



We believe that all pupils have a right to learn in a supportive, caring, safe environment without the fear of being bullied. We promote good behaviour and follow our School Behaviour Policy. It is made clear that bullying is a form of anti-social behaviour. It is wrong and it does not follow the ethos of our school supporting pupils' social emotional aspects of learning as stated in our PSHE Policy. As a school we respect each other's safety and we all have the responsibility to promote this principle.

1. Definition

Bullying is an action taken by one or more children with deliberate intention of hurting another child, either physically or emotionally. Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

Bullying can occur through several types of anti-social behaviour.

- Verbal (Direct): This can be name-calling, teasing, insults and threats. It can be directed towards gender, SEN, disability, culture, religion, personality, appearance, health conditions, home circumstances or sexual orientation.
- Verbal (Indirect): Rumours and cyber (by mobile, phone or computer or social network).
- Physical: a child can be physically assaulted, punched, kicked, spat at etc.
- Exclusion: by being excluded from play, activities/discussions etc.
- Damage to property or theft: Pupils may have property damaged or stolen.

It is everyone's responsibility to safeguard them against such incidents and to deal with them quickly and effectively.

2. Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim as a school to provide a safe and secure environment where all can learn without anxiety. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying and we make it clear that it is everyone's responsibilities to prevent it.

3. General principles: Duties and Responsibilities

- No bullying is acceptable; all bullying behaviour must be challenged.
- Bullying may be verbal, physical or psychological. In fact any action, which makes a child feel uncomfortable, insecure or threatened, may be defined as bullying. The school disapproves of bullying in all its forms and considers it a most serious offence.



- The pupils know that bullying is unacceptable and that they must “tell a teacher” if it happens to them or a peer.
- All staff, assistants, teachers and head teacher, take the lead in creating a climate in which pupils feel comfortable in reporting any bullying incident in the expectation that it will be dealt with urgently and firmly.
- It is the responsibility of the head teacher to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- All staff are required to report incidents of suspected bullying to the head teacher. Appropriate action is then taken. Any incident has to be logged (dates, details of the incident) by the head teacher into the incident Book. This book is confidential and has to be kept at all times into the head teacher's office.
- The latest DfE guidance gives schools the power to investigate incidents of bullying occurring outside the school premises.
- Parents are expected to support the school's anti-bullying policy and to report any bullying incidents of which they become aware.
- All staff are responsible for implementing the anti-bullying policy.
- All incidents of bullying must be duly recorded.
- The head teacher and proprietor are responsible for monitoring the implementation of this policy and rectifying any shortcomings as soon as they are noted.
- Staff and pupils will be involved in reviewing this policy on an annual basis.

Living together / Vivre ensemble.

Anti-bullying education is part of the school curriculum in the “Living together” topic explored during the first period of the school year (Autumn 1) and our programme of personal, social and health education (PSHE).

Pupils are taught to respect and help others by developing their ability to communicate, exchange and socialise with everybody. Discussions about these topics have to take place during lessons with the teachers as well as during the assemblies (every other week).

“School Rules” and “Class Rules) (“Règles de vie à l'école” “Règles de la classe”) will be established by the children and their teachers at the beginning of the year and will include “what we are allowed to do”, “what we are forbidden to do” and “what we should do in case...”

This purpose intends to explore and discuss the basics rules of life in society with answering the most frequent question of young children: “why?”



These "rules of life at school" will be referred to anytime, they are to be compiled into a common document established during an assembly. This document has to be signed by the pupil, his/her parents and stick into the "cahier de liaison".

4. Guidance for staff

Being a small school doesn't mean that bullying cannot happen.

Therefore all staff have to remain aware of any sign that can indicate a bullying (change of friendship group, lack of friends, "illness" at certain time or certain days, sudden lack of confidence, change in standard of work, change of general behaviour...).

Any suspicion has to be reported immediately to the head teacher.

Any incident should be dealt immediately and reported in the "incident book" indicating: time, date, people involved, what happened precisely, who are the witnesses and what was the action(s) consequently.

As a matter of routine, pupils must be taught strategies to avoid bullying or how to manage it, such as:

- Find an adult as soon as possible
- Try not to look or sound upset
- Try to ignore the bully
- Walk away quickly
- Be assertive
- Be proud of individualism, working hard and being good

5. Possible Signs of Bullying

A child may indicate by his/her behaviour that he or she is being bullied. If a child shows some of the following signs, bullying may be responsible and you might want to ask if someone is bullying or threatening them.

