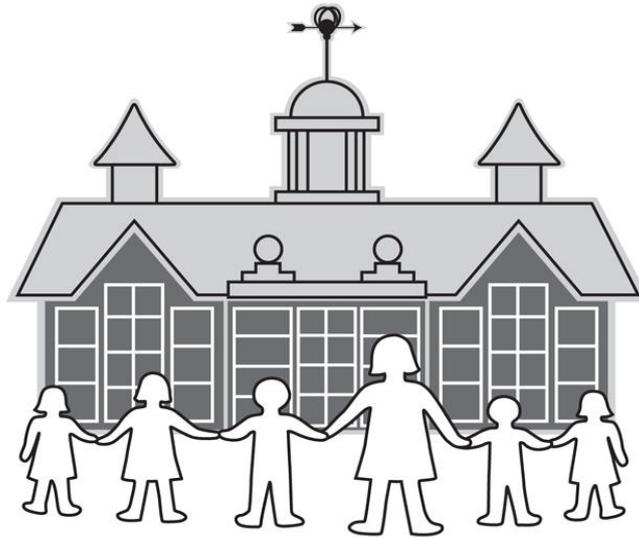


# North Ealing Primary School



## Anti-Bullying Policy

Lead responsibility - Head and DHT for Inclusion	
Presented to Senior Management	October 2015
Presented to Staff	October 2015
Committee with oversight for this policy - Curriculum & Standards	
Policy to be approved by the Headteacher	
Policy last reviewed by the Curriculum & Standards Committee	16/11/2016
Policy last approved by the Headteacher	16/11/2016
Policy / Document due for review	Autumn 2019

## North Ealing Primary School Anti-Bullying policy

**This policy needs to be read in conjunction with the Behaviour for learning Policy, Internet Safety Policy and Child Protection Policy.**

**‘North Ealing works inclusively with our families to maximise the learning potential of all children in our community’**

### **Principles and Values**

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community.

The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. All aspects of school life are underpinned the NES learning values and these are readily used in our approach to the promotion of anti-bullying and any incidence of bullying that may occur.

### **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 anti-bullying, and needs to be followed 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.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

### **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.

Bullying can be:

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

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including 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 and cyberspace. It can take place in group activities and between families in the local community.

**Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social, networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other concerns over behaviour and safeguarding; 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 maybe doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those who are living in challenging circumstances at home, 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.

**Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with

respect. Pupils who are bullying need to learn different ways of behaving.

## **Bullying cannot, and will not be tolerated.**

### **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)
- Begins to go 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 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 monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (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 and jumpy when a cyber message is received
- Lacks eye contact
- Becomes short tempered
- A 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. We recognise that this policy is not an exhaustive list.

## **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher and/or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour for Learning Policy/Appendix 1). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. P2B and Safe

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, P2B, reduced timetables, or even fixed or permanent exclusion will be considered.

See Appendix 1 for procedures in dealing with bullying.

The Safeguarding Governors will be informed of any incidents recorded in the behaviour log, along with incidents, sanctions and reconciliation.

## **Prevention**

At North Ealing Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through Assemblies, PSHE Citizenship lessons, SMSC Curriculum, the school Vision and Values and Rights Respecting work.

Additionally, a continued focus through Buddy Stops, Playground Leaders, E-Safety assemblies and talks, P2B message box, Place to talk and the lunch time clubs. Children are also consulted through in-school pupil questionnaires including the Health related survey 2013/15 (YR4 and 6).

The ethos and value based approach to learning in North Ealing 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, values and behaviour for learning policy.

Staff to follow the equality 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.

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of racist bullying, this must be reported to the Deputy Head for the relevant phase and /or the Head teacher.

General incidences of bullying should be recorded in the Behaviour Log this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

Confirmed and persistent cases of bullying must be recorded following the safeguarding procedure, as with any case of Child Protection

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

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

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied

1. Report bullying incidents to the class teacher, phase leader/Deputy Head
2. In cases of serious bullying, the incidents will be recorded by staff and the Deputy Head or Head teacher notified.
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 child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.

2. Do not encourage your child to be 'a bully' back.

**Both of these will only make the problem much harder to solve.**

**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](http://www.bullying.co.uk)
- Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support , links and advice.
- NSPCC (add details)

**APPENDIX 1**

**Procedure for dealing with Persistent Poor Behaviour/Bullying (to be read in conjunction with Behaviour for learning policy)**

	<b>CONCERNS</b>	<b>ACTION</b>	<b>RESULT</b>
<b>Level 1</b>	Initial concerns from a member of staff re: cooperation/behaviour in class/ around school	<ul style="list-style-type: none"> <li>• Teacher keeps records</li> <li>• Informs parents</li> <li>• Implements behavioural management strategies for two weeks</li> <li>• Meets parents with child 5 minutes where appropriate</li> <li>• Support offered by teacher using school strategies</li> <li>• Use of circle time</li> </ul>	<p>Improvement:</p> <ul style="list-style-type: none"> <li>• Decrease the frequency of meetings, then cease meetings with parents</li> </ul> <p>No improvement:</p> <ul style="list-style-type: none"> <li>• Refer to Key Stage Leader</li> <li>• Refer to P2B/Senco</li> </ul>
<b>Level 2</b>	If no improvement at Level 1	<ul style="list-style-type: none"> <li>• Phase leader talk to child</li> <li>• Phase leader meets with teacher, parents and child</li> <li>• Child on daily report for <b>two weeks</b> to KS Leader</li> <li>• Rewards/sanctions may be applied</li> <li>• Support offered by Key Stage leader and advice from SENCO</li> <li>• Phase leader feeds back to parents</li> </ul>	<p>Improvement:</p> <ul style="list-style-type: none"> <li>• Move back to Level 1</li> </ul> <p>No improvement:</p> <ul style="list-style-type: none"> <li>• Refer to Deputy Head</li> </ul>
<b>Level 3</b>	Behaviour still not acceptable. No effort to improve. Repeated problems in class/school	<ul style="list-style-type: none"> <li>• Deputy Head meet with parents and Phase leader</li> <li>• On report to Deputy daily for 2 weeks</li> <li>• Consultation with P2B</li> <li>• Rewards/sanctions may be applied</li> <li>• Support programme developed, advice from SENCO</li> </ul>	<p>Improvement:</p> <ul style="list-style-type: none"> <li>• Back to Level 2</li> </ul> <p>No improvement:</p> <ul style="list-style-type: none"> <li>• Refer to Headteacher</li> </ul>

			<ul style="list-style-type: none"> <li>• Refer to Senco for possible outside agency</li> </ul>
<b>Level 4</b>	Behaviour still not acceptable. No improvement in behaviour. Disruptive. Danger to pupils and staff	<ul style="list-style-type: none"> <li>• Refer to Head teacher</li> <li>• Parents and child meet with Head</li> <li>• Home/school report 4 weeks</li> <li>• Rewards/sanctions may be applied</li> <li>• Support programme continued with advice from SENCO + Behaviour team+P2B</li> </ul>	<ul style="list-style-type: none"> <li>• if report is satisfactory, go back to Level 3</li> <li>• if not, move to Level 5</li> </ul>
<b>Level 5</b>	Behaviour unacceptable. No effort to improve. Unable/does not want to fit in with others. Continues to be disruptive/ danger to pupils and staff	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Child may be debarred at lunchtimes, or from school for a set time</li> <li>• A permanent exclusion will become necessary if support, and fixed-term exclusions bring about little or no improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher will meet with pupil and parents to discuss child's return to school</li> <li>• The child will be permanently excluded</li> </ul>

**N.B. This procedure may not be suitable for some pupils on the SEN register**