



Founded 1834

Arbory School



Anti-Bullying Policy

"A caring community of creative, confident learners."

"Co-phobble kenjal dy ynseydee chrootagh as yarrooagh."

Mission Statement Aims

- To provide a curriculum which is broad and balanced, rich and stimulating. Using the strengths and expertise of all members of staff we endeavour to meet the individual learning needs of every child. The curriculum is planned to teach children 'how to think' not 'what to think', and it matches the learning expectations of the pupils to their abilities and aptitudes, enabling them to acquire the skills, knowledge, concepts and values to enjoy their present lives as well as equipping them for the future.
- To provide a safe, secure environment for effective learning in a caring and happy school where achievement and success are celebrated. Within this environment we hope that children will develop a set of personal values which will enable them to lead a happy life.
- To provide quality in all aspects of learning and to present children with a stimulating learning environment. Wherever possible, this is through first-hand experiences which make learning meaningful and enables children to relate knowledge and understanding to practical and purposeful activities.

Please note:

**This anti -bullying policy was originally adapted from Kidscape
July 2007**

Anti-bullying Policy

Statement of Intent

Arbory 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 should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

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

School Policies

Other school policies which demonstrate the school's ethos towards anti-bullying measures include:

- **Behaviour**
- **Confidentiality**
- **Health and Safety**
- **Inclusion**
- **Safeguarding**
- **School Improvement Plan**
- **School Mission Statement**

DEC Policies and Guidance

- SEN Policy (2019)
- Wellbeing Policy (2017)
- Service Delivery Plan (2016-2021 DESC)
- Information Security Polciy (2015)
- Strategy for Children and Young People (2015-2020)
- Health and Safety Policy (2014)
- Social Media (2013)
- ICT Acceptable Usage Policy (2012)
- Student Data Usage Policy and Guidance (2011)
- Working Together to Safeguard Children (2009)
- Electronic Communication E-mail and Internet Minimum Standards (2005)

Acts of Tynwald

- Equality Act (2020)
- Education Act (2001)

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying behaviour is normally characterised by:

- **Deliberate aggression** - where someone wilfully seeks to harm another.
- **A perceived imbalance of power** - where those being harmed feel powerless.
- **Action that leads to pain and distress** - pain that can be physical and/or emotional,
- **Action that takes place over a period of time** - a single, isolated incident of aggression would not normally be described as bullying.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes', offensive graffiti, humiliating, excluding, tormenting, ridiculing or threatening refusing to work or co-operate with others because of their sexual orientation or identity.
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** all areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

The 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
- Assemblies
- Circle Time
- Philosophy for Children
- School Council Meetings

Other opportunities to raise awareness of and plan for anti-bullying include:

- Staff Meetings
- School Improvement Plan
- Governors Meetings

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.

Objectives of this Policy

- To ensure that all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and its effect on others.
- To ensure that governors, teaching staff and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- To ensure that pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To show that as a school we take bullying seriously. Pupils and parents should 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.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should 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 themselves 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
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Procedures (see Flow chart)

1. Report bullying incidents to staff.
2. In cases of serious bullying, the incidents will be recorded by staff.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, outside agencies will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered.
- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. 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 (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

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 often difficult as they cannot organise their thoughts and express themselves clearly.

We must also take into account that most primary children do not have the ability to think objectively about incidents in which they are involved.

Step 1. Interview the Victim

Teacher will:

- obtain and log information which says how the actions of the bullies are affecting them and what they would like to have happen.
- obtain the names of the bullies and others involved, other friends who may support the victim.
- reassure the victim that their actions will not result in revenge and inform them that
- the teacher will speak to them again after interviewing any other child/ren involved.

Step 2. Interview the Perpetrator/s involved

Teacher will;

- interview the people involved (separately from the victim), this may involve some colluders or 'hangers on'.
- tell the individual/children about the way the victim is feeling and that they are experiencing difficulty.
- find out as much information as possible and log the information.
- stress that bullying has been mentioned and that it is not tolerated in school.
- tell the individual/group that the school policy is followed in all incidents where bullying is mentioned and that parents will be involved if bullying is involved.
- tell the individual/group about sanctions that may be invoked if bullying is involved.
- tell the children that parents and headteacher will be informed and that there will be
- another meeting to discuss what will happen next.

