



Ballasalla Primary School

Anti Bullying Policy

Statement of Intent

Ballasalla School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils need to feel able to report this, and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to report it to a member of our staff.

The school has a legal duty to have an anti-bullying policy as outlined in the 2001 Education Act.

Objectives of this Policy

To ensure that all governors, teaching and non-teaching staff, pupils and parents have an understanding of what bullying is and its effect on others.

To ensure that governors, teaching staff and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported.

To ensure that pupils and parents know what the school policy is on bullying, and what they need to do if bullying arises.

To show that as a school we take bullying seriously. Pupils and parents need to be assured that they will be supported when bullying is reported.

To show that bullying will not be tolerated under any circumstances.

To prevent and deal with any behaviour deemed as bullying.

What Bullying is **Not**

Behavioural incidents may be perceived as bullying but when carefully considered, actually fall in to the following categories of 'rude' or 'mean' behaviour rather than bullying.

The behaviours below are not defined as bullying.

Rude inadvertently saying or doing something that hurts someone else.

Mean purposefully saying or doing something to hurt someone else.

What Bullying **Is**.

Bullying intentionally aggressive behaviour, **repeated over time**, that involves an imbalance of power.

Bullying behaviour is defined as behaviour that is:

Intentionally harmful

A perceived imbalance of power

Action that leads to pain and distress is repetitive & persistent

where someone wilfully seeks to harm another.

where those being harmed feel powerless.

pain that can be physical and/or emotional, Action that a **single, isolated incident** of aggression would **not** normally be described as bullying.

Bullying can be

<u>Physical</u>	May include - hitting, kicking, punching, pinching, spitting, tripping, hair-pulling, taking or breaking someone's possessions.
<u>Verbal</u>	May include - spoken, shouted or chanted taunting, teasing, name-calling, sexual comments or threats.
<u>Relational</u>	May include - threat of removing friendship, social exclusion, shunning, rumour spreading or hazing.
<u>Cyber</u>	Wilful and repeated harm inflicted through the use of computers, cell phones and other electronic devices.

Approach to Bullying

Ballasalla school endeavours to take a proactive approach to dealing with bullying issues and children are encouraged to take part in sessions which raise awareness of such problems during personal, social and emotional aspects of learning. These include:

PSHE lessons following the Ballasalla PSHCE framework, Assemblies, Circle Time, Philosophy for Children, School Council meetings and National awareness days

Other opportunities to raise awareness of and plan for anti-bullying include: Staff Meetings, School Improvement Plan, Governors Meetings and Parental workshops e.g. esafety

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. As a school, we have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults need to be aware of these possible signs and 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 or threatens suicide or runs away, cries them self to sleep at night or has nightmares, feels ill in the morning, begins to do poorly in school work, comes home with clothes torn or books damaged, has possessions which are damaged or " go missing", asks for money or starts stealing money (to pay bully), has unexplained cuts or bruises, becomes aggressive, disruptive or unreasonable, is bullying other children or siblings, stops eating, is frightened to say what's wrong, is afraid to use the internet or mobile phone, is nervous & jumpy or secretive, when a cyber message is received,gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and needs to be investigated.

Procedures (see Flow chart)

Report bullying incidents to staff.

In cases of bullying, the incidents will be recorded by staff.

In cases of bullying parents should be informed and will be asked to come in to a meeting to discuss the problem.

The bullying behaviour or threats of bullying needs to be investigated and the bullying stopped quickly.

If necessary and appropriate, outside agencies will be consulted.

An attempt will be made to help the bully (bullies) change their behaviour and help the child being bullied to build their confidence and resilience.

Outcomes

The bully (bullies) may be asked to genuinely apologise.

Other consequences may take place e.g. missing break times.

In serious cases, suspension will be considered.

If possible, the pupils will be reconciled using restorative justice techniques.

After the incident / incidents have been investigated and dealt with, each case will be monitored for a period of time.

Prevention

We will use a variety of methods for helping children to display positive behaviour. As and when appropriate, these may include:

signing a behaviour contract;

writing stories or poems or drawing pictures about bullying;

reading stories about bullying or having them read to a class or assembly;

making up role-plays;

having discussions about positive behaviour and why it matters;

thinking maps to investigate cause and effect;

circle time;

recognition of and rewarding positive behaviour;

teaching what positive behaviour looks like.

HELP ORGANISATIONS:

Childline (UK)

0800 1111

Isle of Man Social Services

629608

Bullying Online

www.bullying.co.uk

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

Investigating an incident

Where possible this will be age-appropriate but investigating incidents with younger children is sometimes difficult as some cannot organise their thoughts and express themselves clearly.

We need also to take into account that most primary children do not have the ability to think objectively about incidents in which they are involved. Investigations will follow the flow chart.

Implementation

The policy will be shared with all stakeholders.

Copies will be available for parents and governors.

Children will be reminded of the policy through assemblies, Circle Time sessions and PSHCE lessons.

Posters and displays linked to positive behaviour may be displayed around school.

Monitoring and Evaluation.

This policy will be reviewed bi-annually and all stakeholders will be consulted. These comments may be used to inform any subsequent reviews of the policy.

Feedback from stakeholders may be used to inform the school's 'Self-Review and Evaluation process'.

Review Date: September 2019

Ballasalla School Positive Behaviour Charter
(adapted from DFES-2070-2005)

At Ballasalla School we want all children to learn in a safe, non-threatening environment. The school's principles with regard to bullying mean -

For pupils who experience bullying that:

- they are heard;
- they know how to report bullying and get help;
- they are confident that school will deal with bullying;
- steps are taken for them to feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how to get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For Ballasalla School

- the whole school community is clear about the school's anti-bullying stance;
- staff and pupils help to develop anti-bullying work in the school;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders;
- there is a school climate where bullying and violence are not tolerated and cannot flourish;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- all staff are aware of the importance of modelling positive relationships.

For Parents

- they are clear that the school does not tolerate bullying;
- they are aware of the procedures to use if they are concerned that their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way that protects their child.

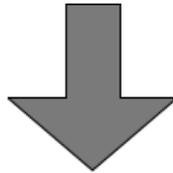
EDUCATION ACT 2001

EDUCATION (MISCELLANEOUS PROVISIONS) ACT 2009

Alleged Bullying Incident

Member of staff needs be told before the end of school or as soon as possible thereafter.

Teacher investigates



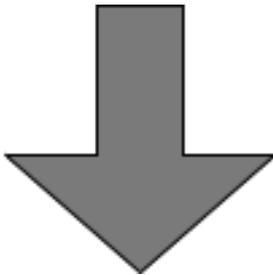
Teacher assesses incident.



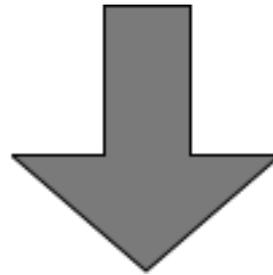
Teacher deals with children involved.



Teacher involves headteacher and all parents are contacted to arrange separate meetings.



Teacher monitors the situation and takes appropriate action if necessary.



Actions taken to support all children involved. Governing body informed & DEC informed in cases of suspension. Incident will be logged by the Headteacher.

