



Alexandra School

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Anti- Bullying Policy
Approved and adopted: April 2019

ANTI-BULLYING POLICY

ALEXANDRA SCHOOL

STATEMENT

At our school we believe every child has the right to feel happy and safe, and to learn that their attitudes and behaviours make a difference to the experience of everyone they are with.

WHAT IS BULLYING?

Bullying is the deliberate, hurtful behaviour, repeated over time, where it is difficult for the victim, or victims, to defend themselves. It includes emotionally hurtful behaviour such as taunting, spreading hurtful rumours and excluding people from groups; and physically harmful behaviour, such as kicking, hitting, pushing or other forms of physical abuse.

At Alexandra we use the following categories to classify the action taken by perpetrators in any serious behavioural incident or pattern of bullying:

Verbal: includes teasing, taunting, and abusive name-calling, making inappropriate jokes, making threats and spreading rumours.

Physical: includes beating, biting, pushing, tripping, spitting, unwanted touching, and kicking.

Social exclusion: alienating a person from their social group.

Coercion: manipulating and coercing people to do things that they may not feel comfortable about through social pressure.

Property: stealing, damaging or destroying other peoples' belongings.

Graffiti: to incite hatred, to threaten and to harm reputation.

Extortion: demanding possessions or money from people.

ICT: sending threatening or intimidating comments via email, text, chatrooms, websites and phone calls. Setting up websites/on-line forums to post malicious about a person or group. Taking humiliating pictures and video footage and sharing with others.

Serious behavioural incidents and patterns of bullying might emerge for a number of different reasons. The following classifications have been agreed for use in Kingston.

Bullying about age: this is based on the most obvious of power differentials where older children pick on younger children. It is still the biggest cause for concern at transition.

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Bullying related to disability and special educational needs: these children are particularly vulnerable, and the bullying they experience will often focus directly on their disability or impairment.

Bullying related to appearance: this can focus on any aspect that makes people look 'different'. Bullying about size can compound problems for those with eating disorders, and add to the social stigma of obesity.

Racist bullying: victims of racist bullying are made to feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, or nationality. It can include racist jokes and offensive mimicry, wearing of provocative badges or insignia, bringing racist literature on to the school site or refusing to work with other children on the grounds of race.

Bullying about faith: the focus in this type of bullying is about a person's beliefs and their culture. It can include derogatory comments about the faith community in general, belittling comments on aspects of religious practices, clothing and beliefs and inciting hatred of certain groups or individuals.

Gender bullying: gender bullying has an impact on both sexes, and is characterised by abusive name-calling, looks, gestures and comments about appearance and emerging puberty; sexual innuendos and propositions, pornographic material or graffiti with a sexual content.

Bullying about sexual orientation: this starts with the dislike or fear of anyone who is perceived to be a lesbian, gay, bisexual or transsexual (this group is sometimes referred to as L.G.B.T) it can vary in intensity from passive resentment to active victimisation. It can affect anyone whose life choices, interests or needs do not confirm to gender norms as well as those who identify as LGB. Most lesbian, gay, bisexual and transsexual men and women have been bullied resulting in raised levels of truancy and absenteeism. Victims can be especially reluctant to seek help, and this form of bullying is often not taken as seriously as other forms of bullying.

It is important to record and log all racist incidents and other serious behavioural incidents, however, it is not bullying when the children themselves find themselves in one-off incidents of verbal or physical conflict, or in a sustained disagreement without an imbalance of power. However, it is important to resolve these conflicts so that they don't escalate.

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
PREVENTION

Within school life we seek to encourage a positive atmosphere in which all children learn to come to an understanding of the feelings of others, and are aware of the need to respect each other irrespective of race, gender, religion, culture, or disability. We are strongly committed to the nurturing of each child's self-esteem. At Alexandra School we encourage these values by:

- Raising awareness of all staff to any particular problems of unacceptable behaviour.
- Placing emphasis upon the discussion of all incidents of unacceptable/ aggressive behaviour with the individuals concerned.
- Supervision of the school building.
- Encouraging children to speak out to any member of staff if an aggressive incident occurs against them or other children.
- Encouraging a sense of belonging through the display of children's photographs in classrooms.
- Discussing and agreeing patterns of acceptable behaviour or classroom rules.
- Hold assemblies, circle times and school council meetings that highlight these issues through stories and discussion.
- Using situations and discussions that arise in the classroom from day to day.
- Role-play of situations that could arise.
- Being especially aware of the integration of new children into the school.
- Developing varied play activities together with a 'quiet area' in the playground where the children can sit observe and think rather than run around.

PROCEDURES

In order to encourage positive behaviour by our children.

-  Any incident reported by a child, parent, carer or member of staff is taken seriously and the individuals seen and behaviour monitored.
-  Lunchtime assistants to report any disturbing activity during lunchtime to the class teacher, deputy head, inclusion manager or head teacher or as appropriate. An appropriate flagging system and background information is kept on file.
-  Discussions may be held with individuals / groups of children.
-  Where incidents of particularly inappropriate behaviour are observed, a child will be withdrawn from the situation and issues discussed with staff and parents.
-  Depending on the nature of any incident, a diary of behaviour may be kept by the class teacher, in partnership with parents and other appropriate adults.
-  An anti bullying log is kept in the form of ABC (Antecedents, Behaviour and Consequence) forms in the office and these are copied in the children's individual files and to the Inclusion Manager.

ROLES AND RESPONSIBILITIES

It is the responsibility of the Inclusion Manager to ensure that:

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- The anti-bullying policy is reviewed by the Inclusion Manager and appropriate Governor annually.
- Pupils, parents and staff are surveyed annually to measure effectiveness of approach.
- Ensure the curriculum supports the anti-bullying ethos (i.e. developing positive relationships)
- There are preventative strategies (e.g. pupil peer support initiatives).
- There is support for victims to help them feel safe.
- There are sanctions and support for the bullies to help them change their behaviour.
- Records are kept and review actions taken with pupils.
- Parents' views are sought and respected.
- Where appropriate, outside agencies are involved. In Kingston the Educational Psychology Service and the Education Welfare Service can support schools with anti-bullying work, and may know of voluntary organisations who can offer support.

TRAINING AND INDUCTION FOR ALL STAFF ON THE ANTI-BULLYING APPROACHES.

New staff are informed about the anti-bullying policy as part of their induction pack. Whole staff meetings are held each year during anti-bullying week to review and refresh our anti-bullying approaches.