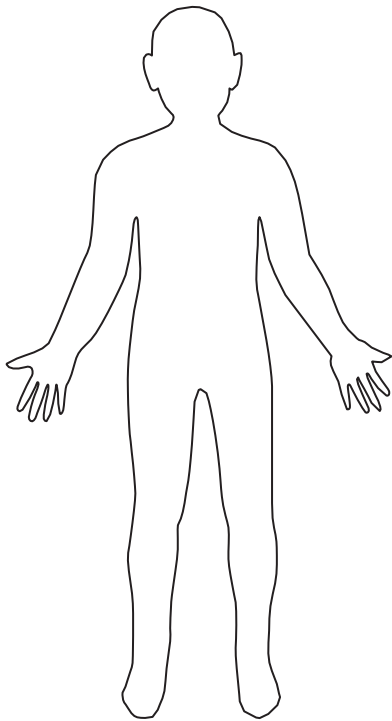
Confidential. Hand to a CPO or send in a sealed envelope.

Full Name of Student: Male/female: Class:	
Full Name of Staff Member Reporting: Date (dd/mm/yyyy) and Time (am or pm): Location of incident:	
<p><u>Record of your concerns:</u></p> <p>Please take care to state facts and not your opinions; note injuries or marks on the body that you saw; note the state of mind/emotions of the young person and any other impressions you had.</p> <p>Try to write down the exact words they used to describe their experience/s.</p> <p>Continue on another sheet of paper if needed.</p>	
<b>Any other relevant information</b>	
<b>Signed</b>  <b>Print your full name</b> _____  <b>Name of SLT member to receive form</b> _____ Date ____/____/_____  _____ Date ____/____/_____  _____ Date ____/____/_____	

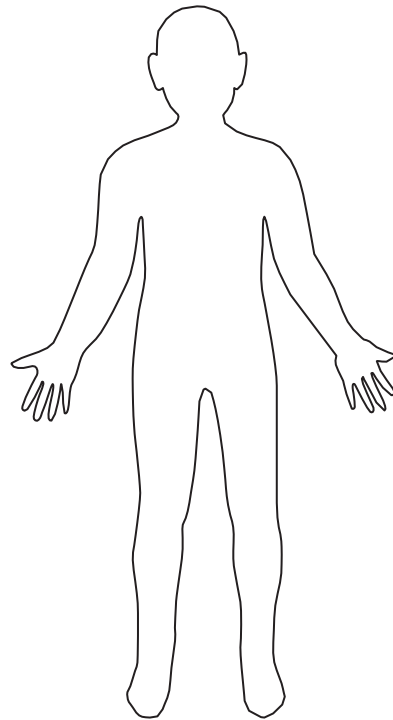
Child's name : \_\_\_\_\_

Witness/adult : \_\_\_\_\_

Date (dd/mm/yyyy) : \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: \_\_\_\_\_



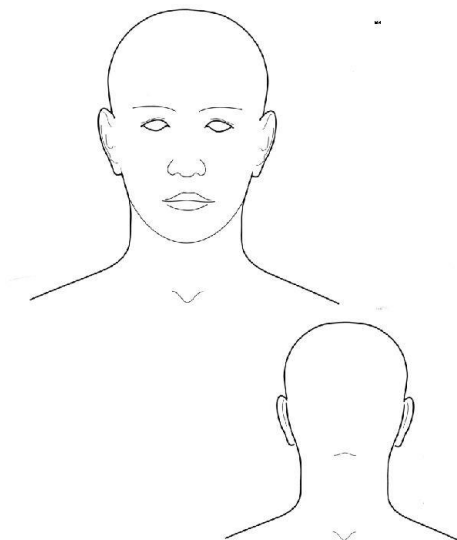
**front view**



**back view**

Use the body and face outlines above/below to note injuries and any marks on the child that you saw or were shown (without asking the child to remove clothing or expose self). Use pen/felt tip, not pencil. Do not take photographs or video.

**Note:**



**signed:**



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