



iMap Education

School Policy

Section	School Policies
Policy Number	SP-006
Policy Name	Anti-bullying Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
15.07.16	01.09.21	August 2022	S Beddow

ANTI-BULLYING POLICY

This policy guidance has been developed with due regard to 'Preventing and Tackling Bullying' DfE (Updated July 2017), and Cyberbullying: Advice for headteachers and school staff

1. Aims:

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

2. Objectives:

- All teaching and non-teaching staff, pupils, parents and carers should have a good understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils, parents and carers should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be: whether the school community is directly or indirectly affected by bullying or not.

3. What is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at iMap School is considered to be, "unacceptable behaviours which occurs '**lots of times, on purpose**'."

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality
Transphobic	Because of, or focussing on the issue of transgender
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat, Twitter, Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology i.e. camera and video facilities, iPad, games consoles

Bullying may be related to but not confined to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia or transgender phobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the community.

4. Perpetrators and victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, text etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils, those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

5. Why is it important to respond to bullying?

Bullying hurts, no one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn from different ways of behaving.

6. Signs and Symptoms for Parents and Staff

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

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts to threaten suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to make less effort with school work than previously
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'

- Has unexplained cuts or bruises
- Comes home hungry (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Lack of eye contact when previously there was some
- Becoming short tempered
- Change in attitude towards people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

7. Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or Principal.

Parents/carers of the perpetrator may also be questioned about the incident or about concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's level of understanding). Other consequences may take place, e.g. a parent/carer being informed about their child's behaviour and request that the natural consequences supported.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others, e.g. police, counsellor, local authority support teams etc.

In serious cases (this is defined as children displaying an on-going lack of response to natural consequences, that there is no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from outreach teams will be considered, including counselling, reduced timetables, multi-disciplinary meetings, and exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying log and monitored to ensure repeated bullying does not take place.

The safeguarding lead will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliations.

8. Prevention

At iMap School we use a variety of methods to support children in preventing and understanding the consequences of bullying through class discussion and rules, PHSE, Citizenship lessons, SMSC curriculum and anti-bullying awareness.

The ethos and working philosophy of iMap means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our Vision and ethos.

Staff to follow the equality and diversity policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from the group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Students are involved in the prevention of bullying as and when appropriate, these may include:

- Writing a set of school and class rules
- Writing a personal pledge or promise against bullying
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a staff member
- Tell the teacher
- Discuss it in PHSE time
- Discuss it in tutorial
- Discuss it in emotional wellbeing time
- Ring ChildLine and follow the advice given
- Visit the school website for ideas of what to do next.

9. Recording of bullying incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident.

In the case of any bullying it must be reported to the Principal.

General incidences of bullying should be recorded in the bullying log, incidences of racism should be recorded in the racism log. This would include incidents where staff have had to become involved and speak with children and/or where parents/carers have raised concerns regarding bullying. Confirmed cases of bullying must be recorded following procedures, as with any case of Child Protection.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child (ren) may be prevented from happening in the future.

10. Advice to Parents/Carers

As the parent of child or young person whom you suspect is being bullied-

1. Report bullying incidents to the class teacher or Principal
2. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem
3. If necessary and appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.

2. Encourage your child to 'bully' back.

Both of these will only make the problem much harder to solve.

11.0 Help Organisations

Advisory Centre for Education (ACE)	020 8888 3377
Children's Legal Centre	020 7713 0089
KIDSCAPE Parents Helpline	020 7823 5430
	WhatsApp: 07496 682785.
	Email: parentsupport@kidscape.org.uk
Family Lives	0808 800 2222
Youth Access	https://www.youthaccess.org.uk/
Child line	0800 1111
Bullying online	www.bullying.co.uk

Visit the kidscape website www.kidscape.org.uk for further support, links and advice

Please read this policy in conjunction with the anti-racist policy, behaviour policy, the equality and diversity policy, the LGBT policy and mental health and wellbeing policy.

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