



AYESHA COMMUNITY SCHOOL

Anti-Bullying Policy

October 4

2016

This policy has been written with reference to DfE document 'Preventing and tackling bullying - Advice for head teachers, staff and governing bodies' (www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying) and keeping Children safe in Education September 2016

Revised by
Mr S. Ahmed

1. Rationale

Bullying is wrong without exception. Ayesha Community School (referred as the School in the remainder of this document) views bullying seriously and will adopt all means to eliminate bullying so that children coming to our school feel happy and safe. Our aim is to foster an atmosphere where bullying is discouraged and is seen to be unacceptable, and something that will not be tolerated.

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This Policy should be read in conjunction with the school's safeguarding and e-safety policies.

Bullying is one of the forms of misbehaviour and hence this policy must be read in the context of the School's Behaviour Policy.

2. What is Bullying?

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

In the school context, bullying characteristics can be :-

- Cyber Bullying and social media
- threatening behaviour;
- criminal damage;
- theft;
- assault;
- taunt
- tease;
- sexual harassment including:-

- name calling, jokes of a sexual nature, homophobic and transphobic comments, comments about appearance, inappropriate and unwelcome touching, innuendos, propositions, bringing pornographic materials to the School;
- homophobic and transphobic insults

- racial harassment including:-
 - name calling, racist jokes, offensive mimicry, bringing racist materials to the School e.g. badges, leaflets, magazines;
 - Racism against food, music, dress or any customs.

- Harassment due to physical appearance (e.g. children being overweight, short, tall, wearing glasses, etc.).

Bullying can take a number of forms:-

- physical e.g. pushing, hitting, pinching, kicking, spitting, stealing;
- verbal e.g. name calling, teasing, taunting, intimidating, gossiping, humiliating;
- written e.g. Notes being passed around, e-mail, other internet social media, sms text messages;
- Silent e.g. boycott, isolation, rude gestures, exclusion of pupils from group activities. (Bullying can also be performed in subtle ways, which are not clearly evident to teachers; a bully can use a certain look, word or gesture to a victim to signal an intended threat or insult)

Bullying can take place:-

- inside the School (during lessons or break times) e.g.
 - in the classroom;
 - in corridors;
 - in the playground;
 - In the toilet areas.

- on the way to School or on the way back from School;
- Away from the School.

Bullying may be carried out by one person or by a group. In a group, one pupil may bully, while the others stand by and, while not actually bullying themselves they collude with the bully by not intervening (and in some cases by encouraging or jeering etc.). Children, who would not bully individually, may bully when they are part of a group.

3. Aims of the policy

The Aims of this policy are:-

- to identify the activities required to promote a culture of Non-Bullying within the School and to establish an atmosphere where bullying is not acceptable behaviour;
- to encourage everyone at the School to take responsibility for eliminating and preventing all types of bullying;
- for all staff, governors, parents and students to work together against bullying of any sort;

- ❑ to promote a safe environment at the school and ensure that all students feel completely safe and at ease when they are in the School (or outside the School for any School-based activities) and when they are travelling to and from the School;
- ❑ to ensure that pupils being bullied know that help is available and know how to report it;
- ❑ to help teachers and other school staff in identifying:-
 - incidences of bullying;
 - pupils that are being bullied;
 - Pupils that may be bullying or have characteristics of bullying.
- ❑ to define procedures in:-
 - reporting and dealing with bullying;
 - ensuring that the bullying ceases to occur;
 - counselling and other measures that will help the victim(s) of bullying;
 - Counselling and other measures that will help the bullying child(ren) i.e. to make them understand the consequences of their actions and to change their behaviour and attitudes towards others.
- ❑ to define levels of sanctions for bullies;
- ❑ to define the roles and responsibilities of all members of the school community e.g.
 - teachers and non-teaching staff;
 - governing body;
 - pupils;
 - Parents.

