

École Française de Bristol



Anti-Bullying Policy

Last review date:	November 2022
Next review date:	November 2023

At the École Française de Bristol we respect and value all children and staff and we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We celebrate individual differences and aim to develop each person's talents and abilities.

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

If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

Claire Vallorge is the anti-bullying coordinator in the school.

1. Definition of bullying

"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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." - DfE Preventing and tackling bullying (July 2017)

Ofsted defines bullying as "aggressive or insulting behaviour by an individual or group, often repeated over time, that intentionally hurts or harms." Perpetrators and victims may include adults as well as children. Bullying may take a number of different forms, the principal ones being verbal and cyber bullying, physical and manipulative. Perception of the situation by the victim may be distorted, but the experience is very painful and difficult to defend against.

There are four key elements to this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying behaviour can take different forms and relate to different groups such as (this list is not exhaustive):

- Physical bullying – often consists of deliberate jostling, bumping, pushing, pinching, poking or shoving. Those responsible often maintain that it is accidental when it first comes to light. It can be a criminal offence where it involves assault, actual bodily harm, or wounding, for children at the age of criminal responsibility (over 10 years old). It may involve theft or damage to property, accompanied by the threat of violence or by the abuse of power.
- Verbal bullying – may involve name calling or "banter", sarcasm, spreading rumours, threats, teasing, belittling, use of written notes, e-mails, mobile telephone messages or postings on social networking websites and may include threats of physical violence.
- Emotional bullying – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
- Sexual bullying – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Homophobic, biphobic and transphobic bullying
- Racist bullying – racial taunts, gestures, graffiti, making fun of culture and religion
- Manipulative bullying- manipulates social networks with the intention of insulting, excluding, ostracising or marginalising individuals from their friends and normal relationships. It may involve the spreading of rumours or malicious accusations.

- Online/cyber bullying –it is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social networking sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

- Bullying related to SEND – any unfavourable comments, gestures or actions made to someone relative to their disabilities and SEN

- Bullying of young carers, children in care or adopted or bullying related to home circumstances

Bullying can be direct or indirect.

2. Aims & Objectives

The aim of this policy is:

- To create and maintain an atmosphere of tolerance, co-operation and mutual respect in which bullying is seen to be unacceptable
- To outline what the École Française de Bristol will do to prevent and tackle bullying.
- To develop an anti-bullying culture whereby no bullying, including between children, between adults, between adults and children, between adult and young people will be tolerated.
- To be vigilant and to deal with incidents appropriately and swiftly
- To protect and safeguard pupils in their use of ICT
- To raise awareness of and counter instances of cyberbullying
- To support all parties who are involved in bullying incidents
- To have strategies to deal with bullying as it occurs

3. Our school

- Discusses, monitors and reviews our anti-bullying policy and practice regularly. We are currently taking part in the United Against Bullying Programme, a programme funded by the Department for Education and delivered by the Anti-bullying alliance which aims at strengthening a whole-school approach in improving children's wellbeing and reducing bullying.

- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy;
- Ensures that all pupils feel confident to talk to an adult in the school if they need to.
- Reports back to parents regarding their concerns on bullying and deals promptly with complaints. Parents in turn work with the school to uphold the anti-bullying policy;
- Seeks to learn from good anti-bullying practice elsewhere and utilises support (United Against Bullying Programme in particular).

4. Preventing, identifying and responding to bullying

Preventing:

The École Française de Bristol will:

- be proactive in ensuring that all pupils are well informed via circle time, PSHE, Art, Drama, stories that bullying is unacceptable;
- organise an Anti-bullying week in October/November every year
- make pupils aware that bullying is seen as a serious disciplinary offence and strong sanctions may be necessary in cases of severe and persistent bullying;
- encourage discussion and celebration of differences between people and stressing the importance of avoiding prejudice-based language;

- work to prevent incidents of bullying by maintaining a disciplined atmosphere and remaining alert to the importance of friendships and the development of social and emotional competencies;
- ensure pupils are clear about the roles they can take in preventing bullying;
- celebrate success to reinforce a positive school environment;
- ensure staff are trained and kept updated so that they are able to identify signs of bullying;
- ensure staff are vigilant as bullying can occur at break times, lunchtimes and as pupils move around the school. Particular locations around the school are more likely to promote bullying including toilets and corridors;

Identifying:

A child may indicate, by different signs or behaviour, that he, she or they are being bullied.

