



Yarrells School & Nursery

ANTI-BULLYING POLICY

Written considering recommendations by DfE advice in
'Preventing and Tackling Bullying' 2014
and 'peer on peer' abuse from Keeping Children Safe in Education 2020

Policy Lead (Position (and Initials)): **Head of Pastoral Care (TL)**

Date of Last Review: **December 2020**

Date of Next Review: **December 2022**

The Nature of Bullying

There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated often, over a period of time
- difficult for victims to defend themselves against
- serious, with the possibility of causing psychological harm

Bullying can take many forms, but the main types are:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious messages
- often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer
- via the Internet – through cyber bullying

In frequency it can also be described as:

- **Several**
- **Times**
- **On**
- **Purpose**

Name-calling is the most common direct form of bullying. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, religion, nationality, colour, physical characteristics, sexual preferences in their families, or some form of disability. This may occur directly or through cyber-technology (social media, mobile phones, text messages, photos or e-mails).

Policy Statement

Yarrells School is committed to providing a positive environment where pupils and staff have the right to learn and work free from harm and intimidation. Each member of the school community is valued and all should work to promote a caring, supportive community. The school is resolutely opposed to any form of bullying, prejudice or discrimination. It will not only act against this in terms of discipline and sanctions, but through education, it will also work to promote understanding and appreciation of cultural diversity and ethnicity. Extreme cases of bullying will result in expulsion.

Parents and children should know that they can share their worries with the class teacher, member of Senior Leadership Team (SLT) or a trusted adult in the school. Bullying will not be tolerated at Yarrells School and allegations of bullying are taken very seriously.

Policy Objectives

- To describe school systems for dealing with bullying.
- To have strategies in place to support victims and perpetrators.
- To ensure that parents know who to approach if they are worried that their child is being bullied.
- To ensure that children know what bullying is and know what to do when it occurs.

Implementation

At Yarrells, the curriculum is used to talk about bullying and to:

- ✓ Raise awareness about bullying and the anti-bullying policy
- ✓ Increase understanding for victims, and help build an anti-bullying ethos
- ✓ Teach pupils how constructively to manage their relationships with others

Yarrells School will implement our policy in the following ways:

1. Taking it seriously

Staff should be ready to listen – and should not tell children to stop telling tales. Staff should take the child seriously and investigate straight away; they should never ignore the problem, form teachers should always be informed.

2. Encouraging people to speak up

Pupils should be encouraged to report bullying behaviour. They should be offered confidentiality, and should be made to feel comfortable to approach the teacher. If it is easier, they should be encouraged to write down what is happening.

3. Talking about it

Pupils, parents and teachers should be made aware of what bullying is, why it is unacceptable, how victims feel, and the policy of the School.

Pupils will be made aware through lessons and direct teaching such as PSHE and Circle Time, assemblies, workshops, discussions and meetings. Staff meetings should be used to share causes for concern to ensure all staff on duty are aware of vulnerabilities.

4. Close supervision and being watchful at break times

All staff should keep a watchful eye on pupils, and should investigate if there are any signs of bullying. Staff should supervise playtimes vigilantly, keeping a lookout for victims or bullies. Boredom at playtime can lead to teasing, irritability and aggressive behaviour. Playtime supervisors should assist through managing playtime effectively.

5. Encouraging Positive Relationships

All staff should act fairly and consistently. They should promote equality and fairness, encouraging good relationships amongst one another, the pupils and parents. Staff should work towards helping children build friendships amongst themselves and should be alert to possible problems, investigating and assisting in solving these. Where there have been problems between pupils, staff should encourage discussion and resolution. Both the victim and perpetrator should have the opportunity to talk and should be given an opportunity to write down their feelings too if they wish to do so.

6. Valuing all Pupils

All pupils should know they are valued. They should all know what they should do if they are unhappy or being bullied. They should know the School rules and should be made aware of what is acceptable or unacceptable.

7. Staff Training

The school's anti-bullying strategy and the importance of safety in ICT and when using the Internet is discussed in staff inductions. In addition, staff have been encouraged to take "Anti-bullying Alliance's" training to increase confidence when dealing with bullying.

8. Educating Pupils and Families

At Yarrells we work on the premise that 'prevention is better than cure' so we educate and remind pupils about ways to prevent bullying and to stay safe. We also work on developing individual character to motivate them to be the kind of individuals who are kind, caring and inclusive. Education includes educating children and their families about staying safe when using the Internet.

Reporting Bullying

Anyone can and should report bullying. Bullying may be reported to any staff member. Children are encouraged to tell someone straight away if they think they are being bullied or if one of their friends is being bullied. In assemblies/PSHE lessons children are told they can tell any adult including:

- A member of staff in the playground
- Their form class teacher
- The SLT
- The Head
- Their parents
- A friend

Parents should approach the class teacher in the first instance if they have concerns about their child being bullied. A positive, harmonious relationship between home and school will create the best foundation for supporting children involved in issues of negative social behaviour. Open discussion between school, home and child is essential. If individual parental concerns continue, parents can contact and discuss the matter with a member of the school's SLT.