4. Preventative Strategies

The School will take all reasonable measures to foster a culture of caring and helping and thus preventing bullying from occurring in the first place. This will be achieved by:-

- ❑ defining a code of conduct for the school and ensure that it is prominently displayed throughout the school;
- ❑ displaying anti-bullying posters encouraging children to “tell” when bullying occurs - including:-
 - a guide for students so that they can easily contact someone in confidence (i.e. providing pupils who are experiencing bullying with the opportunity to talk in private, to enable them to tell what is happening, without fear of any reprisal);
 - External helpline numbers displayed if pupils want to talk to someone outside the school e.g. Childline: 0800 1111 (24 hours a day) and Kidscape bullying helpline for parents: 020 7730 3300 (Monday to Friday: 10a.m. to 4p.m.);
 - informing them of a Suggestion Box in the school office, where a pupil can leave a note of an incident of bullying, if they feel unable to tell someone directly;
 - (a note for potential bullies) police may be involved in some cases;
- ❑ informing pupils that the following will also be regarded as seriously as the bullying:-
 - provoking or in any way encouraging someone else to carry out any form of bullying – this could be: physically, verbally, written (on paper or by e-mail/social media or sms text), by gestures or any other means;
 - helping a bully in bullying in anyway;
 - watching someone else being bullied and not reporting it (a guarantee of confidentiality will be provided).

- ❑ assembly talks, will regularly be directed at the importance of having a good nature, behaving responsibly and being caring and helpful;
- ❑ form tutors and other teachers to emphasise the value of every member of the school community (including themselves);
- ❑ use of books, videos, CD-ROMS, workshops, theatre groups etc.;
- ❑ ensuring effective supervision of all areas of the school at break times – (The school's physical environment must be examined. There should not be any places where bullying can go on to go unnoticed);
- ❑ if appropriate, older sensible/responsible pupils may be directly requested to keep a look out for bullying;
- ❑ CCTV cameras will be placed in all corridors, dining room, playground areas and other vulnerable areas;

The children themselves can prevent bullying from occurring, or reaching a serious stage, Advice will be provided to pupils to:-

- ❑ tell an adult you trust;
- ❑ get your friends together and say “No” to the bully;
- ❑ if you know that another pupil is being bullied, tell one of the School’s staff;
- ❑ stay with groups of people, even if they are not your friends - there is safety in numbers;
- ❑ avoid being alone in places where bullying happens.
- ❑ try to ignore the bullying;
- ❑ try not to show you are upset, which is difficult;
- ❑ try being assertive. Shout “NO” loudly. Practise in front of a mirror;
- ❑ talk quickly and confidently, even if you don’t feel that way inside. Practise!
- ❑ if you are in danger, get away;
- ❑ do not fight to keep possessions;
- ❑ do not fight back - it may make it worse (if you decide to fight back, talk to an teacher first);
- ❑ tell yourself that you don’t deserve to be bullied;
- ❑ if you are different in some way, be proud of it! It is good to be an individual.

4.1 Communication with Parents

The School prospectuses and website will in no uncertain terms make it clear that, bullying will not be tolerated. These will also explain the procedures through which pupils who are experiencing bullying can draw their concerns to the attention of staff in the confidence that these will be carefully investigated and, if substantiated, taken seriously and acted upon. These will also define the sanctions that will be taken if there are occurrences of bullying.

4.2 Staff Training

All staff and members of the Governing Body shall receive appropriate training on bullying so that they are aware of the different types of problems and aware of all the issues involved.

Any member of staff approached on a bullying matter must not ignore it. The Class/Form Tutor of the relevant class must be immediately informed about the incident. (Staff are advised to complete an incident form and log all information)

4.3 Good Practices from other School

Some good practices from other schools have been written in Appendix A. The Headteacher may consider using these.

4.4 Sanctions

Any sanctions used in bullying incidents will be consistent with the School's behaviour policy. Sanctions have three main purposes:

- ❑ To impress on perpetrators that their actions are unacceptable
- ❑ To deter him/ her from repeating the behaviour
- ❑ To signal to other pupils that the behaviour is unacceptable

Sanctions will vary according to the severity of the incident, and the previous behaviour of the pupil or pupils involved. Sanctions can range from reprimands or serious talks, temporary removal from class, withdrawal of privileges and rewards, detentions and punishment (e.g. litter picking/school clean-ups), through to fixed period and permanent exclusion.

The School will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and take into account the needs of vulnerable pupils.

