

Anti Bullying Policy



Policy Updated	March 2017								
Adopted by	Miss Michelle Taylor			February 2017					
Policy Review	2018	DATE	INITIAL	2019	DATE	INITIAL	2020	DATE	INITIAL
Annually February									

This policy applies equally to all pupils across the school, including EYFS.
This policy should be read in conjunction with the E-Safety Policy and takes due regard of the following documents: Equality Act 2010 Equality Duty 2011
Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools" (64/2000), DfE 2000
'Preventing and Tackling Bullying' DfE October 2014

Introduction

GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING

The staff of the New School value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. The staff consider that a child should be treated as being bullied simply because they perceive that they are.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated.

The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying. The New School aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will

be addressed. Bullying can cause deep distress both emotionally and physically, to the extent of victims may become distressed and even refuse to attend school.

AIMS OF THE POLICY

We aim to create an environment where pupils can grow and flourish without fear. Each pupil has the right to be safe in and out of school and to be protected when feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied
- To demonstrate that the school takes bullying seriously and that it will not be tolerated
- To take measures to prevent all forms of bullying in the school and during off-site activities
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils (including conflict management training).
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and is often motivated by prejudice against particular groups (e.g. on the grounds of race, religion, culture, gender, special educational needs and disability or because a child is adopted or is a carer). It may occur directly or through cyber-technology.

At the New School we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face or indirectly. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

At the New School, three main types of bullying can be identified:

Physical hitting, kicking, taking or hiding belongings

Verbal name calling, teasing, threatening, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).

Emotional being intentionally unfriendly, excluding, tormenting looks, spreading rumours

Specific types of bullying include:

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances (not a normal circumstance at the New School)
- Bullying of adopted children (again not a normal circumstance at the New School)
- Bullying using electronic forms of contact (cyber bullying)

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

Styles of bullying include:

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is unwilling to go to school;
- becomes withdrawn, anxious or lacking in confidence;
- starts stammering;
- attempts or threatens self harm;
- cries themselves to sleep at night or has nightmares/ bedwetting;
- regularly feels ill in the morning;
- begins to do poorly at school;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating;
- is frightened to say what is wrong;
- is frightened of walking to or from school; or
- changes the usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

THE ROLE OF STAFF (duties)

The Headmistress

The Headmistress has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Headmistress will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils;
- Monitor all bullying accusations
- Record events and update records

Class teachers will:

- be responsible for liaising with the Headmistress over all incidents involving pupils in their class
- be involved in any agreed strategy to achieve a solution; and
- teach the anti-bullying programme through PSHE, SEAL, assemblies, drama, stories, literature, with an importance placed on avoiding prejudice-based language.

All Staff and volunteers will:

- know and follow all relevant policies and procedures;
- keep clear records on the “Record of incidents of bullying” form;
- be observant and talk to pupils;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- take action to reduce the risk of bullying at all times and in places where it is most likely; and
- discuss from time to time where extra staff might be needed.

THE ROLE OF STAFF (responses)

Dealing with incidents

- The member of staff witnessing the incident (or to whom it was reported) would reassure and support the pupils involved
- Advise them that you are required to pass details on to the relevant member of staff (their class teacher and /or the Deputy Headmistress or Headmistress)
- The member of staff would then listen to the child or children concerned and record the details in order to record them later on the Bullying Report Form.
- The member of staff would inform the class teacher in the first instance or, if not available, the Deputy Headmistress or Headmistress.
- The Bullying Incident Report Form would be completed and then given to the Headmistress
- The Bullying Incident Report Form will be kept by the Headmistress who will keep a central log of all complaints or incidences of bullying and record the way in which they were dealt.
- All the parties will be interviewed and a record made. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss his own reactions.
- Staff teaching the bullied pupil will be informed.
- It will be made clear to the bully why the behaviour was inappropriate and unacceptable. Support may be offered. A commensurate punishment will also be given.

Sanctions

- Sanctions may be applied in accordance with the School Behavioural Policy.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen by the Headmistress.
- Parents will be kept informed by the relevant staff.
- Any sanctions will be determined by the Headmistress and would reflect the seriousness of the incident
- Should there be little change in behaviour and the bullying incidents reoccur OR if the first incidence is extremely serious in nature, there will be a FORMAL WARNING.

Formal Warning

Formal Warning: the Headmistress or Deputy Headmistress will speak to the pupils involved and will contact the parents or guardians giving details of the offence and inviting them into School to discuss the matter. Parents would also need to be present when their child is given a Formal School Warning. Their support for the School's actions should be enlisted if possible. Suspension would be at the discretion of the Headmistress (see the School's Exclusion, Suspension, Removal and Review Policy)

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable.
- They should be reassured that the adult will try to sort out the problem as calmly as soon as possible.
- The most serious incidents are referred to the Headmistress.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the child's personal file.
- Pupils will be told always to report incidents of bullying.

Reporting and Recording

- All incidents must be reported and recorded in full on the Bullying Incident Report Form and the records kept in the central file.
- Reports of bullying will be logged by the class teachers in the first instance

- The forms are kept in the staffroom. The incidents will be updated and the names of pupils and staff who are involved will be written out in full and not abbreviated. This record of bullying will enable patterns to be identified and a school cannot provide a duty of care if it does not have a clear picture of bullying incidents throughout the school.

THE CURRICULUM:

HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

Anti-Bullying Education in the Curriculum:

- The school will raise the awareness of the anti-social nature of bullying through the PSHEE programme, school assemblies, and in the curriculum as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

SUPPORTING PUPILS

Bullied Pupils: Staff who deal with pupils who have been bullied must always offer reassurance and be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully (with other children of their choice in attendance and encouraged to participate), help the children to resolve the matter themselves with support and vigilance from the staff. All parents will need to be kept fully informed.

SANCTIONS

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- Withholding participation in school clubs;

Fixed term and permanent exclusion from school. An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, violence etc. Any exclusion for even a short period would be discussed and agreed by the staff.

INVOLVING PARENTS

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

INVOLVING PUPILS

- Pupils will be involved in the positive strategies through both the school council and form groups. Pupils will have an input into the anti-bullying strategy.
- A major part of the strategy will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Headmistress and staff will consider all reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified in order to provide the best duty of care for our pupils.