Peer on peer abuse includes, but is not limited to, bullying (online and offline), gender based violence, sexual assaults and sexting. It should always be dealt with as a safeguarding issue and should never be passed off as "banter" or "just a bit of fun". If a child is in immediate danger or at serious risk of harm a referral should be made to children's social care and/or the police immediately following the school's safety policy. In the event of disclosures about peer-on-peer abuse all children involved, whether perpetrator or victim, are treated as being 'at risk'.

When making decisions about how to deal with allegations, schools should take into consideration the age and understanding of the perpetrator, as well as any relevant personal circumstances and how this relates to his/her behaviour. Schools should also consider any disparity in age between the perpetrator and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence. The views of the pupils and, where appropriate, parents, should be taken into account on every occasion.

If one pupil causes harm to another, it is not always necessary for it to be dealt with through a referral to Children's Social Care: sexual experimentation within 'normal parameters', bullying and fighting, for example, are not generally seen as child protection issues. All incidents will, however, be taken seriously, parents/carers will be contacted and appropriate action taken.

The nature and severity of the allegation or concern will determine whether staff will implement the school's anti-bullying or other school procedures or whether a referral needs to be made to social workers or the Police. The Designated Safeguarding Lead should be consulted if there is any doubt about the right course of action.

To minimise the risk of peer on peer abuse other policies are in place such as Anti-Bullying Policy, Behaviour Management and PSCHEE policies. Any arising issues are dealt with quickly. Form tutors are informed along with the relevant Senior Leaders in the school. Allegations (in addition to those noted above) will be investigated and dealt with by the Heads of Pastoral Support and detailed records stored on ISAMS.

Course of Action in Response to Allegations of Bullying

All staff should be ready and willing to deal with any incident brought to their attention. They should take steps to deal with the situation themselves initially, particularly if they are a class teacher. These would include:

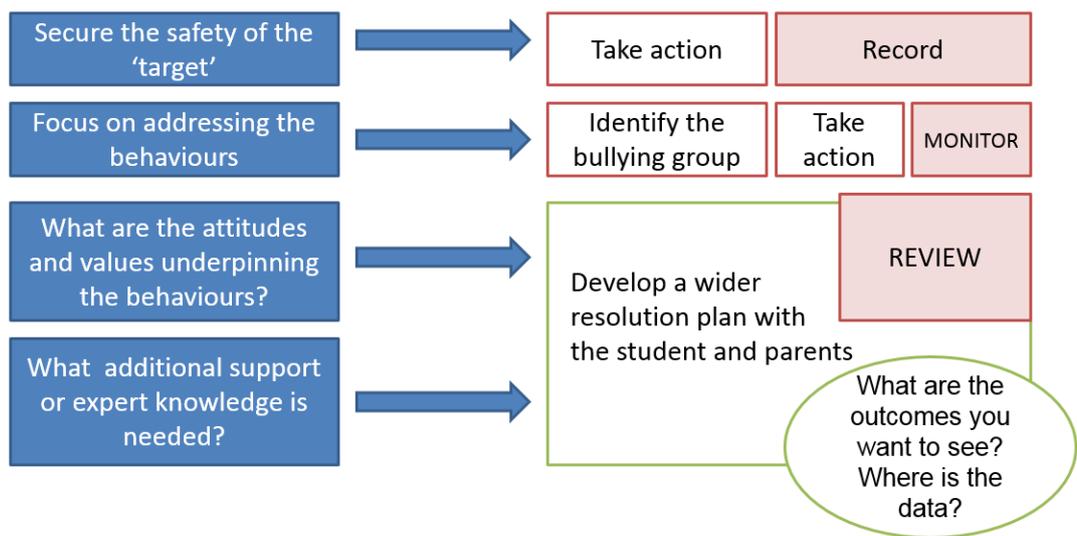
- Investigating the allegations to obtain an account that is as accurate as possible. This is to be done by talking to both the victim and perpetrator. They should be interviewed singularly and together where possible, if it would not be too intimidating for the victim. The staff member should also find out if there are witnesses that can back up claims. The staff member should liaise with an appropriate member of SLT, whether it be the Head of Pre-Prep, the Head of Junior Prep or the Head of Senior Prep, who in turn will liaise with the Deputy Head Pastoral. They will consult with the Head and keep her informed. This will facilitate collaborative decisions and actions regarding an appropriate response to bullying.
- Talking with all pupils involved, so that agreement can be made on what is acceptable/unacceptable and so that appropriate steps can be taken to avoid a recurrence. Appropriate behaviour will be suggested. This may include an apology, a commitment to stop this behaviour, and an explanation of possible consequences if the behaviour is not rectified.
- The teacher should make notes of the incidents, including the action taken and should follow up to try and ensure that the situation does not reoccur. The incidents of bullying should be individually recorded on Isams too. In all cases of bullying, no matter of the nature of it, the context, the pattern or consistency, the teacher will always speak to parents to inform them of the situation and to request their support in dealing with the matter.

