

Ruckleigh School

ANTI-BULLYING POLICY

- A copy of this policy is available to parents and parents of prospective pupils on the school website and upon request from the school office.
- It should be noted that sensitivity and professional judgement will be exercised in conjunction with this policy.

Definition of Bullying

Bullying is the **repeated** intimidating behaviour which makes other people feel uncomfortable or threatened.

Bullying may include:

PHYSICAL	e.g. hitting, kicking, taking or hiding belongings
VERBAL	e.g. name calling/teasing including references to homophobia, special educational needs and disabilities, racism, culture, anti-religion, sexist language, insults, writing unkind notes
EMOTIONAL	e.g. being unfriendly, excluding, tormenting, spreading rumours, looks
CYBER	e.g. phone calls, text messages, picture/video messaging, e-mail, online message boards, online chat rooms, personal web spaces

People react differently. It is not always possible to tell if someone is hurt or upset. It is important that staff, children and parents know that the bullied child or adult may as a result be seriously psychologically damaged.

The aims of our anti-bullying policy are to clarify to pupils, parents and staff that bullying is always unacceptable. We wish to encourage an environment where independence is celebrated and individuals can flourish without fear.

Every pupil and member of staff has the right to be safe and happy in school and to be protected when they are feeling vulnerable.

ROLE OF STAFF

- i. Staff share responsibility for pupil conduct both in and around the school and on all school activities
- ii. Staff share responsibility in educating children, **including the aggressor**, in the ways of kindness, care and sensitivity towards the needs of others by the implementation of PSHE lessons, 'circle time', Drama, Assemblies, English and RE lessons
- iii. Staff share in the responsibility for all pupils, not just those in 'my class'
- iv. Staff are encouraged to share the problems which arise from bullying and successful strategies of dealing with them
- v. Staff respond immediately and positively to any incidents
- vi. Talk calmly and rationally to children displaying aggressive behaviour
- vii. Use non-bullying methods of teaching

PROCEDURES

What Staff can do:

- Respond immediately and directly, with the explanation as to why this type of behaviour is not acceptable
- All instances must be referred to the class teacher without delay.
- The Headmistress and Senior Management must be informed. A written record should be kept regarding the bully and the victim on a School Observation Sheet which should be handed to the Headmistress
- All children should be encouraged to talk to or confide in a member of staff about any instances that occur so that they can be brought 'into the open'. Confidentiality will be respected and development of responsibility should be encouraged
- Children should know that making teachers aware of a problem is not 'sneaking' or 'telling tales' and should recognise it is a duty to report instances
- Make means of anonymous reporting methods available/accessible e.g. anonymous concerns boxes, letters to agony aunt/uncle in the 'in school' children's newspaper
- Retaliation should always be discouraged
- Persistent bullying will mean that parents will be informed and disciplinary proceedings will be put in place

What mid-day supervisors can do:

- Understand how serious bullying can be
- Ensure the playground is a safe and friendly place to be
- Help the children find an interest in the playground – individually or in a group, playing a game or talking
- Help organise games, teaching children new skills and rules where appropriate
- Intervene positively when behaviour is unacceptable
- Talk calmly and rationally to children displaying aggressive and bullying behaviour
- Join in games

What Parents can do:

- Discuss the situation with the child
- Inform the school about any concerns or worries expressed by their child/children at home
- Encourage child to talk to a member of staff
- Encourage child to be honest and ask whether he/she has contributed to the situation
- Encourage the child to report any instances of bullying to a member of staff straight away
- Tell the child he/she should not join in

SANCTIONS

There will on occasion be need for sanctions. Listed below are a series of measures, which may be necessary to use. Children, staff and parents should know that there are fair and consistently applied sanctions for bad behaviour which make the distinction between minor and serious offences apparent.

Nursery/Kindergarten

To be used as appropriate

- Adult disapproval
- Removal from situation
- Loss of 'choosing time' for that day
- Gentle warning
- Firm warning
- 5 minute lost from play time or 'Golden Time'
- Removal of child from situation for 'cooling off' purposes
- Inappropriate behaviour to be recorded in record book/ School's 'Observation Sheet'
- Referral to Head of Lower School/Head for verbal warning as to future conduct
- If problems persist it may be necessary to arrange a meeting with the child's parents, Class Teacher and Head, to discuss a behavioural modification plan with a mutually agreed time scale. This may include setting up a weekly/daily report book, to communicate with the parents
- The child will be given an Individual Behaviour Plan (IBP) and if appropriate will be entered on the Special Needs Register with an IBP according to the guidelines of the Code of Practice
- Referral to outside agencies for help or advice e.g. LEA Common Assessment Form (CAF) Coordinator, Health Visitor, GP, Educational Psychologist,
- Parents requested to take child home
- Informal suspension for a fixed short-term period
- Child returns to school with parents and child agrees to follow rules. Contract of behaviour agreed and reviewed regularly
- Exclusion – permanent

Lower, Middle and Upper School

To be used as appropriate

- Adult disapproval
- Removal of star from 'Star Chart' (Lower School)
- Drop a position on Zone Board (Middle and Upper School)
- Removal from situation
- Sanctions fitting the crime e.g. verbal apology/letter of apology
- Firm warning
- 5 minutes lost from play time e.g. in isolation
- 10 minutes lost from play time e.g. in isolation
- Detention with member of SMT
- Order Marks (Middle and Upper School)
- Removal of child from class for 'cooling off' purposes to another classroom or office
- Inappropriate behaviour/lack of cooperation to be recorded on 'School's Observation Sheet'
- Referral to Deputy Head/Head for verbal warning as to future conduct
- If inappropriate behaviour continues the Head should be notified. Head will then meet with the child/children concerned to discuss the situation and reinforce expectations of appropriate behaviour
- If problems persist it may be necessary to arrange a meeting with the child's parents, Class Teacher and Head, to discuss a behavioural modification plan with a mutually agreed time scale. This may include setting up a weekly/ daily report book, to communicate with the parents.
- The child will be given an Individual Behaviour Plan (IBP) and if appropriate will be entered on the Special Needs Register with an IBP according to the guidelines of the Code of Practice
- Referral to outside agencies for help or advice e.g. Health Visitor, GP, Educational Psychologist, Behaviour Support Team
- Parents requested to take child home
- Informal suspension for a fixed short-term period
- Child returns to school with parents and child agrees to follow rules. Contract of behaviour agreed and reviewed regularly
- Exclusion – permanent

Training and useful documentation:

- Annual review and update of policy with staff
- Workshops to discuss and share strategies and good practice
- Individual/whole school inset training courses
- DCSF Guidance: Safe to Learn: *embedding anti-bullying work in schools*