

Anti-Bullying Policy

September 2017

This policy outlines the school expectations, and procedures for dealing with any incidents of identified bullying. Please read this policy in conjunction with the Falconbrook Behaviour Management Policy.

| Aspect | Support & Guidance | Expectations & Monitoring |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Making sure Children have opportunities to communicate their concerns</p> | <p>All teachers need to make sure that children are aware of how they may share a concern or worry with the adults in their class.</p> <p>Class teachers should establish a system for doing this in their own class: September '15</p> <p>PPA teachers should familiarise themselves with class arrangements for sharing concerns with adults.</p> <p>Currently there is a letterbox, on the wall, outside of the DHT's office. Teachers should let children know that this letter box can be used to pass letters on to either the DHT or HT (as needed). DHT checks this daily. September '15</p> | <p>Teachers use class assembly and / or PSHE lessons to establish communication systems within the classroom.</p> <p>Class teachers make sure that support staff & PPA cover teachers are aware of the class communications systems as well.</p> <p>Sessions are timetabled to discuss issues around bullying / anti-bullying.</p> <p>Teachers use timetabled classroom assembly & PSHE lessons, to support discussion around bullying. Note on weekly plans</p> |
| <p>Classroom Communication Box Launch in November 2015</p> | <p>As part of Anti-Bullying Week November '15 all teachers will introduce a Communication Box into their classroom, during their classroom assembly.</p> <p>Teachers will make sure all children are aware that the Communication Box is a means of communicating directly with their class teacher (& other adults of the class team) and sharing any concerns or worries they may have about bullying, or other problems they may have.</p> <p>Children know that adults receiving a message will respond ASAP and will deal with any issues arising.</p> <p>Communication Box may also be used as a means of passing on positive news.</p> <p>Children are encouraged to write down any concerns they have & post these into their class Communication Box.</p> <p>Younger children may write their name on a piece of paper & post this in the box, to alert class teacher (& other staff) that they wish to speak to an adult.</p> | <p>Communication Box established & visible in each class (in place from November 2015).</p> <p>Class teacher (& other adults from class team) ensures that box is checked daily and that any issues arising are dealt with ASAP.</p> <p>Class teachers make purpose of Communication Box explicit and ensure that children have the opportunity to use this means of communication as necessary.</p> <p>Communication Box is visible as well as paper / pencils needed.</p> <p>Teachers check the contents of Communication Box daily and deal with any issues arising ASAP.</p> <p>Any concerns about bullying are shared with Phase Leaders, Assistant Head, DHT or HT (as relevant) as <u>soon as possible</u>.</p> <p>Teachers use PSHE lessons, to support discussion around bullying</p> |
| <p>Ensuring all children are aware of how bullying will be dealt with.</p> | <p>Class teachers to use classroom assembly time to go through school procedures for dealing with incidents of bullying (as per this policy). From Sept / Oct '15</p> <p>Children are informed that all incidents of bullying will be treated seriously and will be dealt with by Head and / or Deputy Head and / or Assistant Heads and / or Phase Leaders (as relevant & appropriate). From Sept / Oct '15</p> <p>Children are reminded how they can communicate</p> | <p>Teachers use classroom assembly time and other class discussions times to talk to children about how they are feeling and encourage them share any concerns they have (as well as positive news).</p> <p>All members of the class team take part in these discussions.</p> <p>All members of class team and all adults who work in school) foster warm relationships with children that</p> |

| | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>any concerns (until Communication Box is in place). From Sept / Oct '15</p> <p>As soon as communication Box is in place (November '15) children are informed that the Communication Box is one means of ensuring that incidents of bullying are reported. They are also reminded that they may speak to any adult about concerns they have, and that this information will be passed onto Head and / or Deputy and / or Assistant Heads and / or Phase Leaders as relevant.</p> | <p>facilitate communication between children and adults.</p> <p>Teachers (& all adults) ensure that children are aware of the <i>difference</i> between bullying & one-off incidents of unpleasant behaviour between peers.</p> <p>Teachers use PSHE lessons to support discussion around bullying (inc SEAL unit)</p> |
| <p>Procedure to support identified bullies</p> | <p>Once an incident of bullying has been identified the adults involved collect together all necessary information, write it down, and pass on to Head / Deputy / Assistant Heads and / or Phase Leaders as relevant. From Sept / Oct '15</p> <p>Information given will then be followed up by Head and / or Deputy. / or assistant heads and / or Phase leader as appropriate.</p> <p>If necessary parents will then be invited into school to discuss concerns.</p> <p>At this stage appropriate sanctions & support will be put in place. These will be decided upon according to the individual involved. However it is a general rule that if the playground is not safe because of the actions of an individual, then the individual will be removed from the playground.</p> <p>Possible sanctions:</p> <ul style="list-style-type: none"> • Removal from playground • removal from class (internal exclusion), • Unable to stay in school during lunchtime. <p>Possible support:</p> <ul style="list-style-type: none"> • Input from Pastoral Support Lead (Anna) Regular follow-up meetings with Head / DHT/ Asst Head (as relevant) to monitor improvements in behaviour • Regular follow-up meetings with parents to monitor progress. | <p>Class teachers ensure that all children are aware of the school procedure for identified bullies</p> <p>Class teachers use classroom assembly times and other class discussion time to share this information.</p> <p>Head and / or Deputy / or Asst Heads / Phase Leaders (as relevant) ensure that class teachers are kept informed about sanctions & support that has been put in place for identified bully.</p> <p>Any child identified as 'bullying' must complete a 'Sorting it Out' sheet.</p> <p>Copies of Sorting it Out sheets are in Behaviour Management Policy (blank copies also kept in HT's office). Completed copies must then be given to HT.</p> <p>Teachers (& all adults) ensure that children are aware of the difference between bullying & one-off incidents of unpleasant behaviour between peers.</p> <p>Teachers use PSHE lessons to support discussion around bullying. (inc SEAL unit)</p> |
| <p>Procedure to support identified victims of bullying</p> | <p>Once an incident of bullying has been identified the adults involved collect together all necessary information, write it down if possible, and pass on to Head / Deputy / assistant heads / phase leader (as relevant).</p> <p>If necessary parents will then be invited into school to discuss concerns.</p> <p>The Head Teacher must always be informed of</p> | <p>Class teachers ensure that all children are aware of the school procedure for identified bullies & identified victim.</p> <p>Class teachers use classroom assembly times and other class discussion time to share this information.</p> <p>Head and / or Deputy / or assistant</p> |

