

## Beech Lodge School

### ANTI-BULLYING POLICY

This Policy is publically available on the School website to parents, staff and pupils and on request a copy may be obtained from the School Office.

#### Legal Status:

- Complies with Part 3, paragraph 10 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- *Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies*: DfE Guidance (October 2014); and the relevant aspects of *Safe to Learn, embedding anti-bullying work in schools. Supporting children and young people who are bullied: advice for schools*: DfE Guidance (March 2014). *Cyberbullying: advice for headteachers and school staff*: (November 2014). *Advice for parents and carers on cyberbullying*: (November 2014) along with having regard for the guidance set out in the DfE (*Don't Suffer in Silence* booklet).
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty.

#### Applies to:

- the whole school including the out of school care and extra-curricular activities inclusive of those outside of the normal school hours;
- all staff (teaching and support staff), students on placement, the proprietors and volunteers working in the school

#### Related documents:

- e-Safety Policy including ICT Acceptable Use
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code
- The School Rules
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)
- Single Equalities Policy
- Safeguarding Policy And Procedures including Child Protection
- Personal, Social, Health, Economic (PSHE) education and Citizenship.

**Designated Member of Staff responsible for Anti-Bullying:** The Member of Staff with overall responsibility for Anti-bullying in the whole school is: Lucy Barnes who works in conjunction with Rachel Cassidy the deputy DSL, who has oversight of Pastoral Care at the school.

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#### Availability

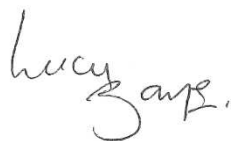
This Policy is made available to parents, staff and pupils from the school office.

#### Monitoring and Review:

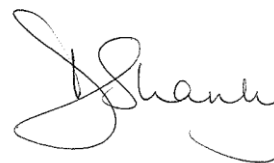
- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Proprietors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: January 2016



Lucy Barnes  
Headteacher



Daniela Szmigielska Shanly  
Proprietor

### **Principles - Aims and Objectives**

At Beech Lodge School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. As an organisation that is serious about child protection, we will also be serious about preventing and tackling bullying whether it is on the grounds of race, religion, educational need, disability or sexual orientation. Bullying of any kind can threaten both the mental health and educational progress of our pupils. Beech Lodge School enables all members of the school community to understand what constitutes bullying, making it clear to pupils, staff, parents and guardians that bullying is completely unacceptable. We strongly believe that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school.

Therefore if bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified. As part of this Policy we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. As we are a relatively small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Head and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. This policy applies to all Beech Lodge School activities both on and away from the school campus. We aim to promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. This policy applies to all Beech Lodge School activities both on and away from the school grounds. In the event of bullying taking place among the staff, the Head should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect. Members of

staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the local authority social care department. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

### **Cyber-bullying Preventative Measures**

In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy

### **Definition of Bullying**

Bullying can be defined as a deliberate and a repeated (over time) to intentionally hurt another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability (as defined in the *Equality Act 2010*), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email.

A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff feel that an offence may have been committed, we will seek assistance from the police.

### **Bullying – Child Protection Related Issues**

A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the **Royal Borough of Windsor & Maidenhead** by telephone on **01628 683194** during office hours or the out of hours Duty Team (evenings and weekends) on **01344 786543**. Any kind of bullying is unacceptable.

### **Bullying can be:**

- *Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.*
- *Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.*
- *Cyber – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text*

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messages and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy.

- *Racist* - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- *Cultural* – focusing on and/or playing off perceived cultural differences or similar.
- *Sexist* – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- *Sexual* - is unwanted or inappropriate physical contact or sexual innuendo.
- *Homophobic* - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- *Religious* – Attacking faith, belief, religious practice or custom.
- *Special Educational Needs and Disability* – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- *Verbal* - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- *Written* – spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Beech Lodge School (see Behaviour Policy). All staff and volunteers at Beech Lodge School are expected to treat each other with a professional level of respect. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most pupils at some period during their school career.

#### Cyber-bullying Preventative Measures

##### **E-safety - Cyber-Bullying Preventative Measures (Please refer to the E-safety policy)**

In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies).

## Signs of Bullying and Staff Awareness

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period during their school career. All staff must be alert to the signs of bullying. These may include:

- unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;
- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
- psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequent complaints to staff with symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;
- Missing property;
- Is afraid to use the internet or mobile phone, Is nervous and jumpy when a cyber-message is received
- Asks for extra pocket money or starts stealing money (to pay bully)
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away and
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Classes have a worry-procedure chart called 'What to do if you are worried' which is discussed and referred to.