Step 3. Make a judgement

Teacher makes a judgement from the information gained and assesses this against the bullying criteria and the signs and symptoms.

If it is not assessed to be bullying then the teacher follows the normal process of dealing with the incident and imposing sanctions, where appropriate. The teacher will have logged all the information and will monitor the children involved.

If bullying is involved, the teacher will inform the headteacher and other staff members may be consulted. The headteacher will then inform the relevant parents.

The DEC and Governing Body will be notified.

Step 4. Reporting back to children

All the children involved will be informed of what will happen next. This may involve a series of meetings.

Before any meeting with parents, children may need to be managed to ensure that the problem does not escalate. This may include keep children away from the other children involved.

Step 5. Supporting all children involved

The headteacher will arrange meeting with parents involved. This may include meeting the parents and child together.

The class teacher will attend the meeting and decisions about support and sanctions will be discussed.

A plan of action for all children will be decided and parents will be expected to support the school in dealing with the issue. The school will aim to reconcile all parties in order to move forward.

Step 6. Action to support all children involved

Headteacher will:

- ask each individual in turn what they could do to help make life more pleasant for the victim and keep a record of these.
- reinforce the ideas of the individuals and thank them for their effort.
- tell them you plan to meet with them in approximately a week and review their efforts.

Teacher will;

- inform parents and give them information about what is being done.
- work with the class to reinforce the school's ethos and 'Golden Rules'. Use Circle Time
- sessions to work on solutions to overcoming difficulties in relationships.

Step 7. Meet Again, 1 week later.

Headteacher will:

- interview the victim.
- Has life changed?
- Who has been helpful?
- interview the perpetrator/s. Ask each in turn to report on their actions to assist the victim.
- reinforce students who have done the right thing.
- The school will work together to monitor the victim and the perpetrator/s.
- If further incidents occur the process will be repeated.
- Teacher will review the situation again at the end of the next half-term. Interview
- the pupils involved to gather judgements about whether the situation has improved.

What can I do if I am being bullied or teased?

If you are being bullied:

- Try not to show that you are upset as this may increase bullying, however this is difficult.
- Try to ignore it, but often this does not work.
- Walk away quickly and confidently.
- Get your friends together and say no to bullying.
- Avoid being alone in places where bullying occurs.
- Seek help from school staff as soon as possible. You should see your teacher before the end of school.

Do not put up with bullying or teasing to yourself or others, there are staff in the school who can help you.

If you see others who are being seriously bullied, tell a trusted member of staff. The victim may be too scared or lonely to tell.

What can Parents do to help?

As a parent, be aware of the school's bullying policy.

Try your best to work in harmony with the headteacher, teachers and other school staff and not in opposition to them. Our perspectives may be different as our roles towards your child are different from yours: but in the end, we are all on the same side.

Listening to what the headteacher, teachers and other school staff have to say based on experience is as important as making your voice heard.

Parents of pupils who experience bullying can play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school.

Parents of pupils who are causing bullying may need time and support in coming to a balanced view of what is happening. They need to appreciate that they have a vital role in helping their child learn about the consequences of their actions. They also have a key role in helping their child with strategies to improve their behaviour and to develop their skills in relating well to others.

Implementation

The policy will be shared with all school staff.

The policy is available be for parents and governors n the school website. (Hard copies can be requested)

Children will be reminded of the policy by way of assemblies and Circle Time sessions and when appropriate, during November's Anti Bullying Week.

Posters and Displays linked to 'Anti-bullying' will displayed aroud school.

School Council will have opportunities to discuss any issues that arise and make suggestions.

Curriculum Implementation

Anti-bullying issues will be covered at an age-appropriate level within each class when they arise and if possible during the 'Anti-bullying Week'.

Monitoring

Feedback from staff will be received once a year and children will be asked about their perceptions of bullying in the bi-annual pupil questionnaire.

Parents will also have the chance to comment and give feedback on the bi-annual questionnaire.

These comments will be used to inform any subsequent reviews of the policy.

Regular reminders to staff and pupils at strategic times of the year.

Evaluation

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

The policy will be reviewed every two years to see if it meets the needs of the school.

Last Review: November 2019

Review Date: November 2021

Arbory School Anti-bullying Charter (adapted from DFES-2070-2005)

At Arbory 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; and
- 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 behavior 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 Arbory 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.

Bullying Incident

Teacher must be told before the end of school.