| | | |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>any incidents of identified bullying.</p> <p>Identified victim will be supported in feeling safe in school by:</p> <ul style="list-style-type: none"> • Knowing school procedure has been followed to sanction / support identified bully. • Parental involvement (as necessary) • Pastoral input (as necessary) • Knowing that adults (class team & SLT) will continue to monitor situation. | <p>heads / Phase Leaders to ensure that class teachers are kept informed about sanctions & support that has been put in place for identified bully & support for identified victim.</p> <p>All adults in class team will continue to monitor & support identified victim and share all necessary information with Head & / or Deputy / or assistant heads / or phase leaders.</p> <p>Teachers (& all adults) ensure that children are aware of the difference between bullying & one-off incidents of unpleasant behaviour between peers.</p> <p>Teachers use PSHE programme (inc SEAL Units) / lessons to support discussion around bullying.</p> |
| <p>Dealing with racist, homophobic and gender / sexist bullying</p> | <p>No deliberate insults are acceptable at Falconbrook School.</p> <p>Comments made to people with the intention of causing hurt and upset are not acceptable at Falconbrook School.</p> <p>We expect everyone within our school to value each other and treat each other with respect.</p> <p>All adults model treating both their colleagues and the children in their care with courtesy & respect. Further detail can be found in the following policies:</p> <ul style="list-style-type: none"> • Behaviour Management Policy <ul style="list-style-type: none"> • Policy for Equal Opportunities & Race Equality | <p>All adults model treating both their colleagues and the children in their care with courtesy & respect.</p> <p>All adults take responsibility to familiarise themselves with related policies.</p> <p>All adults ensure that they implement these policies.</p> <p>Any incidents of bullying are reported (in writing) to Head or Deputy Head or Assistant Heads / phase leaders (as relevant).</p> <p>All incidents of identified bullying are reported to Head Teacher.</p> |
| <p>Taking account of cultural diversity of our school community</p> | <p>Reference: <u>Policy for Equal Opportunities & Race Equality</u> for further information</p> | <p>All teachers take responsibility to familiarise themselves with contents of policy & implement</p> |
| <p>Ensuring all staff are aware of how to deal with incidents of bullying</p> | <p>Guidance set out in this policy. Also reference:</p> <ul style="list-style-type: none"> • Policy for Equal Opportunities & Race Equality. • Behaviour Management Policy <p>Further support from Head and / or Deputy Head / or Assistant Heads & Phase Leaders.</p> | <p>All teachers take responsibility to familiarise themselves with contents of this, and other related policies & implement.</p> <p>If further support or guidance is required teachers ensure that they follow-up with Head and / or Deputy Head, or Assistant Heads & Phase Leaders.</p> |

| | | |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Displaying non-tolerance of bullying (posters etc.)</p> | <ul style="list-style-type: none"> • Anti-Bullying Week website: for 2015 : www.beatbullying.org www.antibullyingweek.co.uk www.antibullyalliance.org.uk • Anti-Bullying Assembly: <i>Class teachers to ensure that messages given during this assembly are followed up in PSHE sessions & class circle times.</i> • During anti-bullying week (Nov '15) : <i>class teachers to ensure that additional discussions are held during class circle times and that 'We don't tolerate bullying' posters are generated (details to follow)</i> <p style="text-align: center;">TBC</p> | <p>All teachers use class assembly time (& other class discussion times) to discuss school's anti-bullying stance and check all children familiar with ways to communicate any concerns, as per school procedures, laid out in this policy.</p> <p>Teachers use Bullying Week 2015 as a means to :</p> <ul style="list-style-type: none"> • Set up Communication Boxes • Discuss what bullying is & why it is unacceptable. • Consider the difference between bullying & one-off incidents of rudeness / meanness between peers. • Explore Anti-bullying Week website resources <p>As from September '15 (& again in November 2015) this policy (and practice indicated above) to be fed in each class PSHE provision.</p> |
| <p>Keeping records of incidents of bullying & using this data to inform future practices</p> | <p>See this policy for guidance on reporting incidents of bullying to Head & / or Deputy Head, or Assistant Heads & Phase Leaders.</p> <p>SLT are responsible for maintaining records & using data to inform future practices.</p> | <p>Teachers take responsibility for reading this policy & implementing it. Procedures laid out in policy are shared with class team.</p> <p>Procedures for reporting incidents of bullying are implemented.</p> |
| <p>Keeping parents informed of school anti-bullying policy.</p> | <p>School policy posted on school website.</p> <p>Parents involved in supporting & sanctioning identified bully & identified victim (as per this policy)</p> |  |