Children may:

- be frightened of walking to and from school
- change their usual route
- does not want to go on the school bus
- beg you to drive them to school
- be unwilling to go to school (or be 'school phobic')
- feel ill in the mornings
- begin truanting



- begin doing poorly in their school work
- come home regularly with clothes or books destroyed
- become withdrawn, start stammering, lacking confidence
- become distressed and anxious, stop eating
- attempt or threaten to commit suicide
- cry themselves to sleep, have nightmares
- have their possessions go missing
- ask for money or start stealing (to pay the bully)
- continually 'lose' their pocket money
- refuse to talk about what's wrong
- have unexplained bruises, cuts, scratches
- begin to bully other children, siblings
- become aggressive and unreasonable
- give improbable excuses for any of the above

6. Reporting Incidents of Bullying

- Staff must report instances of bullying at once to the head teacher.
- Parents must inform the class teacher, head teacher or any other member of the school staff, of any incident of bullying of which they are aware.
- Pupils should report bullying to their class teacher in the first instance. However, we understand that children who are bullied may find it difficult to report bullying.

7. Procedure for Dealing with Instances/Reports of Bullying

In all case the head teacher will have to be informed and will deal with the teacher(s) of the children involved.

Each case will be treated individually and, depending on the circumstances, one or more of the following strategies will be employed:

1. Recording bullying incident in the "Incident book" (available in each class).
2. Separate interviews / discussions with the bully and the victim – sanction (if needed) for bully. The school recognises that bullying may be a symptom of emotional upset affecting the bully. Consequently, both the bully and the victim will be counselled.
3. Informing the parents of both the bully and the victim of the incident by telephone or/and mail.



4. Requesting interview with the parents of the bully or/and the victim (teacher involved). Strategy developed with both sets of parents.
5. Regular follow up to bullying incidents are dealt with or investigated by the teacher of the bully. Telephone or/and letter will be sent to the parents and interview will be organised with bully and victim.
6. If incidents continue: requesting interviews with the parents of the bully or/and the victim (teacher and head teacher involved) and putting the bully on a 'behaviour plan;' reinforcing the anti-bullying message in school and enlisting the cooperation of pupils to support those who find it difficult to behave well.
7. External help may be sought or thought for the bully and victim.
8. If incidents still continue, exclusion may be considered.

8. Sanctions and strategies

They can include:

- A warning that the behaviour must stop
- Apologies made to the victim
- Removal of privileges / activities.
- Exclusion from the classroom, dining hall and playgrounds for a fixed period
- Behaviour plan to be filled in for each part of the school day
- Parents will meet with the teacher/head teacher to set targets for improvement
- In the event of continued bullying the school would follow the recommended procedure for exclusion from school. Exclusions are used in exceptional cases only and when the nature of the behaviour is such that the school wishes to signal a strong degree of disapproval. Such behaviour includes physical violence to staff or pupils, persistent bullying, consistently poor behaviour over a sustained period and persistent disruption of the learning of others.

9. Monitoring and evaluation:

Accurate records are kept of all incidents involving bullying.

The staff will identify potential 'hot spots' in the school and the grounds, in order to identify areas and times where children might feel vulnerable or at risk.

Monitoring information and feedback from staff, pupils and parents any required changes to the policy or procedures will be discussed/amended.

This policy is reviewed annually, before the start of each academic year.

10. Publication:

Parents are informed of the anti-bullying policy and the policy is published on the school website. A copy of this policy can be obtained on demand at the school's desk.

Help Organisations:

www.bullying.co.uk



Children's Legal centre 0845 345 4345

Parentline Plus 0808 800 2222

Childline 0800 1111

Kidscape Helpline: 08451 205 204

This policy was written with reference to DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools", 'Preventing and tackling bullying - advice for school leaders, staff and governing bodies, 2011' and "Every Child Matters" and under Part III (10) of The Education (Independent School Standards) (England) Regulations 5 2010 (as amended by the Independent School Standards Regulations 2012) to clarify the policy of the school to inform parents, carers and pupils of what that policy is.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

<http://www.legislation.gov.uk/uksi/2010/1997/contents/made>
2013 amendment (SI 2012/2962):

<http://www.legislation.gov.uk/uksi/2012/2962/contents/made>