## Strategies

We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect;
- making pupils fully aware of the school's policy;
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- promoting anti-bullying through education using the curriculum, tutorial and circle time and in particular the Personal, Social, Health, Economic education (PSHEE) programme to raise awareness of issues relating to bullying, whilst developing Social and Emotional Aspects of Learning throughout Beech Lodge School and the curriculum, we offer (SEAL);
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves ;
- ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition;
- giving support to those involved in bullying to enable them to change their behaviour;
- imposing reasonable, proportionate and consistent sanctions as and when necessary;
- seeking the support of outside professional agencies as appropriate;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring and
- familiarising all staff at Beech Lodge School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Beech Lodge School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Beech Lodge School we *Beech Lodge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Beech Lodge School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Staff will consult with the Head or other senior manager knowing that their response will be sympathetic and appropriate.

### **The Role of the Staff**

The ethos and working philosophy of Beech Lodge School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. Class codes of conduct are apparent in all classes and support the school's stance for RESPECT and hence commitment to anti-bullying practice.

- All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- All staff need to be aware of any obvious or subtle hurtful conduct in lessons.

### **Staff Should:**

- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure pupils are appropriately supervised.
- Report all cases of bullying to the Head.
- Parents' involvement and cooperation can be sought and parents of pupils involved will be kept informed.

### **Staff Training**

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGB&T) pupils.

### **Procedures**

It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher.
- Pupils should be reminded of the standards of behaviour expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved. The record of bullying should be passed to the Head or in her absence the Pastoral Lead.
- The Head or Pastoral Lead will investigate the incident and see the pupil/s involved. All staff will have been made aware of the Peer Support Approach to dealing with bullying which has, in many schools, been found to be particularly effective. The Head and the Pastoral Lead should be kept informed of any instances of bullying.
- Parents will always be informed if their child has been found to be either a victim or a perpetrator of a bullying incident.
- Victims, alleged bullies and witnesses should be interviewed separately by the teacher first involved and are required to write down independent accounts of the incidents/situations. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- If a first offence is of a serious nature, the Head should be informed as a matter of urgency.



- Bullying which has been recurrent or persistent, should be discussed by the Head or Pastoral Lead.
- The school will continue to monitor the wellbeing of the victim and the behaviour of the bully. Meet with the victim on the review date to determine whether the bully/ies have stopped their behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Head if the bullying has continued. The Head will then take appropriate action.
- It should always be acknowledged that on rare occasions some pupils set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.
- The School Behaviour Policy is central to the school's stance against bullying.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated.

Action should then be taken with regard to each of the following:

- Advice and support for the victim in accordance with the Behaviour Management Policy.
- Sanctions imposed will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the bully are used in accordance with the Behaviour Management Policy.
- Informing the parent of the victim, the bully and possibly others involved.
- Formally recording the incident on the pupil(s)' files.
- Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.
- Giving relevant feedback and reminders about appropriate behaviour to pupils.

In the event of bullying taking place among the staff, the Head should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil (pupils) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

### **The Procedures for Pupils**

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires.

### **For children who are being bullied - Remember bullies thrive on silence**

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a staff member.
- Expensive items and large sums of money should be left at home.
- Try not to show you are upset.
- Try to ignore it at the time of the incident - Stay calm - walk away to safety.

### **For children who see someone being bullied**

- If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.
- Tell an adult immediately.
- Try to be a friend to the person who is being bullied.
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child.

### **For children who are using bullying behaviour**

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- A bully doesn't have many true friends.
- Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'.
- Speak to an adult about your bullying behaviour.

### **Involvement of Parents (including clear policies communicated to parents)**

We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Head if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Allow the school to resolve the problem with the bully/ies and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.
- In the case of cyber bullying, e.g messages on MSN, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to Lucy Barnes

### **Action should then be taken with regard to each of the following:**

- Advice and support for the victim is in accordance with the school's behaviour management policy.
- Sanctions imposed will be relative to the age of the child.  
The bully must understand what they have done and why the sanctions are being applied. Support for the bully is in accordance with the school's behaviour management policy.
- Giving general information to all staff, through daily staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated.

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## **Prevention**

Beech Lodge School uses the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:

- the school rules through circle time, during Personal, Social, Health Economic Education (PSHEE) and citizenship activities along with SEAL and Assembly;
- social stories and drawings about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays and
- providing emotional support to give each child the opportunity to express how they feel.

## **Methods:**

- We watch for early signs of distress in children.
- We listen, believe act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the child who is bullying from harming the other child or children.
- We help and explain to the child doing the bullying why his or her behaviour is unacceptable.

## **Appreciating the Seriousness of Bullying**

Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

## **Pupils' Response to Bullying**

Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the bullying behaviour;
- passively support the bullying behaviour;
- passively reject the bullying behaviour and
- actively challenge the bullying behaviour.

## **Classroom Management**

Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it.

Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

## **Playground Management**

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy.

### **Complaints Procedure**

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of children should be aware that they have the right to refer a complaint directly to Ofsted and ISI if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted and ISI. Teachers will be aware that they can radically affect the incidence of bullying and that it must **always be taken seriously**.

**Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.**

