



ASPIRATIONS



Oriel Academy West London
an Aspirations Academy

Anti-Bullying Policy

September 2022

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This Policy should be read alongside the *Oriel Behaviour Code*, *Home-School Agreement*, and *Guidelines for Parents*.

What kinds of behaviour count as bullying?

Any targeted, consistent and sustained behaviour by an individual or group which deliberately or thoughtlessly makes another person (or group) feel uncomfortable, inferior or isolated, which includes:

- i. Physical bullying – pushing, kicking, hitting, pinching or any other form of violence or threats.
- ii. Verbal bullying – name-calling, sarcasm, spreading rumours and persistent teasing.
- iii. Derogatory name calling, insults and/or offensive jokes.
- iv. Offensive or derogatory graffiti.
- v. Provocative behaviour.
- vi. Spreading rumours or malicious gossip to colleagues or parents.
- vii. Emotional bullying – tormenting, threatening ridicule, humiliation and exclusion from groups or activities.
- viii. Racist bullying – racial taunts, graffiti and gestures.
- ix. Cyber bullying – using social networks to spread rumours, tell tales etc.
- x. Sexual bullying – unwanted physical contact and abusive behaviour.
- xi. Intimidating behaviour towards others including body language, eye expression, etc.
- xii. Name-calling to others - including racist, sexist or gender remarks, etc. (See Equal Opportunities Policy)
- xiii. Taunting - towards other children.
- xiv. Children being deliberately ignored by others, e.g. "sending one person to Coventry".

Isolated incidents of unkindness or poor behaviour will be dealt with seriously but it is the systematic, consistent targeting of an individual that marks out bullying as being particularly damaging and serious.

The effects of harassment, bullying or victimisation upon an individual may include loss of self esteem and feelings of insecurity and fear. Absences from school or illness are often indicators of trouble or unhappiness.

Who is most at risk? (WITHOUT STEREOTYPING)

- i. larger or smaller children
- ii. different "look"
- iii. different accent
- iv. SEN children (including those with disabilities)
- v. One group of children that research has shown to be often victims are "clumsy children". 1 in 25 boys can be diagnosed as clumsy, uncoordinated, fine and gross motor control problems, unusual gait. If a toddler in a Nursery school is pushed to one side, self-confidence goes and they tend to become obsessed with sedentary activities - reading, computer etc.

Bullying - Possible Signs

A child may indicate by signs or behaviour that he or she is being bullied. Children may:

- i. Be frightened of walking to or from school.
- ii. Be unwilling to go to school.
- iii. Begin doing poorly in their school work.
- iv. Never want to go out at playtime,
- v. Hang around in the classroom after school, unwilling to go home.
- vi. Go home regularly with clothes torn.
- vii. Become withdrawn.
- viii. Become distressed, stop eating.
- ix. Cry themselves to sleep.
- x. Have nightmares.
- xi. Have unexplained bruises, scratches or cuts.
- xii. Have their possessions go missing.

- xiii. Ask for money or begin stealing money (to pay the bully).
- xiv. Refuse to say what's wrong.
- xv. Give improbable excuses to explain any of the above.

What staff, children and parents should do if they see, or are told about bullying:

- i. Take incidents seriously.
- ii. Each party to be given a fair hearing.
- iii. Offer concrete help, support and feedback to the victims and their families.
- iv. Encourage peer support.
- v. Encourage the "bully" to see the victim's point of view.
- vi. Encourage reconciliation if appropriate.
- vii. Keep records
- viii. Cyber bullying – report to parents, staff or mini-mentors

Encouragement

- i. Reduce the chances of risk: remember all children could be at risk.
- ii. Observe playground behaviour.
- iii. Encourage children to write/draw, or role play bullying incidents in drama and speaking and listening.
- iv. Encourage children to speak up.
- v. Discuss events at circle / tribes / PSHE / times.
- vi. Regularly circulate a questionnaire for pupils.
- vii. Have a particular individual on staff to whom children can talk to in confidence,
e.g. Class Teacher, Classroom Assistant, Welfare staff or Assistant Headteachers.

- viii. Track particular year groups with problems.
- ix. Eliminate "danger areas" in and around the school.
- x. Use Anti-bullying Policy as a curriculum point and as part of PSHE, e.g. children's design of posters or leaflets; children writing plays or stories to illustrate problems and successful resolutions of bullying problems.

Monitoring

- i. Up-to-date - comprehensive records of incidents (dated and kept as evidence)
- ii. Individual daily record sheets / Communication Books
- iii. Individual daily playground sheets
- iv. Whole class playground book
- v. Incidents recorded at lunchtime by TAs /SMSAs and communicated to class teachers or SLT.
- vi. Consistency of approach amongst all staff.
- vii. Include "bullying" in discussion with pupils – e.g. Assemblies, School Council
- viii. having it as an agenda item for staff meetings.
- ix. Sharing information (policy etc) with all staff - do all concerned understand it and their part in it?
- x. INSET where appropriate and necessary.
- xi. Communicate to parents through *Oriel Behaviour Code* and *Home School Agreement* what behaviour is expected.
- xii. Publicise policy to all.

