



ANTI – BULLYING POLICY

(part of our Safeguarding Children policies)

This should be read in conjunction with the Behaviour Management and Discipline Policy.

Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

This policy reflects the DfES guidance *Bullying – Don't Suffer in Silence*.

Our school had adopted the KIDSCAPE guidance regarding preventing and dealing with bullying in schools.

Further support, links and advice are available at www.kidscape.org.uk

This policy should be read in conjunction with our Behaviour Management and Discipline policy and with our Equal Opportunities/Racial Equality policy.

Statutory duty of schools

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. **We are a TELLING school.** This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

- Bullying is the use of aggression with the intention of hurting another person.
- Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.
- Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence

- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

- Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.
- All the teaching and support staff have the responsibility to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Adults should be aware of these possible signs of bullying and they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay the bully)

- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when an e-mail message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Pupils must be encouraged to report bullying in schools.
This is a feature of a *telling* school.**

Procedures to follow in the event of a bullying Incident (summary)

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

These six procedures are further outlined below:

School

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Headteacher
- The incident will be logged in the anti-bullying logbook kept in the staffroom
- The Headteacher will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists the classteacher will advise all other staff who work with the class (kodesh staff, nursery practitioners, classroom assistants etc.)
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- Sanctions will be used as appropriate and in consultation with all parties concerned (see below as well as the Behaviour Management and Discipline policy).

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice
- reassuring the pupil

- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

Wherever possible, the pupils (ie the bully and the bullied) will be reconciled.

Where necessary in more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services, Norwood, Binoh etc.

Disciplinary Steps

This is the school disciplinary ladder **for managing unacceptable behaviour:**

- 1. Pupil is spoken to by the member of staff who witnessed the incident.**
- 2. Pupil is spoken to by the class teacher**
- 3. Pupil is spoken to by another class teacher.**
- 4. Pupil is spoken to by the Headteacher.**

Depending on the severity of an incident, sanctions will be given in the following order:

- **Verbal warning**
- **Time out in the classroom**
- **Time out in another classroom**
- **Time out in the Headteacher's office**
- **Letter home to parents**
- **Phone call home to parents**
- **Loss of privileges**

In the case of bullying, these sanctions extend to:

- **official warnings to cease offending**
- **detention**
- **exclusion from certain areas of school premises**
- **minor fixed-term exclusion**
- **major fixed-term exclusion**
- **permanent exclusion**

Our exclusion procedures are detailed in our Behaviour Management and Discipline policy.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

- We are a school that promotes positive behaviour management and where staff use specific verbal praise to re-enforce and extend good behaviour.
- We outwardly reward good, kind and thoughtful behaviour with Significant Achievement and Headteacher's Chesed awards.
- Our school Golden Rules promote considerate behaviour and the celebration of each other's achievements.
- We believe that adults should act as role models to the pupils in their language and behaviour.
- Our Behaviour Management and Discipline policy details the behaviour expected of staff, governors and parents which includes a zero tolerance of shouting and sarcasm as well as any form of humiliating, threatening or intimidating language towards pupils or other adults within the school community.
- We will use KIDSCAPE methods for helping children to prevent bullying.
 - See appendix 1 (Advice for Teachers BULLYING What to do)
 - See appendix 2 (20 Practical Ways to a Friendlier Playground)
 - See appendix 3 (Don't Bully Me! Advice for Primary Age Children)

We also consult other published anti-bullying resources for example, *What's the Score on Bullying*.

- Within the secular and kodesh curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.
- We also take part in national initiatives for example **National Anti-Bullying Week**.
- Bullying Prevention activities may include at different times:
 - writing a set of school rules
 - signing a behaviour contract
 - writing stories or poems or drawing pictures about bullying
 - reading stories about bullying or having them read to a class or assembly
 - making up role-plays (or using KIDSCAPE role-plays)
 - having discussions about bullying and why it matters
- Following the guidance available at www.bullying.co.uk/schools/bullying_policy.php (see appendix 4) we are careful not to use circle time as a forum for investigating bullying as this can make children feel humiliated and distressed.

Roles and Responsibilities

The role of Governors

- The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the Governors on request about the effectiveness of school anti-bullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the Governing Body.

The role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.
- The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

- All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time then, after consultation with the Headteacher, the teacher informs the child's parents.
- In the staff room, there is an anti-bullying logbook in which staff record all incidents of bullying that occur both in and out of class. We also record incidents that we know about that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it in the logbook.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has done the bullying,

explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the Headteacher and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Headteacher may contact external support agencies, such as the social services, Norwood, Binoh etc.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of 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 contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are encouraged to tell a member of staff if they know or see that another pupil is being bullied.
- Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.
- Our School Council will develop its own anti-bullying code.

Monitoring and review

- This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors on request about the effectiveness of the policy.
- The anti-bullying policy is the Governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.
- This policy will be reviewed every two years or earlier if necessary.

Sara Harris (Headteacher)

Signed: *Sara J. Harris* (Headteacher) *Eddy Breuer-Weil* (Chair of Governors)

Date: June 2007