

ANTI BULLYING POLICY

Who is this policy for?	All nursery and school staff, admin staff, therapists and volunteers
Date of this review:	December 2022
Date of next review:	December 2024
Who is responsible for monitoring and evaluating this policy?	Headteacher, SMT
Signed of Date: Governing Body	December 2022

The aims of this policy are:

- To clearly state the firm stance that the school takes against bullying in any form
- To outline the roles and responsibilities of staff in detecting bullying and dealing with incidents of bullying
- To outline how the school can proactively create a physical and emotional environment that prevents bullying

All children, staff and volunteers at Side by Side have the right to learn and work in a supportive, warm atmosphere free from the fear of intimidation or harm. Bullying of any kind is taken extremely seriously in our school, and we recognize the devastating impact it can have on the victim's attendance and attainment. Bullying can have a life-long negative impact on the lives of victims. We recognize that bullying can take place between pupils, between pupils and staff, or between staff, face to face or using a range of cyber-bullying methods. This policy sits alongside the school behaviour policy, staff code of conduct, staff grievance policies and whistle-blowing policies to outline the steps that will be taken to prevent and tackle bullying. This policy deals mainly with bullying between pupils, but the principles relate to any bullying that may take place involving adults. Allegations of bullying amongst staff will be dealt with according to the staff grievance and whistle-blowing procedures.

Peer-on-Peer Abuse is a growing concern across the country and the government has strengthened their response to manage this and take a zero tolerance view on any peer-on-peer abuse.

This policy should be read together with the school 'Safeguarding Policies', Positive Behaviour Policy and other relevant school policy.

What is bullying?

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'

Bullying behaviours include:

- Name calling
- Taunting and mocking
- Making offensive comments
- Kicking, hitting, pushing
- Taking belongings
- Inappropriate use of technology such as emailing and text messaging
- Gossiping and excluding people from groups
- Spreading rumours
- Engaging in threatening non-verbal behaviours such as following, blocking paths, sitting in someone else's allocated chair, invading personal space inappropriately

Roles and responsibilities

Pupils who experience bullying need to know:

- They are heard and their experiences will be taken seriously
- How to report bullying and how to get help
- That the school will effectively deal with their concerns and help them to feel safe again
- That they will be helped to rebuild confidence and resilience

Pupils who engage in bullying behaviour need to know:

- Sanctions and learning programmes will hold them to account for their behaviour
- They will learn to behave in ways that do not cause harm to others
- They will learn to take steps to repair the harm they have caused

School staff need to know:

- The anti-bullying stance of the school
- Procedures to be followed where bullying is observed
- How the curriculum can offer opportunities for anti-bullying work
- How to use preventative strategies throughout the school community
- Our SLT team are available to support staff in areas relating to this policy

The Headteacher needs to:

- Develop whole school policies aimed at preventing and dealing effectively with bullying



- Promote a school climate where bullying of any kind is not tolerated
- Regularly review the anti-bullying policy
- Ensure that staff are trained in the prevention of bullying and how to address it when it happens
- Develop the curriculum so that issues around bullying are addressed through learning experiences
- Address school site issues to ensure that children are properly protected at all times
- Make staff aware of the importance of modelling positive relationships
- Work to keep parents informed of any behaviour and bullying concerns

Parents need to:

- Be clear that the school does not tolerate bullying
- Be reassured that concerns about bullying will be promptly and effectively addressed
- Work in partnership with the school to support children who are the victims or perpetrators in bullying situations

Preventing bullying?

Bullying behaviours are less likely to take place if the entire school is involved in actively promoting an atmosphere of mutual respect, tolerance and inclusion. Children with special needs may not understand that they are being bullied, or may have difficulties in communicating a bullying situation. Staff should be especially aware to look out for signs of bullying, as well as ensuring that preventative strategies are in place in their classrooms:

The school can employ a number of prevention strategies aimed at creating an environment where bullying is unlikely to take place. These strategies are led by the management of the school, and include using the existing school curriculum, alongside raising awareness of bullying issues and encouraging the 'voices' of children to be heard in whatever form is their preferred means of communication. The physical school environment needs to be monitored to ensure that children are kept safe at all times.

