

# BANGOR



# INDEPENDENT SCHOOL

Bangor Independent School  
**Achieve**                      **Create**                      **Excel**

## Anti-Bullying Policy 2020

To be reviewed 2021

## Anti-Bullying Policy

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Creating a safe environment - safeguarding children and preventing bullying.

### Introduction – About Bullying

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At Bangor Independent School we strive to provide a safe and happy environment for all our children.

Bullying can occur in any group of children or young people whatever its type or size or the age of its members. There are many different forms of bullying; at one end of the scale it can be teasing and at the other it becomes serious assault or harassment. Verbal and psychological bullying can be just as harmful and hurtful as physical violence. Sexual, homophobic and racial harassment are particularly serious forms of bullying. One kind of bullying which causes great stress is spreading hurtful rumours.

### Recognising the Effects of Bullying

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The effects of bullying can lead to children and young people:

- becoming depressed
- experiencing low self esteem
- becoming shy and withdrawn
- experiencing physical complaints, like constant stomach aches and headaches, which are brought on by stress
- feeling so anxious that they truant from school.

## Anti-Bullying Policy

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### We recognise that:

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- Bullying is behaviour, usually repeated over time that intentionally hurts another individual or group, physically or emotionally.
- One person or a group can bully others.
- Bullying can occur either face-to-face between individuals or groups or online, using information technology, such as computers or mobile phones.

### Bullying can include:

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- verbal teasing or making fun of someone;
- excluding children from games and conversations;
- pressurising other children not to be friends with the person who is being bullied;
- spreading hurtful rumours or passing round inappropriate photographs/images/drawings;
- shouting at or verbally abusing someone;
- stealing or damaging someone's belongings;
- making threats;
- forcing someone to do something embarrassing, harmful or dangerous;
- harassment on the basis of race, gender, sexuality or disability;
- physical or sexual assault (although all sexual incidents and all but very minor physical incidents constitute abuse and must be dealt with in accordance with child protection procedures).

Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm:

People are often targeted by bullies because they appear different from others. We all have a role to play in preventing bullying and putting a stop to bullying.

### The purpose of this policy is:

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- To prevent bullying from happening in Bangor Independent School, as much as possible.
- When bullying does happen, to make sure it is stopped as soon as possible and that those involved receive the support they need.
- To provide information to staff, children and their families about what we should all do to prevent and deal with bullying.

### **We will seek to prevent Bullying by:**

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Developing a code of behaviour that sets out the “dos” and “don’ts” in terms of how everyone involved in Bangor Independent School is expected to behave, both in face-to-face contact and online.

Holding discussions with staff, children, young people and families who are a part of the Bangor Independent School community to ensure that they understand our anti-bullying policy. These discussions will focus on:

- a) Pupils responsibilities to look after one another and uphold the behaviour code.
- b) Practicing skills such as listening to each other.
- c) Respecting the fact that we are all different.
- d) Making sure that no one is without friends.
- e) Dealing with problems in a positive way.
- f) Checking that the anti-bullying measures are working well.
- g) Making sure that staff, pupils, parents and carers have clear information about our anti-bullying policy, code of behaviour and anti-bullying procedure.

### **When bullying occurs, we will respond to it by:**

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- Having a clear anti-bullying procedure in place.
- Providing support for all staff dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying.
- Addressing the issue from the point of view of the person being bullied, the bully, any bystanders and Hillgrove School as a whole.
- Reviewing the plan developed to address the bullying, in order to ensure that the problem has been resolved.
- Avoiding any punishments that make the individuals concerned seem small, or look or feel foolish in front of others.

### **Monitoring and Review:**

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Paul Gash is responsible for monitoring the effectiveness of this policy. This policy will be reviewed every year. The next review is due in September 2021.

### **Ensuring our procedures are being followed**

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We will regularly assess whether the arrangements we have put in place are being used correctly and work effectively.

We will provide on-going support to make sure that staff are able to recognise signs of possible harm to children and are aware that some children, including disabled children, are particularly vulnerable to abuse.

## Behaviour Code for Pupils

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This code has been developed in order to provide pupils of Bangor Independent School with advice on the behaviour that is expected of them.

### Purpose:

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To ensure pupils of Bangor Independent School are treated fairly by all staff and know what is expected of them.

