

# POLICY FOR ANTI-BULLYING

**ISI – Regulation Paragraph 10:** The proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy in liaison with the Head.

**The school has drawn up and implemented effectively, a written policy to prevent bullying for all classes including the EYFS (Reception Class), which has regard to DfE guidance *Safe to Learn: embedding anti-bullying work in schools*. This policy has due regard to Every Child Matters; Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Wellbeing. This policy also has due regard to the terms of the Equality Act 2010 and guidance provided by the Equality and Human Rights Commission as to its implementation in school. **This policy applies to all pupils including those in the EYFS.****

The Policy includes:

(a) a definition of bullying:

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email);

(b) the seriousness of bullying, both physical and emotional (which may cause psychological damage);

(c) procedures to follow – so that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies (such as police/children's social care) is known, and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. Note, a bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm;

(d) raising awareness of staff through training, so that the principles of the school 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. A record of all staff training can be found in Policy Handbook 5.

(e) using educational elements such as personal, social, health and economic education (PSHE), assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;

(f) implementing disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);

(g) having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;

(h) involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

Additional Computing related notes:

a) use of mobile phones by staff in EYFS - Staff should not save or keep photographs or videos of pupils on their personal mobile phones, computers or cameras (also refer to Safeguarding Policy below)

(b) use of mobile phones by pupils in school - these are not allowed (also refer to Parents' and Staff Handbooks)

(c) guidance about the taking of official and parental photographs of pupils in school – parents sign a consent form on joining the school (also refer to Terms and Conditions)

(d) use of computers and other devices in school, including filtering and monitoring of internet usage and use of a computer other than in lessons, internet safety awareness and social networking sites and sharing of personal information (also refer to Computing and E-Safety Policies below)

(f) use of technologies to tease, bully or threaten (see below)

## **Introduction**

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School.

### **Why is an anti-bullying policy necessary?**

The School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The School also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated. The School has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

### **What is bullying?**

Bullying can occur through several types of anti-social behaviour. It can be:-

a) *Physical*

A child can be physically punched, kicked, hit, spat at, etc.

b) *Verbal*

Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.

c) *Exclusion*

A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.

d) *Damage to property or theft*

Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupils hand over property to them.

e) *Cyber Bullying*

A child can be bullied through emails, instant messaging, text or digital imaging messages sent on mobile phones, social networking sites, web pages, blogs, chat rooms or discussion groups and other cyber technologies.

Bullying can cause psychological damage and even lead to suicide. Although bullying is not a criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

### **What can you do if you are being bullied?**

Remember that your silence is the bully's greatest weapon!

a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!

b) Be proud of who you are. It is good to be individual.

c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.

d) Stay with a group of friends/people. There is safety in numbers.

e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.

f) Fighting back will make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.

g) Generally it is best to tell an adult you trust straight away. You will get immediate support. You can speak to your Class Teacher or any member of staff at school.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

### **Cyber Bullying**

Cyber bullying is the use of technology, particularly mobile phones and the internet, deliberately to upset someone else. Some cyber bullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, and the Malicious Communications Act 1988.

Pupils will often have access to technologies that have both positive and negative potential. Consideration should be given to the use of technology within the school setting and beyond. We have a range of policies and procedures in place listed below, which are clearly, understood and respected by staff, pupils and the wider school community. These include:

- a) Clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy. Also refer to our Computing and Safeguarding policies;
- b) Clear guidance on the use of technology in the classroom and beyond **for all users, including staff, pupils and visitors** that references permissions/restrictions and agreed sanctions;
- c) Detail the school's technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues;
- d) Detail on how the school builds resilience in its pupils to protect themselves and their peers through education and information through lessons such as Computing and PSHE;
- e) Detail on staff safeguarding professional development that includes online safety (further details can be found in the Safeguarding Policy);
- f) Reporting mechanisms available **for all users** to report issues and concerns to the school and how they are managed and/or escalated;

- g) How the school informs, communicates with and educates parents/carers in online safety (see also the Computing Policies);
- h) The management of personal data in line with statutory requirements (see details in the Safeguarding Policy).

