ANTI-BULLYING POLICY

This policy gives regard to the document: "Preventing and Tackling Bullying" (Department for Education, 2014)

We will carry on using the former documents "Safe to Learn" as general guidance.

This policy must be read in conjunction with our Behaviour Management Policy and our Complaints Policy. The Designated Person for bullying issues is Magali Amar and the deputy is Nathalie Rieu-Comberti.

1. Definition

La Chouette School defines bullying as a behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

Examples of bullying include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; excluding people from groups; and spreading hurtful and untruthful rumours.

Common reasons why pupils are bullied: Bullying related to race, religion or culture; bullying related to special educational needs (SEN) or different abilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying; cyber bullying

Signs that might indicate bullying is occurring: change of friendship groups; lack of friends; 'illness' at certain times or on certain days; change in standard of work; withdrawal/sudden lack of confidence; symptoms of depression
Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be involved in bullying.

2. Statement of commitment

- **Bullying, whether physical, verbal, or psychological is to be deplored and will not be tolerated.**
- **Every staff member has the duty to remain vigilant and to work together to prevent bullying from happening.**
- **The procedure to follow in case of witnessed or alleged bullying is reviewed and discussed with staff, and forms part of our wider Safeguarding strategy.**

3. The prevention of Bullying

Opportunities to promote anti-bullying messages through the curriculum

The most effective way of preventing bullying through the curriculum is to create an effective learning environment in which:
• the contribution of all children is valued;
• all pupils can feel safe and are able to contribute appropriately;

• stereotypical views are challenged and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
• children learn to take responsibility for their actions and behaviours both in school and in the wider community;

• all forms of bullying and harassment are challenged;
• children are supported to develop their social and emotional skills. The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes.

Use of other opportunities to raise awareness

- targeted small group where individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and stories.

Voice of parents

Involving parents in developing the anti-bullying policy and practice is an effective form of prevention. An anti- Bullying charter is on display on the pin board.

Improving the school environment

La Chouette School takes particular care to create a safe environment which can help to reduce incidents of bullying. For example:
• in the playground, areas that are not under direct supervision of the staff (behind the pillars)

• the physical design of the school building, including investigating “blind spots” where bullying could take place;
• creating “quiet play” areas in playgrounds and classrooms, and
• special attention on key times where bullying could be more prevalent

4. Procedure to follow in case of witnessed and alleged bullying- reporting obligation

All staff ensure that a child who has been bullied can and will report immediately any bullying incident.

If a staff witness bullying, they are under the obligation to deal immediately with the incident and to report it as soon as possible to the principal teacher of the alleged perpetrator and alleged victim.

If a staff receives information about a bullying incident, he/she is required to report it as soon as possible to the principal teacher of the alleged perpetrator and alleged victim. The report must be made even in cases of suspected bullying.

In all cases which may involve bullying, teachers must speak, separately, to the children concerned to ascertain what happened. The procedure to be followed is outlined below. In all cases, a record of the incident will be kept.

Below are steps which must be followed in all cases.

1. Interviews/counseling of bully/victim by the principal teacher of the child. This will be done individually and, if appropriate, may involve both parties)
2. Informing Magali Amar, who is the Designated Person for bullying issues
3. Informing the parents of both the bully and the victim of the incident by telephone.
4. Regular follow-up to bullying incident: telephone to parents; daily monitoring regarding the

   understanding by the bully of the inappropriate behaviour and the assessment that the victim feels safe again. A report by the teacher that both parties no longer need sustained support. All involved must know that they can request assistance at any time.

5.Use of sanctions

While La Chouette School recognises it needs to assist a child who reverts to bullying, it also recognises it has a duty to protect the rest of its pupils.

Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Disciplinary penalties have three main purposes, namely to:
• impress on the perpetrator that what he/she has done is unacceptable;
• deter him/her from repeating that behaviour; and
• signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

The sanctions should reflect the seriousness of the incident. To that respect, La Chouette School will not take emotional or psychological bullying less seriously than physical bullying; The sanction will be chosen in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

Exclusions will used in exceptional cases

- Fixed Term Exclusion (decided by Magali Amar)

Children against whom such action is taken are not normally re-admitted unless an undertaking is given concerning future conduct. Parents are required to be present at re-admission. In some cases an interview with the Complaint's Panel[1] will take place.

[1] See Complaints Procedure

- Permanent Exclusion (decided by Magali Amar) This is reserved for the most serious breaches of discipline. These will generally have resulted in serious harm (physical or other) to a pupil, a staff member of school property
When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

In both cases, parents can appeal the decision of exclusion through the use of our Complaints Procedure1.

6. Staff Training

The anti-bullying policy forms part of the general staff induction program. The policy is reviewed and discussed at least annually at the beginning of the school year.
Where specific training needs have been identified for particular members of staff, through school self- evaluation and individual performance management reviews, the head teacher must ensure

that those members of staff have access to the advice, training and development opportunities appropriate to their needs

Anti-bullying policies are most effective when the whole staff (including temporary staff and volunteers):

• understand the principles and purpose of the school anti-bullying policy;
• understand their legal responsibilities regarding bullying;
• are clear about their responsibility to resolve problems at the nearest level to the pupil;

• know what sanctions and behaviour management strategies are in place and where to seek support;
• have the requisite knowledge and skills for preventing bullying and repairing harm;
• understand the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities;
• know the procedures for referral; and
• know the procedures in relation to safeguarding and liaison with multi-agency teams.

7. Bullying of school staff by parents or other member of staff

To be read in conjunction with our Employee Handbook (Disciplinary and Grievance procedures)
Staff members have an obligation to report alleged or witnessed bullying of a member of staff by a parent or another member of staff. The incident will be investigated though interviews, and recorded.
The same procedure and strategy as above will apply.
In the case of a bullying incident by a member of staff to another, a disciplinary procedure might be engaged against the bully, as “bullying” forms a ground for dismissal.

Reviewed by: Magali Amar Review date: 01/09/2022
Next review: September 2023