



## ANTI-BULLYING POLICY

**This policy was written with reference to DCSF Guidance “Safe to Learn: Embedding anti-bullying work in schools” (and previously, the DfE publication “Bullying, Don’t Suffer in Silence”) and to “Every Child Matters”. Also with reference to the latest DfE guidance Preventing and Tackling Bullying 2017.**

For the purposes of this policy, discrimination means treating people less favourably than other on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be by direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.

**What is bullying? Pupil abusing pupil.**

### **DFE Guidelines**

‘A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that.’

‘These things can happen frequently and it is difficult for the pupil being bullied to defend him /herself. It is also bullying when a pupil is teased repeatedly in a nasty way.’

‘However, if two pupils of equal power or strength have the occasional fight or quarrel, this is not bullying.’

‘Bullying is the wilful, conscious desire to hurt another pupil and put him/her under stress.’

‘Bullying is longstanding violence, physical or psychological, conducted by an individual or a group and directed against an individual who is not able to defend him/herself in the actual situation.’

### **Bullying normally has three things in common:**

1. Deliberately hurtful behaviour
2. Repeated over a period of time
3. Difficulty for those being bullied to defend themselves.

### **Four main types of bullying:**

1. Physical – hitting, kicking, taking belongings
2. Verbal – name-calling, insulting, making racist remarks, winding-up
3. Indirect – spreading nasty stories about someone, excluding someone from social groups
4. Cyberbullying - using technology – mobile phone, social networks, email etc to deliberately hurt another person.



**Statement of intent:**

At L'Ecole des Petits & L'Ecole de Battersea, staff, parents and children work together to create a caring, friendly, safe, learning environment. The school's aim is to raise the self-esteem of all L'Ecole des Petits & L'Ecole de Battersea pupils and create an atmosphere of mutual respect. Bullying of any kind is unacceptable at our school and will not be tolerated. Everyone connected with the school, in any capacity, will be tolerant of others, regardless of age, size, race, religion, interests, abilities or disabilities.

At L'Ecole des Petits & L'Ecole de Battersea there has historically been little evidence of bullying. It is not an issue that has been predominant in the school, it is not an activity that pupils are especially aware of, and it is not a subject that we intentionally bring to their notice without cause. However it is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

**Objectives**

- All teaching and non-teaching staff, pupils and parents should have a shared understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy and procedures are on bullying and follow them when bullying is reported.
- All parents should know what the school policy is on bullying and should know what to 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.
- To raise awareness of the school's expectations in terms of behaviour and to adhere to our Code of Conduct.
- To promote an open atmosphere in which victims and witnesses know that it is right 'to tell'.
- To work with staff so that they can identify different types of bullying and know how to deal with cases sensitively, supportively and effectively.
- To work with children in a range of ways to equip them with social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying.

**Staff:**

- Discuss the school's definition of bullying annually to ensure common understanding.
- Train all staff to recognise early signs of bullying and signs of possible victims. (See Appendix A)
- Teachers on duty are to monitor the play and behaviour of children carefully
- All staff listen, believe, act. Staff are to follow these 5 key points taken from the DfE pack '**Bullying. Don't suffer in silence**' and '**Preventing and Tackling Bullying**':

1. Never ignore suspected bullying
2. Do not make premature assumptions
3. Listen carefully to all accounts- several pupils saying the same thing does not necessarily mean they are telling the truth
4. Adopt a problem-solving approach which moves pupils along from self-justification



5. Follow up repeatedly, checking that bullying has not resumed  
Inform and involve parents where appropriate.  
Involves outside agencies where appropriate.

**Pupils:**

Children will learn in their own time through a combination of direct discussion about bullying and indirect strategies in teaching and other aspects of the school. This is not however a subject that is brought consciously to childrens' attention if it is not required.

**Parents:**

- Parents are encouraged to work in partnership with the school to achieve better relationships between pupils.
  - Parents should be aware that the class teacher is the key link between home and school and no problem is considered too small.
  - We provide parents with information on social media internet safety.
- Parents should contact the form teacher if they are concerned about their child being unsettled or if they suspect they may be involved in bullying or being bullied.  
For all serious cases of bullying, parents will be asked to take part in discussions about what strategies should be used to support the action taken by the school.
- Parents of both victims and bullies will be supported · Any concerns raised by parents will be sympathetically heard and investigated.

**Cyberbullying (see additional guidance listed at the end of the policy)**

At L'Ecole des Petits & L'Ecole de Battersea the children are of a young age (six years max at L'Ecole des Petits and 11 at L'Ecole de Battersea) and as such do not have free access to the Internet or mobile phones, (which are not permitted on the premises), and are therefore unlikely to be subject to this risk at school. We are however vigilant to the possibility of an occurrence.