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go to school/in the taxi
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- 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 underperform in school work
- comes home with clothes torn or books damaged
- has possessions going "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Children are also encouraged to use the "Boite à remarques" if they want to report an incident but don't feel confident talking to an adult. The "boite" will be emptied daily, at the end of the day and messages will be shared with class teachers and DSL if necessary, in a timely manner.

Responding:

- investigate thoroughly all incidents of bullying and treat them with equal seriousness whether reported by a parent, a member of staff or a pupil;
- record all incidents of bullying on a **Incident Form** and hold them centrally in the office so incidents can be referred back to if the need arises;

- ensure all pupils who are concerned about, or have experienced incidents of bullying are encouraged to talk to a member of staff;
- ensure a bullying incident will be treated as a child protection and safeguarding concern when there is reasonable cause to believe that a pupil is suffering or likely to suffer significant harm.

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5. Anti-bullying Procedure

The outcome that is sought is understanding and a change of behaviour.

All incidents will be recorded and reported to the Headteacher/DSL

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear and precise account of the incident will be recorded and given to the Headteacher/DSL. Staff will take notes (without asking any leading question).

The discriminatory / bulling Incidents Log Book will be passed on to Governing Body annually (at the last meeting of the academic year);

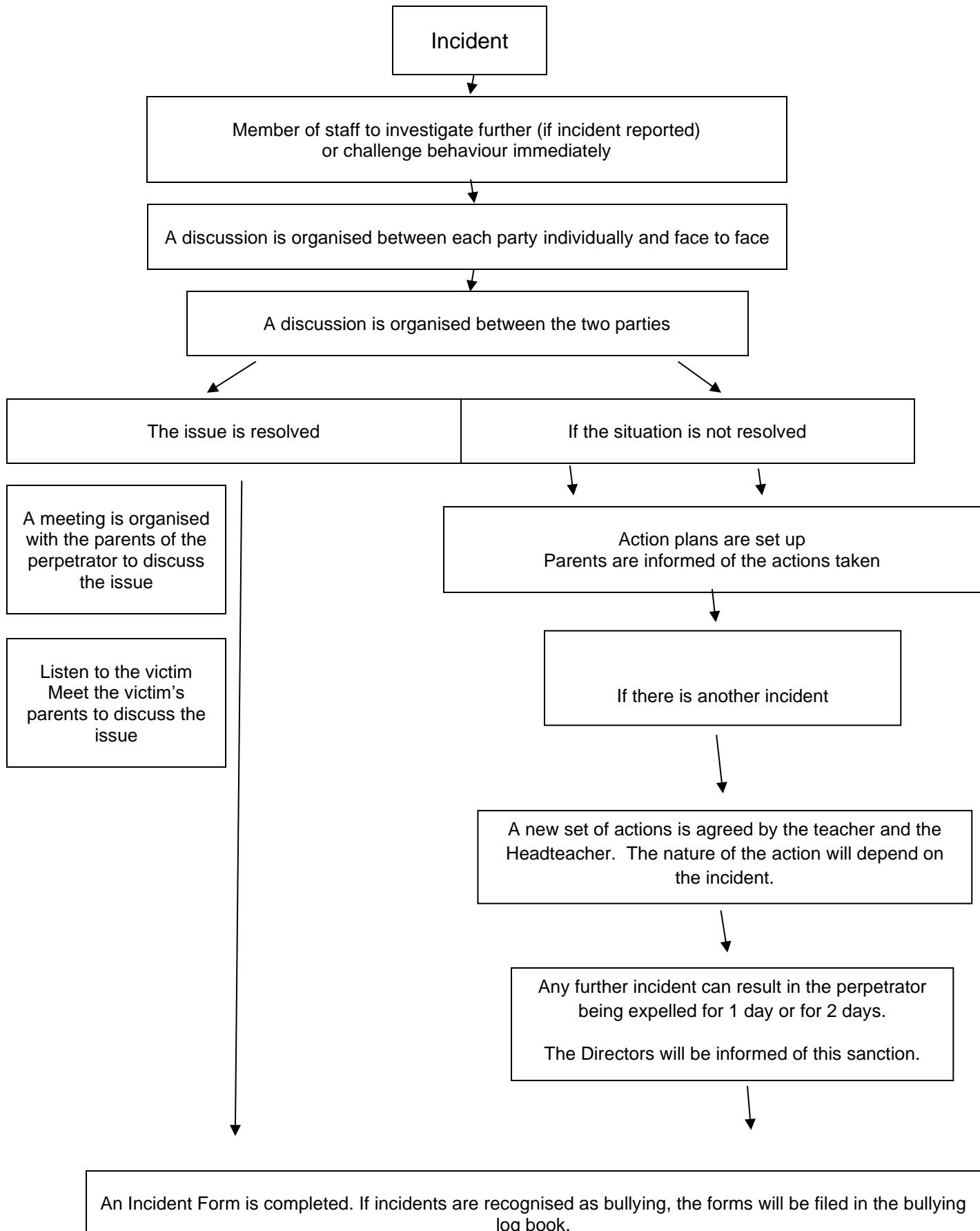
- The Headteacher/ DSL will interview all concerned separately and will record the incident;
- Teachers will be kept informed;
- Parents/carers will be invited into school to discuss the matter;