5. Identifying a pupil being bullied

Children who are bullied often tell no one about their misery out of shame, fear of retaliation, and feelings of hopelessness. Some pupils may be particularly vulnerable to bullying - pupils with special educational needs, or those who can be singled out as different in some way (very tall, overweight, left handed, etc.). Many pupils who need glasses fail to wear them because of the name calling they experience.

In a few cases, a pupil may be displaying behaviour which is provocative to others. In such cases the pupil may need counselling to enable them to understand this and change his or her behaviour.

5.1 Teachers and Other Staff

Teachers and other staff must be vigilant and lookout for signs. The following are possible signs of victimization:-

- ❑ subtle changes in behaviour (withdrawn, anxious, preoccupied, demonstrates loss of interest in school and in favourite activities);
- ❑ spurious illnesses;
- ❑ excessive trips to the school nurse;
- ❑ loss of appetite;
- ❑ feels lonely;
- ❑ deterioration of work;
- ❑ isolation or the desire to remain with adults;
- ❑ erratic attendance;

- ❑ internal truancy.

School staff should carefully monitor the symptoms of bullying outlined above. If they think behaviour is related in any way to bullying they must discuss the issue with the Headmaster.

5.2 Parents

In addition, Parents will also be advised to look out for changes in behaviour in their child, such as:-

- ❑ inability to sleep, bad dreams, crying in sleep;
- ❑ comes home from school with bruises and scratches, torn or dirtied clothing, or with missing or damaged books and property;
- ❑ sensitive or withdrawn when asked about his or her day;
- ❑ appears afraid or reluctant to go to school in the morning;
- ❑ repeatedly loses clothing, money, or other valuables;
- ❑ steals money in response to the bully's demands
- ❑ repeated headaches or stomach aches—particularly in the morning;
- ❑ big appetite after school (perhaps because lunch or lunch money was taken);
- ❑ chooses a roundabout or strange route to and from school or reluctant to take the public transport.

5.3 Counselling Pupils that have been bullied

Children that have been bullied often have low self-esteem and hence raising self-esteem of children who have been bullied is very important.

One technique is to empower victims of bullying by allowing them to decide how they would like the incident to be dealt with: e.g.

- ❑ talk to the bully with a teacher present;
- ❑ teacher to deal directly with the bullies;
- ❑ for minor incident, teachers to monitor the situation.

6. Identify a Bully

A bullying child can be identified by the following characteristics:-

- ❑ dominant;
- ❑ aggressive;
- ❑ power-assertive;
- ❑ energetic;
- ❑ impulsive.

These are general and it does not imply that every energetic or aggressive person is a bully.

Note: Sometimes, a pupil who bullies in one situation may be a victim in another. E.g. a pupil who bullies in school may be being bullied at home by older siblings or other family members. While our actions will always try to stop any bullying, it is important to understand the bully, and to consider that they may themselves be victims of bullying or other forms of abuse.

6.1 Persistent Bullying

In the case of extreme or persistent behaviour any of the following may be consulted:-

- ❑ psychologists;
- ❑ education welfare officers;
- ❑ community groups.