Dealing with the Perpetrators

Procedures and Sanctions

Incidences of reported bullying will be followed up:

Supporting the Victim

2. In any situation where unpleasantness or bullying has taken place the school makes every effort to recognise that both the victim and the bully need help and support.
3. The victim and say one other who witnessed the incident will be interviewed.
4. Staff will reassure the victim of the steps being taken to deal with the incident, be ready to listen to the victim and give him/her the opportunity to express his/her own concern and feelings.
5. It may be necessary to take steps to ensure the safety of the victim both within and on the way to and from school.
6. The victim must be encouraged to continue attending school
7. If appropriate, the Headteacher should meet the parents of the victim to explain the action taken and to listen sympathetically to the parents' concerns (in the case of a member of staff this may be a legal or union representative).

Pupil to Pupil

- i. The bullies will be interviewed separately and together.
- ii. Talk with victim and bully
- iii. Firmly explain the wrong done.
- iv. In the case of physical assault, report to the Headteacher and then follow normal
- v. Disciplinary procedures that stress the gravity of the offence
- vi. In the case of refusal to co-operate with others, explain that pupils should work collaboratively together and that every pupil has the right to be included in school activities.
- vii. In the event of the charge of bullying being upheld, the parents of the bullies and the victim will be informed by letter and the incident will recorded.
- viii. The bullies will be told to stop bullying in the presence of their parents.
- ix. The situation is monitored and further intervention is taken as needed.

- x. Take any necessary action to prevent recurrence.
- xi. Track and monitor children. Use rewards and sanctions.
- xii. Involve Welfare staff (SMSAs, CAs etc), parents, SENCO, HLS staff, SMT, Headteacher
- xiii. Ultimately the school reserves the right to exclude pupils if all else fails. However this is only ever used as a last resort where all else has failed.

Staff Member to Pupil

A complaint for which there is prima facie evidence following a thorough investigation should be pursued in exact accordance with the appropriate agreed Disciplinary Procedure.

Pupil to Staff Member

The staff member should be entitled to an interview with the Headteacher. The Headteacher, after consultation with the member of staff concerned, will decide on a course of action to deal with the complaint, and notify the staff member in writing. If the staff member is dissatisfied with the action proposed or taken he/she has the right to raise the matter.

Staff Member to Staff Member

The aggrieved staff member should immediately inform the Headteacher. The complaint should be acknowledged in writing and thoroughly investigated to determine whether or not there is need or grounds for disciplinary procedures to be instigated. If so, these will be in accordance with the agreed Disciplinary Procedure. If the aggrieved member of staff is dissatisfied with the action undertaken by the Headteacher that member of staff has a right to invoke the appropriate grievance procedure.

Ant-Bullying Ambassadors

This is a pupil initiative that sees our children educate each other around issues connected to behaviour, consequences and feelings; the ambassadors meet routinely and hold assemblies, carry out duties and report to a designated member of staff to ensure all children's safety is supervised.

Appendix 1.

The Bully

- 2.1. Many bullies may have witnessed violence at home or been bullied themselves and believe that this is an acceptable code of conduct.
- 2.2. Some bullies may use their bullying as a means of gaining some degree of prestige to boost their poor self-image and confidence. These children may not intentionally set out to cause distress to others.
- 2.3. Some children do not understand the difference between leadership and dominance. They may be popular with many classmates but be frightening to a less robust child.
- 2.4. Some bullies are afraid of losing friends and so ostracise a child in the class in order to gather the rest more closely around them/
- 2.5. The bullying may stem from revenge, annoyance or fun. The bully may be encouraged by the rest of the group.
- 2.6. The wit, sarcasm and other antics used by the bully may be entertaining for the group and gain desired acclaim and kudos for the bullies but leave the target child humiliated and distressed.
- 2.7. The bullies may identify and target those who display similar failings to themselves.

The Victim

- 2.1. Victims may or may not be obviously different from the accepted norm,
- 2.2. Often the victim is a child who, is particularly unassertive, is unlikely to fight back, does not have many friends and is quite anxious and fearful. They are often on the outside of a group.
- 2.3. Many victims are popular within their group and are socially well adjusted, but are targeted simply because they happened to be in the wrong place at the wrong time.
- 2.4. Some children seem to set out deliberately to provoke the bullying, accepting this behaviour in preference to being ignored.
- 2.5. The victim may have encouraged the attack in order to get the bully into trouble.
- 2.6. A few children have emotional problems such that they experience feelings of guilt which require them to be punished.

3. Advice To The Victim (Taken From Kidscape)

- 3.1. Laugh at or ignore comments or teasing. Remember that these people are ignorant. They want your scared reaction and humour or silence might put them off.
- 3.2. You can tell them to get lost, bug off or something to that effect. But you must say it angrily and walk away immediately. Practise in the mirror.
- 3.3. If it is a group bothering you, look the weakest in the eye and say "This is not funny" and walk away.
- 3.4. Stay with a crowd; bullies usually pick on kids alone.
- 3.5. Ask one member of the gang when they are alone why they find it necessary to gang up on one person.
- 3.6. Tell your parents. You need their help and advice.
- 3.7. Tell your teacher. Choose a time, like playtime or lunchtime when they will have time to stop and listen.
- 3.8. Tell your friends, they might be able to confront the bullies with you; at least they can make sure you aren't left on your own.
- 3.9. Walk tall. Pretend you are confident, even if you're not. Look at the bullies and smile as if they are not frightening you. Keep walking away and ignoring them, if nothing else, they will get bored eventually.
- 3.10. Remember, it is not right that bullies should get away with such appalling behaviour. You do not deserve it. Tell on the bullies, get help.