Structure of Sanctions Available:

The school uses open communication and discussion in all cases of poor behaviour choices. Possible responses to bullying might include:

- PSHCE sessions with relevant class members on specific topics
- The issuing of a Red Card, documented on the pupil file and restorative justice applied in the form of an appropriate course of action such as a formal apology, some collaborative work with both victim and perpetrator. The specific nature of the response will depend upon the action
- Internal exclusion from curriculum activities/trips or residential activities off-site
- External exclusion for a temporary period
- In very serious cases, permanent exclusion from school. Given the ages of the children at Yarrells, the Head would work closely with all concerned in order that this response be a last resort. The Head would consult with the Governing Body in all cases of permanent exclusion from school.

anti-bullying alliance Achievement for All  **Planning a response**



What Should Responses Do?

Immediate	Short Term
To protect the victim	To stop the bullying behaviour
Medium Term	Long Term
To address any underlying attitudes, values or beliefs	To prevent the behaviours re-occurring

The purpose of applying an intervention or response to bullying is relatively simple. But it can be very difficult to achieve and cannot be done without effective planning and monitoring.

Promoting best practice with regard to Information and Communication Technologies

At Yarrells we consider all aspects of electronic communication to safeguard children and prevent bullying. New technologies have become integral to the lives of children and young people in today's society; both within schools and in their lives outside school. The Internet and other digital and information technologies are powerful tools, which open up new opportunities for everyone. Electronic communication helps teachers and pupils learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people should have an entitlement to safe Internet access at all times.

The requirement to ensure that children and young people are able to use the Internet and related communication technologies appropriately and safely is addressed as part of the wider duty of care to which all who work at Yarrells are bound. E-safety is taught weekly in the curriculum but the school also takes part in Internet Safety week annually to raise the profile. This has included staff, parental and pupil workshops with the SSCT Dorset.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote pupil achievement. However, the use of these new technologies can put young people at risk within and outside school. Therefore we have important policies on the use of mobile phones and cameras by staff, in EYFS and the rest of the school; (the use of mobile phones by pupils in school is not allowed and they are not permitted to bring these in to school); E-Safety, Use of the Internet and Social Networking sites; guidance about the taking of official and parental photographs of pupils in school; use of computers and other devices in school, including filtering and monitoring of internet usage.

In addition, we provide education as age-appropriate information about grooming, internet sites containing violent or adult content, and sharing personal information/photographs as well as ways that technologies can be used to tease, bully or threaten. Education includes educating staff, children and their families about staying safe when using the Internet.

Important

There are occasions when children make accusations of bullying in order to cause trouble for, to hurt or upset the person they have accused. While it is very important for staff to take all allegations seriously, any report of bullying must be investigated thoroughly so that no one is accused unfairly.

At all times, staff should act fairly and consistently. They should share concerns with other colleagues. If the situation is very serious or the teacher's intervention has not resulted in a change of pattern, the situation should be referred to a member of the SLT, or the Head.

Sanctions for bullying will be made at the discretion of the senior staff member investigating who may consult the class teacher and parents where appropriate. Discipline will be given in a fair manner that will consider all factors, such as the nature of the incident, provocation, or any previous involvements in bullying. While a response to bullying is always serious; in some cases, counselling for the bully may be deemed the most appropriate response.

According to the DfES, publication, 'Bullying: Don't Suffer in Silence' in most cases, talking to the bully and getting them to realise the harm they are causing will work. However, there are times when dialogue is not enough to resolve incidents, and stronger measures, including exclusion will be needed:

Conclusion

Response to Bullying should:

- a. Help the victims – they should feel listened to, reassured and protected. They should be helped to be assertive.
- b. Help the bullies – they should be encouraged to see that bullying is wrong and hurtful. They should be given the opportunity to change and should be made to feel that they are supported in changing their behaviour.
- c. Help to foster good relationships within the school community; it should make all children feel worthwhile and valued.

A Summary of 5 key points for staff:

- ✓ never ignore suspected bullying
- ✓ don't make premature assumptions
- ✓ listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are all telling the truth
- ✓ adopt a problem-solving approach which moves people on from justifying themselves
- ✓ follow up repeatedly, checking bullying has not resumed

This policy is reviewed every two years, or before if necessary.