



SIAL.school
Bilingual | Bicurricular
LONDON

The only Italian English School in the UK

SIAL

PREVENTION OF BULLYING CODE OF PRACTICE

*Please refer to our Equality, Diversity, Inclusion and Cohesion
code of practice for supplementary detail*

Last reviewed July 2020

Next review July 2021

Statement of Intent

At SIAL we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Our policy is based on the principles set out in Prevention of Bullying — A Charter for Action (see Appendix 1).

Bullying of any kind is unacceptable at SIAL and will not be tolerated.

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 a member of staff.

Members of staff will listen, believe and act.

Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care
- To instill in the children that bullying is unacceptable and that reports of bullying will be taken seriously and recorded and acted upon
- To reassure children that they will be listened to and will know that it is right to share how they are feeling
- To heed parents and carers and keep them informed of actions taken in response to a complaint
- To investigate fully any report of bullying and keep records of incidents, reports and complaints
- To take appropriate action, including the possibility of exclusion in cases of severe bullying (*please see the Positive Behaviour - Rewards, Discipline and Pastoral Care Code of Practice*)
- To monitor any incidents of bullying throughout the school year

What is Bullying?

Bullying is a deliberate act of aggression done with the intention of hurting or causing distress to another person.

Bullying can make its target feel isolated and can undermine self-confidence. It tends to be systematic, rather than a one-off act.

It can give the bully a feeling of power, status or other gratification.

Bullying can be:

- **Emotional** – being unfriendly, excluding or tormenting (e.g. hiding books or threatening gestures)
- **Physical** – pushing, kicking, hitting, punching, threats, physical intimidation, assault on persons or property or any use of violence
- **Verbal** – name-calling, sarcasm, spreading rumours and/or teasing
- Bullying related to special educational needs (SEN) and disability — these children may lack the requisite level of social confidence and competence to protect themselves
- **Cyber** – including all aspects of the internet, such as email and internet chat misuse, and misuse of associated technology, i.e. camera and video facilities (*please see the E-safety code of practice*)
- **Mobile phone-based** – sending abusive or threatening text messages, in or out of school time, or using another's phone to send hurtful or misleading texts or make abusive or threatening phone calls

At SIAL incidents of bullying may be brought to the attention of any member of staff by the target, their friend, their parents or carers or any other adult in the school community.

The school takes its responsibility to prevent and respond to any **prejudice-related** incidents very seriously. A **prejudice-related** incident is considered any incident which is perceived to be prejudice-related by the victim or any other person.

For further guidance and resources, please cross-reference this code of practice with the following: **SIAL - Equality, Diversity, Inclusion and Cohesion code of practice**.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Bullying can cause psychological damage to the point of devastating consequences. Indeed, it is widely-recognised that repeated bullying incidents or a single serious incident may lead to the need of consideration under Child Protection procedures (*please see the codes of practice for Safeguarding Children and Safer Recruitment*).

Pupils who are bullying also need to be supported to learn different ways of behaving and expressing themselves.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents and carers should have a clear understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy and practice is when responding to and addressing bullying.
- All pupils and parents and carers should know what the school policy is on bullying and what they should do if bullying arises.
- To raise awareness of bullying and our prevention of bullying policy through PSCHEE lessons, role play in drama lessons and assemblies.
- To acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- *stops eating*
- *starts stammering*
- *is unwilling to go to school (school phobic)*
- *is nervous and jumpy when a cyber-based message is received*
- *is frightened to say what's wrong*
- *is frightened of walking or taking public transport to or from school*
- *is bullying other children or siblings*
- *is afraid to use the internet or mobile phone*
- *has unexplained cuts or bruises*

- *has possessions that “go missing”*
- *feels ill in the morning*
- *cries themselves to sleep at night or has nightmares*
- *comes home with clothes torn or books damaged*
- *changes their usual routine*
- *begs to be driven to school*
- *begins to do poorly with their school work*
- *becomes withdrawn, anxious or lacking in confidence*
- *becomes aggressive, disruptive or unreasonable*
- *attempts or threatens suicide or runs away*
- *gives improbable excuses for any of the above*

These signs and behaviours could of course indicate other problems, but bullying should be considered as a possibility and such signs investigated with this potential in mind.

Procedures

Staff will undertake to follow the procedures detailed below:

1. Never ignore suspected bullying
2. Listen carefully to all accounts (several pupils with the same version does not necessarily mean they are telling the truth)
3. Avoid premature assumptions
4. Report bullying incidents, depending upon the degree, to either the relevant class teacher, key stage co-ordinator or designated safeguarding lead or their deputy
5. Record all relevant detail of conversations (including the date and time) as objectively as possible in all cases where bullying is reported to them
6. Investigate and, if appropriate, address bullying behaviour or threats of bullying
7. Where allegations are substantiated, point out to the perpetrator that what they are doing constitutes bullying behaviour and that such behaviour must stop immediately
8. If the behaviour continues, and depending upon the degree, either the relevant class teacher, key stage co-ordinator or designated safeguarding lead or their deputy should be informed as should, where appropriate, the relevant children’s parents and carers

In cases of undeniably serious bullying, **accurate records must always be kept**. Here, parents and carers should be informed immediately and asked to come to a meeting to discuss the context of, potential solutions to and support for the concern

The person being bullied must also be supported and confidentiality maintained

In extreme cases, consultation with the senior leadership team may be necessary in order to consider if it is appropriate to inform the police.