7. Procedures

A bullying incident is one of the following:-

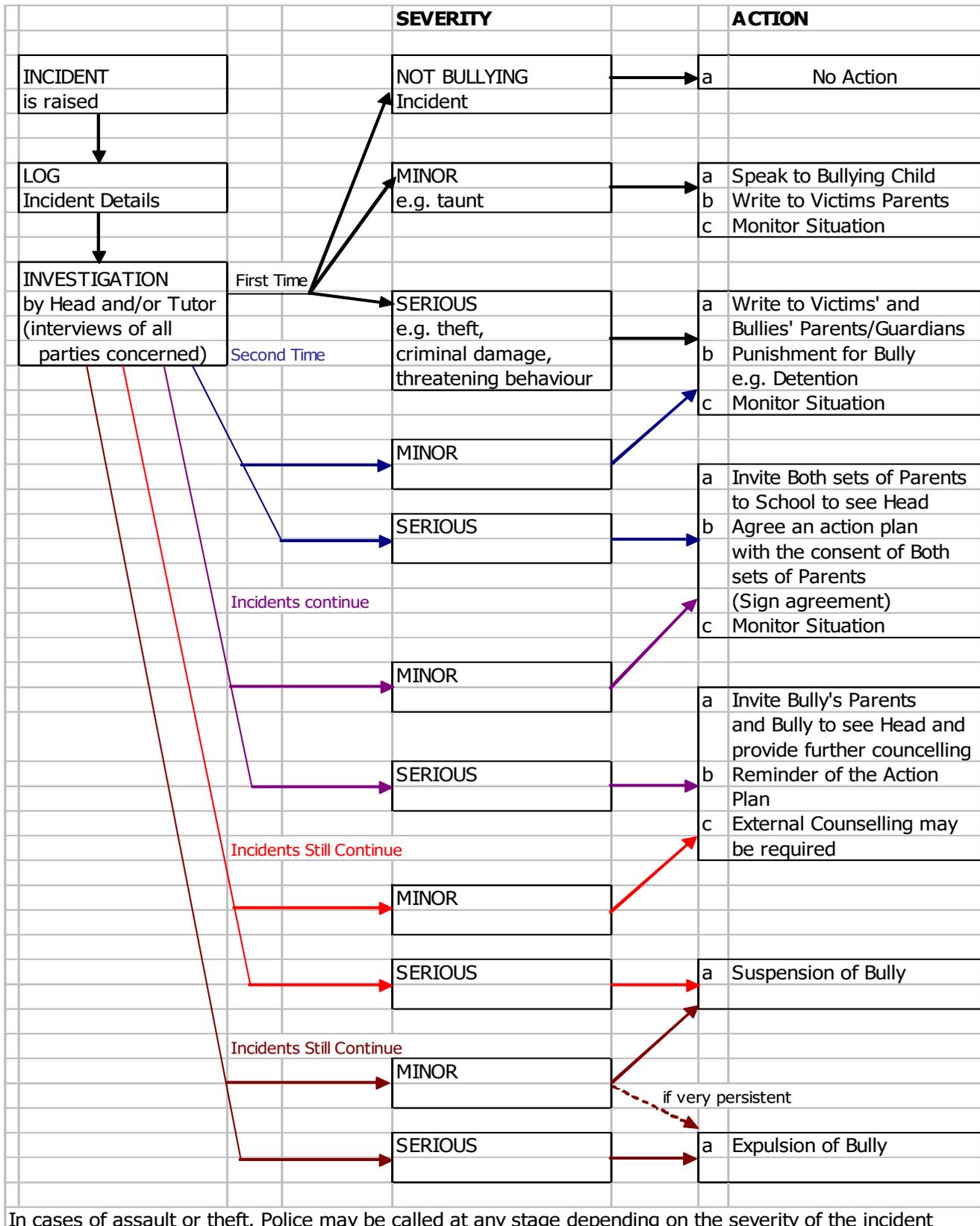
- ❑ a student of the schools reports that they are being bullied (see section 2 above for definition of bullying and also policy on cyberbullying and social media);
- ❑ a student reports that another pupil is being bullied;
- ❑ a parent/guardian/carer of the pupil reports a bullying incident;
- ❑ police or other organisation report an incident (either directly observed by them or informed by parents);
- ❑ a teacher or other member of staff makes an observation of a bullying incident;
- ❑ a teacher, other member of staff or a parent/guardian observes a change in a student's behaviour which may be related to bullying;

The flow chart on the next page shows the procedures that will be taken when a bullying incident occurs involving a bullying person from the School. All staff, students and parents/guardians will be informed of the procedure. When dealing with serious incidents, parents will be involved at an early stage.

All staff must keep accurate and detailed records of incidents on Incident Report Sheets. In the case where there is some physical evidence it must be kept or recorded with witnesses e.g. Note papers, e-mails or sms text.

Note: In the case that the Bully is an adult (teaching or non-teaching staff, volunteer or parent) then the same procedure will take place without parents of the bully being involved. However, the school will consider whether the incident is a safeguarding issue of a more serious nature.