Preventative strategies include:

- An open and honest anti-bullying ethos displayed prominently in all literature associated with the school
- Use of curriculum opportunities to develop social and emotional skills and to equip pupils with strategies to use in case of being bullied
- Ensuring that the school has strategies to listen and observe children and to encourage them to share their opinions and views about school



- Use of opportunities throughout the school calendar to promote anti-bullying and at certain times of the day to raise awareness of the negative consequences of bullying and to positively reinforce good behaviour
- Encourage pupils in open, honest reporting within an appropriate halachic framework
- Improving the physical environment of the school to look at staff supervision patterns, the physical design of the building and working with services associated with the school such as transport
- Staff training and awareness of how to detect, prevent and deal with bullying as well as an understanding of its consequences
- Specialist training for staff working with children with communication impairments who may use means other than speech to signal distress
- Close observation of pupils during lesson and recreation times to observe any concerning patterns
- A behaviour policy that is clearly understandable to staff and pupils so that the consequences of bullying are clear
- Engaging with parents promptly to work together on strategies if their child is either the victim or the perpetrator of bullying

Disciplining in cases of bullying

Where all attempts at prevention are being used, bullying can still occur. Children should be aware through the school's behaviour strategy of the consequences of poor behaviour choices, and these consequences should be used consistently and calmly. Disciplining in cases of bullying has three main aims:

- To impress on the perpetrator that what he/she has done is unacceptable
- To deter him/her from repeating that behaviour
- To signal to other pupils that bullying is unacceptable and deter them from doing it

Early detection and intervention

Staff should be aware of signs that can show that a child may be being bullied. Attendance can deteriorate and children can be less willing to enter school, becoming tearful or obviously afraid. Lack of progress and achievement can indicate a problem, as well as pupils demonstrating physical symptoms such as headaches or stomach pains. Staff should watch out for patterns in behaviour, such as pupils being reluctant to engage in a certain part of the school day such as break time, or a pupils becoming upset or agitated when a certain pupil enters the room.

If a child is acting as a bully, it may be a sign that there are deeper emotional issues. Just as care is given to the victim, the perpetrator will need supportive strategies to break their cycle of behaviour, and to try to understand why it is happening.

Reaction to cases of bullying

Where bullying is discovered, staff should calmly listen to the child and make clear, objective notes of any allegations made. If a child's behaviour gives rise for concern, or an incident is witnessed, clear notes should be written. In the first instance, an investigation will be carried out by the class teacher of the victim. This should be carried out quickly and children should be spoken to calmly and quietly in a manner where staff can ascertain what has happened, how long the behaviour has been going on and how the victim has been affected, if it is possible to get that information. Staff should also see if they can find any common antecedents or situations or times of the day that the bullying takes place to address any environmental or curriculum issues that might be involved. A stage one behaviour intervention plan will be put in place (see Behaviour Policy). If there are child protection concerns, these should be reported to the Headteacher.

The child perpetrating the bullying will be supported through the Behaviour Intervention Plan outlined in the Behaviour, Rewards and Sanctions Policy, with their parents involved.

Cyber Bullying

In line with the ethos of the school and families who send their children to Side by Side there is no use of the Internet in their homes or school. As such the opportunities for cyber bullying is extremely limited.

However, the school will be vigilant and take appropriate action in line with this and other policies should there be an occasion that this type of bullying is being perpetrated.

The school takes cyberbullying very seriously and is available to parents, carers and staff. All computers and other electronic systems e.g. ipads in the school have strong filters to prevent pupils to access any inappropriate sites.

Cyberbullying can take place through a number of social media platforms e.g. Facebook, twitter, text, on-line gaming where they are communicating with people they do not know.