Outcomes

Outcomes may vary according to circumstances, but possible key outcomes would be:

- Wherever possible, the pupils will be reconciled.

- The child/-ren exhibiting bullying behavior to be asked to genuinely apologise. It may be appropriate for additional consequences (sanctions) to be introduced following this.
- In serious cases, suspension or even exclusion will be considered.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated behavior of this kind does not take place.
- If considered necessary, a pastoral-based support programme will be provided for both the target and perpetrator. This will involve, as appropriate, the class teachers, Key Stage Co-ordinators, Well-Being supervisor, SLT and the relevant parents and carers.
- Detailed records of all procedures undertaken will be maintained.

Prevention

The school will use appropriate approaches and methodologies for helping and guiding each child to act in ways which prevent bullying. These include, but are not limited to:

- Creating an effective learning environment in which the contributions of each child are valued.
- Stereotypical or inappropriately limited views being challenged, with each child learning to appreciate and view differences in others positively, whether arising from race, culture, gender, sexuality, ability or disability.
- Pupils to learn to take responsibility for their actions and behaviour both in school and in the wider community.
- All forms of bullying and harassment to be challenged (ideally this will be consistently and appropriately swift and proportionate).
- Our curriculum including planned learning activities to work promote and nurture an “anti-bullying” culture: in areas such as PSCH EE, Citizenship and in the Social and Emotional Aspects of Learning (SEAL) programme (including the relevant learning objectives for EYFS), as well as assemblies, projects, drama and role play, literature (reading, exploring and writing relevant stories) and discussions about the impact and prevention of bullying behaviour.
- R.U.L.E.R. minimums: the creation of the Class Charters and frequent, judicial use of the Mood Meter/Measure and Meta Moment.

This policy forms part of the School’s rigorous commitment to safeguarding and protecting the children in our care and should be read in conjunction with the following codes of practice:

- Safeguarding and Child Protection
- Positive Behaviour – Rewards, Discipline and Pastoral Care
- Health and Safety
- e-Safety
- Educational Visits
- Health and Safety
- SEND

Further information

Useful links, documents and resources

- Vodafone: www.vodafone.com/content/parents.html
- Bullying.co.uk: www.bullying.co.uk/advice-for-parents
- UK Government: www.gov.uk/bullying-at-school/the-law

- NHS: www.nhs.uk/Livewell/Bullying/Pages/Bullyingadviceforparents.aspx
- Stop Bullying: www.stopbullying.gov
- Kid Health: www.kidshealth.org/parent/emotions/behavior/bullies.html
- Netmums: www.netmums.com
- Thinkuknow: www.thinkuknow.co.uk/parents

APPENDIX 1

PREVENTION OF BULLYING - A CHARTER FOR ACTION

This Prevention of Bullying Charter's principles relate to: pupils who experience bullying, pupils who engage in bullying behaviour, schools, Heads, governors and other school staff and parents and carers.

For pupils who experience bullying:

- they are heard;
- they know how to report bullying behaviour (as targets and perpetrators) and get help;
- they are confident in the school's ability to deal with bullying behaviour;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can 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 address the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional literacy, skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the stance the school takes on bullying;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing the prevention of bullying work in the school;
- every appropriate opportunity is taken to celebrate the success of "anti-bullying" work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For Heads, governors and other school staff:

- they develop whole-school policies which meet the latest legislative requirements;
- they promote a school climate where bullying and violence are not tolerated and cannot flourish;
- they continually develop best practice based on knowledge of what works;
- there is a review of the school prevention of bullying policy every year and, as a result, the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying behaviour;
- pupil support systems are in place to prevent and respond to bullying behaviour;
- they have addressed school site issues and promote safe play areas;

- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying behaviour;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather useful information about the effectiveness of our preventative work and this data is used for monitoring and evaluation and is shared with the school community as appropriate;
- they work in partnership with parents and carers, other schools and with Children's Services and community partners to promote safe communities.

For parents and carers:

- they are clear that the school does not tolerate bullying;
- they are aware of procedures to use if they are concerned 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 will investigate/resolve them as necessary and that the school systems will address the bullying behaviour in a way which best protects their child;
- they are clear about ways in which they can best complement the school's policy and procedures for the prevention of bullying.