#### **How are we trying to prevent it?**

- Updating and reviewing our Anti-bullying Policy to include cyber bullying.
- Please refer also to the School's Computing and E-Safety policy.
- Raise the awareness of staff, parents and students to the problem through PSHE lessons, and communication via letters/pamphlets with parents.
- Raise awareness of children's responsibilities in their use of Computing.
- Promote the positive use of technology.
- Provide and publicise different ways of reporting an incident and offer advice about how pupils can keep themselves safe.
- The schools computers have robust filter systems in place. Children are always supervised whilst using computers at school.

#### **How can cyber bullying be reported?**

- Talk to someone you trust, a parent or any member of staff,
- The Head is the Designated Senior Lead for Child Protection and any concerns can be reported to her.

#### **What sanctions will be used?**

- The 'No blame' approach will be used; however, the person may lose certain privileges depending on the severity and the length of the bullying. These may include blocked access to the Internet at school, detention, or even suspension or exclusion, which will be at the discretion of the Head. Access to technology should be seen as a privilege not a right and the abuse of these privileges brings consequences.

#### **If you know someone is being bullied:-**

- a) TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully.
- d) Tell your Class Teacher or any member of staff at school.

#### **What the School does:-**

- Organises the community in order to minimise opportunities for bullying, e.g. provides increased supervision at problem times.
- Uses any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PSHE programme, class circle time, assemblies and in RE lessons.
- Deals quickly, firmly and fairly with any complaints, involving parents where necessary.
- Reviews the School Policy and its degree of success. Ensures members of staff's awareness of bullying is raised through training and discussion during staff meetings etc.
- The School Staff continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Does not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- Ensures teachers keep a record of any incidents of bullying to enable patterns to be identified. Teachers should inform the Head of these incidences.
- Incidences of bullying are recorded on the pupil incident form (found in the Staff Handbook) and these must then be shown to the Head. The forms are kept in the Pupil Behaviour folder in the Head's Office
- The Head keeps the Proprietor updated on any incidences of bullying and action taken and these discussions are minuted.

#### **Parents should:-**

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.

- Make sure your child is fully aware of the School policy concerning bullying, and that they will not be afraid to ask for help.
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our School.

### **Action to be taken when bullying is suspected**

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the bullies.

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the victims' parents/guardians.
- by offering continuing support when they feel they need it.
- by taking one or more of the disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the bullies' parents/guardians.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of the disciplinary steps described below to prevent more bullying.

### **Disciplinary Steps**

1. They will be warned officially to stop offending.
2. Informing the bullies' parents/guardians.
3. They may be placed on report and/or have privileges withdrawn.
4. They may be moved to another seat or transferred to another class. A pupil may work in another classroom away from the usual group for a cooling off period.
5. They may be given an after school detention with parental approval.
6. They may be withdrawn from participating in practical work for a period of time as appropriate to safeguard the welfare of the majority of pupils.
7. A contract may be agreed which includes the staged accrual of privileges. The contract should be written in such a way that it focuses on specific behavioural problems and offers accrued benefits for achieving the stated goals.
8. If they do not stop bullying they will be suspended for a minor fixed period (1 or 2 days).
9. If they then carry on they will be recommended for suspension for a fixed period (up to five days) or an indefinite period.
10. If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).

### **Additional Useful Information:**

- The Safeguarding and Behaviour Policies below contains further useful information and should also be referred to.
- Non-statutory DfE advice Preventing and Tackling Bullying (October 2014)
- Supplementary advice documents for parents, for teachers who find themselves attracting online bullying, and a fact sheet (March 2014) concerning supporting children who are bullied are also available.

Approved by:   
(Josie Cameron Ashcroft)

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