### Basic Principals:

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This code of behaviour for pupils is intended to:

- Identify acceptable behaviour for children and young people.
- Promote self-respect and self-control.
- Raise children's and young people's self-esteem and self-confidence.
- Encourage individual responsibility for behaviour and outline the consequences of poor behaviour.
- Encourage children and young people to recognise and respect the rights of others.
- Encourage cooperation at all times and in all situations.
- Promote the values of honesty, fairness and respect.
- Anticipate and resolve any conflict that may arise.
- Ensure that children and young people are aware of when <sup>[L]</sup><sub>[SEP]</sub>sanctions will be put into place.

### Dos and Don'ts:

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To ensure pupils of Bangor Independent School are treated fairly by all staff and know what is expected of them.

### Pupils are expected to:

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- Cooperate with each other.
- Be friendly.
- Listen to each other.
- Be helpful.
- Follow this code of behaviour and other rules.
- Stick to the e-safety policy and agreement when using the internet, social networking sites, mobile phones <sup>[L]</sup><sub>[SEP]</sub>etc.
- Have good manners.
- Join in.
- Respect each other's differences.
- Treat staff and visitors with respect.
- Report anything that worries or concerns them to Mrs. Ellis (the appointed child safety officer) or if Mrs. Ellis is unavailable, to Mr. Gash.

### **Pupils shouldn't:**

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- Pick on or make fun of each other.
- Bully each other
- Stare at others
- Yell or shout at others
- Be abusive
- Use equipment to be abusive or to cyberbully – for example, by using mobile phones to send nasty messages, taking and sharing photos without permission, sending nasty emails, or “trolling” (leaving unkind comments on a webpage or social network profile).

*Please print these dos and don'ts off and ensure they are visible at all times.*

### **Breach of this code of conduct:**

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This code of conduct is only useful if it forms part of a process for guiding pupils to receive appropriate support. It is the responsibility of Mr. Gash to ensure that all children and young people attending Bangor Independent School are informed of this code of conduct and to confirm with them that they have seen, understood and agreed to follow it. Children and young people must also be made aware of the consequences if they breach the code.

### **Following the traffic light system:**

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- If a pupil breaches the code of conduct, the most appropriate sanction for a minor or first time breach will be to remind him or her about the code of conduct and ask him or her to comply with it. Pupils will be given the opportunity to reflect, enabling them to plan a positive response, with support from a teacher.
- If, having followed the above step, the pupil continues to exhibit inappropriate behaviour, she or he should be referred to Mrs. Carter, who will give her or him a formal, green light warning. Supportive interventions may need to be identified at this stage. The action should also be recorded in a discipline book and parents/carers informed.
- Any further persistent inappropriate behaviour will result in a more serious sanction being imposed (e.g. restrictions applied). This is the amber light warning. Again, supportive interventions may need to be identified at this stage. This action should also be recorded.

If these interventions are still not effective in helping the pupil to change his or her behaviour, a red light warning may be needed, with further sanctions. It may be that at this point, the School will discuss with the child or young person and his or her family a possible referral for further support from other services.

## What to do if you observe a pupil being bullied or if someone tells you he/she is being bullied:

**If you are a pupil** and someone tells you that he or she is being bullied, don't try to deal with it yourself. Talk to the person about getting help from an adult. Try to persuade him or her to go with you to explain the situation to a teacher at Bangor Independent School. If he/she won't do this, the best way to help is to explain that you will have to tell a teacher yourself, and then go ahead and tell someone. <sup>[1]</sup><sub>[SEP]</sub>

**If you are a teacher** and a pupil tells you that he or she is being bullied, take the pupil seriously. Do not tell him/her to stop being silly or to keep out of the way of the bullies. This will not help and will make the child feel let down and less inclined to tell anyone else. Listen to the pupil's full account of what is going on and complete the bullying reporting form with the pupil as soon as possible. <sup>[1]</sup><sub>[SEP]</sub> If you observe the bullying directly, act assertively to put a stop to it. Explain to all concerned that the incident will have to be reported properly to stop it happening again. Report the incident to Mrs. Ellis, or if they are not available, to Mr. Gash. Talk to the child about the bullying. <sup>[1]</sup><sub>[SEP]</sub> Unless the incident is minor and can be dealt with informally, the child's parent or carer should be informed by the School within one working day.

If possible, there should be a three-way meeting between the pupil, Mrs. Ellis and the parent.