Bullying procedure flow diagram:



7.1 Reporting

All Pupils will be advised to report all incidents of bullying no matter how minor they may be. Pupils will also be advised on the methods of reporting thus:-

- ❑ Tell your class teacher or form teacher
- ❑ Tell your head of department
- ❑ Tell your Deputy headteacher's or Headteacher, one of the Admin reception staff or another adult member of staff
- ❑ Tell your parents/guardian
- ❑ If, for any reason, the pupil is not able to "Tell" any of the above, then they should Tell someone outside the school like Childline: 0800 1111 (24 hours a day) or Kidscape: 020 7730 3300 (Monday to Friday: 10a.m. to 4p.m.);

In the above, "Tell" will mean, speak to the person or write a note for the person. They may even write a note and put it in the suggestion box which is situated in the Reception Office.

7.2 Non-School Bullying

If an incident of bullying is reported involving a bully from outside the school, the School will ensure that one or more of the following actions are done:-

- ❑ if the bullying is by someone from another school (or any organisation) then the head of the other school will be approached to try and resolve the situation;
- ❑ if bullying is occurring on public transport, then the transport company will be approached to inform them and ensure that they put measures in to ensure that such incidents do not reoccur;
- ❑ the pupils will be advised alternate means or routes for coming to/going from the School;
- ❑ the police may be informed about problems on the local streets, public transport and any other trouble spots with a view to the police providing street supervision;

8. Policy Monitoring and Evaluation

Logs of bullying incidents will be reviewed by the School Council Coordinator with the School Council half-termly to identify patterns and improve systems.

This policy will be reviewed annually. The views of pupils, parents and staff will be taken into consideration when reviewing annually to ascertain their views and improve the policy and in particular to identify any:-

- ❑ unsafe places;
- ❑ trends in bullying which need to be specifically looked at;
- ❑ particular forms of sanctions that would prove to be effective.

The review procedure may be carried out more frequently if deemed necessary. The school may also have consultations with other organisation with regards to bullying policies.

It should be cross-referenced to the safeguarding and e-safety policies. It is good practice to have senior members of the school council countersigning it after contributing pupils' views.

Appendix A – Good Practices from other Schools

These Good Practices are excerpts taken from ‘Tackling bullying in schools A survey of effective practice’ from Estyn HMI for Education and Training in Wales.

Good practice 1: A mid Wales high school

One school produced a drama to reinforce to pupils the message of ‘telling someone’ about bullying and to help explain the school’s anti-bullying policy. A member of staff wrote the play and the actors were year 9 pupils with experience of either perpetrating or being the victims of bullying. The play shared with the audience the experiences of pupils who were bullied and it also explored the circumstances of pupils who were themselves bullies. All high schools in the local authority and the feeder primary schools were invited to send pupils to see the drama.

Good practice 2: A mid Wales high school

An insert in the pupils’ daily planners reminds pupils of what to do if they experience bullying, and offers the following advice:

Don’t ever think that telling someone will make things worse. It doesn’t. If it was to continue after the bully or bullies have been warned then there would be very serious consequences. The bully/bullies could face the prospect of explaining their actions to an anti-bullying panel consisting of the Headteacher, the head of year and a representative of the governors. Their parents would also be expected to accompany them. If you find yourself caught up in bullying and you don’t know how to get out of it or you know that someone is being bullied then please see the deputy Headteacher.

Good practice 3: A mid Wales high school

One high school has an anti-bullying policy that provides staff, pupils and parents with some useful clarification of bullying and contains the following statements to reflect the ethos of the school:

- All bullying is unacceptable as are the excuses given to justify it.
- The school cannot win the confidence of its pupils and their parents if it fails to deal with bullying.
- Providing all those involved follow the procedures bullying can always be stopped.