**Strategies for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too- that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember , listen, believe, act.
- Identify the bully/bullies. Obtain witnesses if possible. Advise the class teacher and the Headteacher in each case.
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/ incident. Make it clear that bullying is not acceptable at L'Ecole des Petits & L'Ecole de Battersea.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.



- If they own up, follow the procedure outlined below.
- Hold separate discussions with the parents of the victim and the bully.
- Sanctions for the bully may include withdrawal from favoured activities, loss of break-times, exclusion from the school depending on the perceived severity of the incident.
- Through on-going discussions, help the bully to face and understand the consequences of his/her actions, to take responsibility and to move on.
- Continue monitoring the situation (observing at playtimes/lunchtimes and by having discussions with the victim to ensure no repetition).
- As the behaviour of the bully (hopefully) improves, then favoured activities can be reinstated and the child should be praised for good behaviour. This will re-build the child's self-esteem, which may have been damaged after being caught bullying or which may have been low anyway- hence the bullying.
- If the measures that the school has taken are ineffective with regard to a child, then in consultation with the parents, counselling may be sought from outside.
- Where groups of children are involved or a culture of bullying is perceived to be developing in a class, the class teacher will address the issue through discussions or debates. The Headteacher may be asked to intervene and speak to the class.

**Monitoring and evaluation:**

- Accurate records are kept of all incidents involving bullying.
- The staff will identify potential 'hot spots' in the school and the grounds, in order to identify areas and times where children might feel vulnerable or at risk.
- This policy is to be reviewed annually, at the end of each academic year.
- Monitoring information and feedback from staff, pupils and parents any required changes to the policy or procedures will be discussed/amended.

**Help Organisations:**

<b>Bullying online</b>	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
<b>Children's Legal centre</b>	<b>0845 345 4345</b>
<b>Parentline Plus</b>	<b>0808 800 2222</b>
<b>Childline</b>	<b>0800</b>
<b>Advisory Centre for Education (ACE)</b>	<b>020 7354 8321</b>

This document, although correct at the time of publication, does not form a contract between the recipient and the School. The School reserves the right to make changes at any time which it considers to be necessary for legal, administrative or educational reasons.

**Reviewed May 2018**



## **Appendix A**

### **Bullying: Signs and symptoms**

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

- Is unwilling to come to school (school phobic)
- Doesn't want to go on the school bus
- Changes their usual routine
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to run away
- Cries themselves to sleep at night or starts to have nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn/ books damaged
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

Children who are being physically bullied often:

- frown or look unhappy or angry
- try to move away from their aggressor
- do not take turns
- If in view of other pupils, may get considerable attention from the bully.

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

Additional guidance can be obtained from the school.

Cyberbullying Advice for Headteachers and school staff.

Advice for parents and careers on cyberbullying.

Preventing and Tackling Bullying 2014.

School bullying support.

**Reviewed May 2018**



**Bystanders-** this section added, with thanks to the Eyes on Bullying project-  
<http://www.eyessonbullying.org/>

Bullying situations usually involve more than the bully and the victim. They also involve bystanders-those who watch bullying happen or hear about it. An important new strategy for bullying prevention focuses on the powerful role of bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

### **Hurtful Bystanders**

Some bystanders... instigate the bullying by prodding the bully to begin.

Other bystanders... encourage the bullying by laughing, cheering, or making comments that further stimulate the bully.

And other bystanders... join in the bullying once it has begun.

Most bystanders... passively accept bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

### **Helpful Bystanders**

Bystanders also have the power to play a key role in preventing or stopping bullying.

Some bystanders... directly intervene, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.

Other bystanders... get help, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

### **Examining the Effects on The Bystander**

Why don't more bystanders intervene?

They think, "It's none of my business. "

They fear getting hurt or becoming another victim.

They feel powerless to stop the bully.

They don't like the victim or believe the victim "deserves " it.

They don't want to draw attention to themselves.

They fear retribution.

They think that telling adults won't help or it may make things worse.

They don't know what to do.



Bystanders who don't intervene or don't report the bullying often suffer negative consequences themselves. They may experience:

- Pressure to participate in the bullying
  - Anxiety about speaking to anyone about the bullying
  - Powerlessness to stop bullying
  - Vulnerability to becoming victimized
  - Fear of associating with the victim, the bully, or the bully's pals
  - Guilt for not having defended the victim
- Preparing Children to Become Helpful Bystanders

Adults can prepare children to become helpful bystanders by discussing with them the different ways bystanders can make a difference, and by letting them know that adults will support them, if and when they step forward. Adults can also provide examples of how helpful bystanders have shown courage and made a difference in real-life situations and in their own experience.

**May 2018**