If the bullying is taking place in another environment (e.g. outside school) the School should ask what support the parent and child would like, in order to engage with whoever the responsible agencies might be. The School should aim to work in partnership with both parent and child and any other people who may be involved.

The School, having spoken to the pupil who has been bullied and the pupil's parent/carers, should also speak to the bully (or bullies) and obtain their account of what has happened or is happening. This should be noted in writing and the parents/carers of the bully (or bullies) should be informed. The bully and his or her parents/carers should be asked for their views on what should be done to put a stop to any further bullying and to repair the damage that has been done.

Apart from very minor incidents that have been directly observed by a staff member and dealt with at the time, all bullying that takes place at School should be discussed with the School's Office (meaning either or both Heads of School) within five working days.

At the meeting, the bullying incident should be discussed and the details of a draft plan drawn up to address the situation, taking into account any suggestions made by the children involved and their parents/carers.

### The following areas should be covered:

- Details of any apology that has been or should be offered by the bully (or bullies).
- Details of any support for the person who has been bullied e.g. Use of buddy scheme, extra input from teachers, referral to another service.
- Details of any consequences for the bully, in addition to making an apology, with reference to the <sup>[1]</sup><sub>[SEP]</sub>behaviour code.
- Details of any support for the bully, with reference to the behaviour code.
- Details of any further discussions or work to be done with others in the group, including children who may <sup>[1]</sup><sub>[SEP]</sub>have observed or encouraged the bullying.
- Details of any changes in how the staff may handle issues of bullying in future. <sup>[1]</sup><sub>[SEP]</sub>The plan should be shared with the children concerned and their parents and should be reviewed

regularly.

**The aim of the of the Anti-bullying Policy includes this core element:**

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### **Anti-bullying curriculum opportunities**

These need to be age appropriate throughout the school, and include “circle time” for the younger children, where a soft toy is handed around by the pupils. It is understood that the pupil holding the toy is to be listened to and respected. Important and sensitive issues can be explored in this way. This also fits in with younger pupils play policy for anti-bullying.

For the pupils aged 7 to 11 years, being the Junior School, Personal and Social Education Framework opportunities are available in many areas of the school curriculum, including tailor-made workshops, drama and other subject areas, when appropriate.

Within the Curriculum, younger pupils should be taught that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. As they get older, they should be taught to realise the consequences of anti-social and aggressive behaviors, such as bullying and racism, on individuals and communities. Pupils will be educated about how to respond to bullying behaviors and ask for help. Older pupils will be educated to understand the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

### **Training Policy**

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The School should periodically review the staff at induction and continuing professional development (CPD) to ensure that all members of staff know what their role is in dealing with bullying and to identify specific training needs. The School is responsible for making sure that staff have access to appropriate advice, training and development opportunities.

### **Keeping a record of the bullying**

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Use the bullying reporting form (appendix 1) and take clear notes of any discussions or meetings that take place following the bullying incident. The plan for dealing with the aftermath of the incident should be copied to the pupil who has been bullied and his/her parent/carer and to the bullies and their parents/carers.

### **Type and Pattern**

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All bullying reported at Bangor Independent School will be recorded so as to provide an oversight to the bullying that takes place. This is set out so as to highlight if there are any patterns or type of bullying taking place. If type and pattern is identified, an action plan can be formulated and the issue dealt with accordingly. The form used to capture any bullying incidents can be found in Appendix 2

Appendix 1

Name:
Age:
Male/Female:
Form:
Describe what happened/is happening:
Where did it happen?
When did it happen?
Who was doing the bullying?
Did anyone else see it happen and if so, who?
Was the bullying a one-off incident or part of a bigger problem?
How did the bullying make you feel?
Were you physically hurt during the incident?
Did you need medical help?
Have you told anyone else about the bullying? Parent/carer: <input type="checkbox"/> Brother/sister: <input type="checkbox"/> Other family member: <input type="checkbox"/> Friend: <input type="checkbox"/> Teacher: <input type="checkbox"/> Doctor/nurse: <input type="checkbox"/> Other (please say who): <input type="checkbox"/>
If you haven't told anybody else, what has put you off doing so?
What sort of help would you like to stop the bullying? (e.g. someone to speak to the bullies and monitor the situation to ensure it doesn't get worse).
Do you have any worries now that you have reported the bullying?