Good practice 4: A Cardiff secondary school

The school introduced peer-counselling and student listeners 15 years ago. The idea was to help students take responsibility for their own actions. Initially, counselling was introduced into the sixth form, but this soon extended to Year 11 working with Year 7. To become a student listener or peer counsellor, students have to make a formal application and are interviewed by staff and experienced mentors. The staff do not only choose listeners from those students who are already good role models. Other pupils also have a chance, but must work to prove themselves. Counsellors wear different coloured T-shirts so that other pupils can distinguish them. The scheme currently operates with Year 11 working with Year 9, Year 10 with Year 8 and Year 9 with Year 7. Counsellors are trained in the summer term each year. ‘Childline’ used to train the counsellors, but the school now does the training itself. In 2001, the Listeners attended a ‘Childline’ conference (at the Marriott Hotel in Cardiff) and talked about their counselling role. The school has produced a video, showing peer counsellors working with students, which is used by the LEA for training in other schools. The training makes counsellors aware of the importance of confidentiality. They are familiar with child protection procedures. Once pupils have trained as counsellors in Year 9,

provided they continue to do a good job, they can stay as counsellors until Year 11. Counsellors receive certificates for jobs well done and very few of them withdraw from the role.

Good practice 5: A North Wales primary school

In keeping with many others, this school, a large primary school in North West Wales has developed a system of playground 'buddies' or 'ffrindau ffeind' ('kind friends') to help ensure that playtimes are happy times for all pupils. The idea developed from the Welsh Assembly Government 'Healthy Schools' initiative. The school council liked the notion of the 'buddy' system, but felt the title 'kind friends' was more appropriate to the culture of the school.

Good practice 6: A year 9 pupil in a special school

'You can talk to anyone here, it doesn't matter who it is, just if you are comfortable talking to them. Staff here are great, they will always give you time and listen to you. It doesn't matter if it's the head or the ladies in the kitchen, they all look out for you. There are some kids who try it on and think they are big but the rest of us make it clear we don't like bullies and we tell the staff, who deal with them'.

Good practice 7: A Cardiff junior school

The co-ordinator has prepared a lesson-ideas file for each year group together with resource boxes. The files are a compilation of ideas from PSE courses and material from publishers. Each class, during the year, studies a fiction book on the theme of bullying. PSE lessons and assemblies regularly celebrate differences in relation to disabilities, minority groups, and religions. The local police liaison officer talks to Years 3 and 6 about bullying. The focus for the current Year 6 talk is internet and text bullying because there have been instances of this outside the school. Theatre company workshops have also highlighted the problem of bullying. Each class has a 'circle time' session every Thursday where pupils can talk openly and safely about any issue that is causing them concern. These issues of concern are taken to the school council. The school also raises money for charities - recently the school raised £800 for the Pakistani earthquake appeal (many families in the school have relatives there). This helps to promote the importance of caring for others.

Good practice 8: A south west Wales primary school Record of incidents of bullying

Name of pupil	Warnings		Parent informed via diary	Class teacher/parent discussion	Warning	Headteacher letter. Loss of privileges	Warning	Headteacher/class teacher/parent meeting. Sanctions to be discussed
	1	2						
Fred Jones	11/03/05 V	12/04/05 Ph	14/04/05	19/04/05	12/05/05 EB	12/05/05 Restrictions at playtime	17/05/05 V	20/05/05 Discussion with parents of possible fixed term exclusion
Key: V=verbal abuse Ph=physical abuse EB= threatening behaviour/intimidation								

- 1) When an incident of bullying occurs a teacher enters the name of the bully into the table. The teacher will give a first verbal warning. The warning is recorded on the Bullying Incident Record sheet by the teacher and dated. Specific letters identify the type of bullying. The identifying letters are explained in the key on the record sheet.
- 2) If or when a second bullying incident occurs, the same action is taken and the bully receives a second warning. In this instance the parents of the bullying child are informed of the incidents, via the home/school diary. They are invited to school for discussions. Any essential information is recorded on the Bullying Incident Record form, and is also logged on a school incident report form.
- 3) Bullying may continue, for which a higher level warning is given, recorded and dated by the Headteacher.
- 4) When the bully receives this warning, a letter is sent from the Headteacher to the respective parents inviting them in to discuss suitable and appropriate sanctions. These can include excluding the bully from a sports event, or removing other privileges.
- 5) A further incident of bullying results in the Headteacher sending out a final letter to the parents inviting them into school for further discussions. At this meeting a further set of sanctions will be imposed on the bully or bullies by the class teacher. The school anticipates that very few incidences of this severity will occur. Sanctions imposed may include exclusion at lunch time or as a last resort, a fixed term exclusion.