



ANTI-BULLYING POLICY

This policy is applicable to all pupils at The Shrubbery School including those in the EYFS.

Introduction:

Bullying of any form will not be tolerated in the school.

It is recognised that bullying has a seriously adverse effect on the social and emotional wellbeing of individuals and on their educational achievements. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable by promoting our values, the 6Rs which include respect, responsibility and reflection.

This policy is informed by the DfE Guidance 'Preventing and Tackling Bullying.'

Under the Children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Aims and objectives:

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety or discrimination and the school adheres to the 2011 Equality Duty legislation which is addressed in the Equal Opportunity Policy.

The Anti-Bullying Policy aims to produce a consistent school response to any bullying that may occur and, as far as possible, to

prevent it. We make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What is Bullying?

Bullying is the wilful, conscious desire on the part of an individual or group to hurt, threaten or frighten someone through sustained and continued intimidation. It may consist of a single incident or, more usually, may continue over a long period of time. It can be either direct or indirect: bullies may be either perpetrators or others who by their presence signal their support of the bully.

Bullying may be defined as: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally" (DfE - "Preventing and Tackling Bullying", October 2014).

It may include:

Physical - hitting, kicking, taking or hiding belongings;

Verbal - name calling, teasing, insulting or writing unkind notes;

Physiological/medical - being unpleasant to those with a disability or medical condition;

Emotional - being unfriendly, excluding, tormenting, spreading rumours or giving nasty or threatening looks, unkindly commenting upon learning development need or because a child is adopted or is a carer;

Religious - being intolerant towards others because of their chosen religion;

Cultural - being intolerant towards others because of their background.

Being racist, sexist or homophobic.

In all cases the school believes that:

- bullying can be countered effectively
- bullying is learned behaviour and can be unlearned
- victims need a balance between protection and empowerment
- bullies need help and support to change their behaviour patterns

The methods adopted to achieve these aims and objectives are outlined in the rest of this policy document.

Its seriousness is determined by investigation, the distress suffered by the victim and the intention of the bully. Bullying can cause serious psychological damage. Increasingly bullying can manifest itself in so-called cyber-bullying. The school recognises the potentially corrosive effect of this and as a result, pupils are not allowed to use unsuitable internet sites during the school day. These are kept under review and children are warned of potential danger to ensure they are safe.

Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety and such actions will be fully investigated and dealt with by the school. Mobile Phones can also be a means for bullying which can include use of email, text messages and photographs.

Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent complaints of symptoms such as stomach pains, headaches.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Bullying Outside School Premises

Where bullying outside school is reported to school staff, it will be investigated and acted on, where appropriate. This includes cyber-bullying. The Head will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil.

The role of the Head

It is the responsibility of the Head 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 deal with incidents of bullying as well as understanding their legal responsibilities. The Head ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head and Staff draws the attention of children to this fact at suitable moments. The use of the 6Rs and assemblies are an important part of pastoral care and are often used to set the tone of expected behaviour in the school and create a climate of trust and security. The Head will apply sanctions to children involved in bullying behaviours. The Head ensures that all staff are equipped to recognise and deal with all incidents of bullying and take action to reduce the risk of bullying at times and in places where it is most likely to occur. The Head and Staff set 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, Classroom Assistants and Lunchtime Staff

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They record all incidents that happen and report them to the Head, Deputy Head, or to the staff in charge of Early Years who also records information, to enable any patterns of bullying to be identified.

All details of incidents and any action taken are added to folders to record incidents.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. This may involve contacting parents to discuss how best the child can be supported.

If, as teachers, we become aware of any bullying taking place:

We deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying.

We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

If a child is repeatedly involved in bullying other children, we inform the Head. When an incident of bullying has been identified and investigated the parents of pupils who are being bullied and parents of the bullies will be informed and involved, as appropriate, in order to best resolve the problem.

Teachers support all children to establish a climate of trust and respect for all.

By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

All staff work hard to develop an ethos of good behaviour and embed the 6Rs, where pupils treat one another and the school staff with respect because they know that this is the right way to behave.

Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Teachers regularly remind all pupils of these responsibilities. The House system offers an additional layer of pastoral care for the children and also helps to prevent bullying by ensuring that younger children have a network of older children who know them and can support them.

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.

The child should be encouraged to talk to his or her Form Teacher about any worries as well.

Parents should watch for signs of distress in children including reluctance to attend school, complaints about minor illnesses, complaints about missing possessions and apparent isolation.

If necessary parents will help the staff in devising strategies that will provide support for the child both in and out of school. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Parents should not approach children outside school to accuse or chastise as this is inappropriate nor should they become involved in altercations with other parents causing further distress to children and setting poor examples.

Preventative Action Including the Role of Pupils

The school's response to bullying does not start at the point at which a child is bullied.

School staff are encouraged to proactively gather information about issues between pupils which might provoke conflict and talk to pupils about issues of difference in lessons or through assemblies.

Issues relating specifically to bullying will be dealt with through the PSHE. The topic will also be dealt with by class teachers who have regular contact with their classes, in full school assemblies and in house assemblies. PSHE and Circle Time will also deal with aspects of

Children are regularly reminded of the school's anti-bullying ethos and The Shrubbery School Anti-Bullying Code which states, 'We are a telling school,' is regularly reinforced.

Each year the school takes part in Ant-Bullying week. We have had groups in to enforce the 'Power of One' message and in 2016 took the theme the 'Power of Good'.

Pupils are equipped with the confidence to tell staff of any concern and how to manage less structured environments such as playgrounds and how to seek advice from supervisory staff. This advice includes telling when children find themselves as bystanders.

All pupils are encouraged to role model positive behaviours. Each Shrubbery School classroom displays an 'Anti-Bullying Code' giving pupils procedures and advice to follow if they are being bullied or know of another pupil who is being bullied.

Age appropriate classroom rules/codes are used throughout the School.

Cyber-bullying - Preventative Measures

In addition to the preventative measures described above, The Shrubby School expects all pupils to adhere to its policy for the safe use of the internet during and outside formal lessons.

Our system monitors pupils' use and the sites they visit and filters are in place.

As a school we adhere to the BECTA guidelines regarding E-teaching and the internet.

We offers guidance on the safe use of social networking sites and cyber-bullying in PSHE and Computing which covers blocking, removing contacts from "buddy" lists and sharing personal data. We offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

No pupils are allowed mobile phones in school and any brought in for after school visits or walking home have to be handed in to the school office on arrival at school and picked up at the end of the school day.

Each KS2 classroom displays will display an e-Safety poster with guidelines for safe internet use.

A presentation for parents on e-safety is offered on an annual basis by an expert in the field.

Monitoring the Effectiveness of Anti-Bullying Procedures

In order to ensure that anti-bullying procedures are effective we seek feedback from pupils. The most recent being a questionnaire in October 2016

We monitor and record any instances of bullying and discussing how effectively incidents of bullying are dealt with.

Children are also asked to comment upon how confident they feel when reporting bullying, with the aim of reinforcing the message, 'We are a telling school'

Review: July 2017