Support will be provided to the victim but also the perpetrator. Restorative conversations will be taking place when possible during the resolution of the issue. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. (see annexe 1 for examples of restorative conversations)

- **Sanctions will be used as appropriate** (see below) and in consultation with all parties concerned. Sanctioning will be in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- If a search is required the teacher or headteacher will do it, following the Physical contact policy and can confiscate proof or dangerous/harmful items
- If necessary and appropriate, the police or other local services will be consulted.
- Monitoring and review will be put in place (action plan)

Responding to and reporting discriminatory and bullying incidents involving children

All incidents will be reported to the Head Teacher and recorded on an incident form



Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice;
- Reassuring the pupil and providing continuous support, taking into account the victim's voice
- Restoring self-esteem and confidence, by putting in place peer support when possible and check-ins by adults for instance
- Contacting local/national organisations to provide further or specialist advice and guidance.
- Advising parents to contact GP as needed (physical, psychological problem...)

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change;
- Engaging in a restorative conversation to understand the impact of their behaviour
- Informing parents/carers to help change the attitude and behaviour of the child;
- Providing appropriate education and support as needed
- If online, requesting content be removed and reporting account/content to service provider
- Speaking with police or local services when necessary
- Parents will be advised to contact other agencies or GP when necessary

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designed lead and/or the Headteacher;
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate;
- Reassuring and offering appropriate support;
- Working with local/national organisations to provide further or specialist advice and guidance
- For staff, they can seek help from ACAS: <http://www.acas.org.uk/index.aspx?articleid=5539>
- Be advised to contact GP as needed (physical, psychological problem...)

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern;
- referring to the schools' official procedures for complaints or concerns;

6. Additional Content: Supporting Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies", https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- Kidscape: www.kidscape.org.uk
- NSPCC: www.nspcc.org.uk
- Bullying UK <https://www.bullying.co.uk/>

Telephone: 0808 800 2222

Cyberbullying

- Childnet International: www.childnet.com
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

- Cyberbullying: Advice for headteachers and school staff
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

LGBTQ+

- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.theredcard.org

Annexe 1 - Restorative conversation prompts

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. How have you been thinking/feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?