



Anti-Bullying Policy

Making the right choices

This policy must be read in conjunction with the Behaviour, PSHE&C and Equal Opportunities and Safeguarding Policies and with reference to the Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance#equalities-act-2010-legislation>

Principle:

All cases of bullying that are reported will be dealt with seriously, following the guidelines below.

First Stage:

All known incidences of bullying will be reported to the class teacher, recorded on Sims and investigated by the class teacher or by a senior member of staff.

All teachers and staff will:

1. Talk to victim to ascertain what has happened. Ask them what they want to happen next (they may or may not want you to speak to the perpetrator/s at this stage), the child needs to feel in control of the situation.
2. Talk to victim and perpetrator if appropriate, take informal written notes of both conversations and record the incident on Sims in Behaviour section.
3. Re-iterate the schools code of conduct, emphasising that bullying will not be tolerated.
4. Hold separate informal meetings with parents of the victim and the perpetrator for initial discussions/ information that may improve the situation and request that parents support the school with any sanctions.
5. Ensure that the Bullying behaviour is addressed and the perpetrator apologises for their actions and receives appropriate sanctions (see Behaviour Policy). Wherever possible the pupils will be reconciled.
6. Increase PSHE&C opportunities in class to discuss general issues around the situation. Make sure you do not highlight the children involved.
7. Check in with the victim and perpetrator regularly until the teacher and Leadership team are satisfied that the bullying has stopped.
8. Ensure that both victim and perpetrator are directed to services such as Listening Ear, Chill out, Playground Pals etc. for continued support.

If these actions have no effect or the situation is more serious, continue onto the Second Stage.

Second Stage:

1. The class teacher will inform the Deputy Head; a meeting will be arranged between the victim's parents, the victim, the class teacher and the Deputy Head. Notes will be recorded formally from this meeting using SIMS and the Bullying incident form and some target actions will be agreed and noted.
2. A meeting will be arranged with the perpetrator's parents, the perpetrator, the class teacher and the Deputy Head to discuss the completed incident form. A copy of the form will then be signed by both sets of parents and given to both for reference.
3. A review date of one week later will be agreed to repeat these meetings to review the situation.
4. The situation will be monitored on two or three occasions before an agreement is made for the monitoring to stop.
5. If steps 1-4 have not been successful call in a behaviour specialist and /or counsellors for their advice & support.
6. Final Action would be for the Headteacher to recommend to the Governors that they agree to exclude the perpetrator.

Anti-Bullying Team = Head Teacher, Deputy Heads, SENCO, Safeguarding Officers.

For a definition, signs & symptoms, prevention and help organisations go to Appendix A, B, C and D respectively.

Appendix A

What is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can be: short term or continuous over long periods of time.

Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical- pushing, kicking, biting, hitting, punching or any use of violence

Racial- 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 bullying -All areas of internet ,such as email and internet chat Twitter, Facebook misuse, Mobile- threats by text messaging and calls, Misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles,

Bullying may be related (but not limited) to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, incl Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips, before and after school club and cyberspace. It can take place in group activities and between families in the local community. It is our role as part of the community to tackle bullying whether it takes place on or off school grounds.

Bullying takes place where there is an imbalance of power of one person or persons over another.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Appendix B

Signs and Symptoms for Parents and Staff

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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 make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong

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- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Appendix C

Prevention:

At Warren Road we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC and British Values, the school Vision and Assembly Themes, Anti-Bullying Team, Anti-bullying week, Kindness Award, Friendship Stop, E-Safety Day, Worry Box, Playground Pals, Listening Ear. The ethos and working philosophy of Warren Road means that all staff actively encourage children to have respect for each other and for other people's property.

Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision and Expectations.

Staff to follow the Equal Opportunities Policy; supporting every child in our school.

Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying
- 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 about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep or Anti-Bullying Team
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop or Playground Pal
- Write your concern and post it in the 'worry box'
- Go to Listening Ear
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

Incidents of bullying will be discussed with the Governing Body (Safeguarding Governors)

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Appendix D

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

For a copy of Kidscape's free booklets "*Stop Bullying*", "*Preventing Bullying*" and "*You Can Beat Bullying*", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape

2 Grosvenor Gardens

London SW1W 0DH