



La Petite Ecole Française

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ANTI-BULLYING POLICY

This ANTI-BULLYING POLICY follows the principles set out in the document, 'Preventing and Tackling bullying'. Staff should familiarise themselves with this document, which is filed in the Ofsted folder.

Introduction

Bullying may be defined as 'Behaviour by an individual or group, usually repeated over time, that usually hurts another individual or group either physically or emotionally'. Pupils can be bullied for several reasons, such as, race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation (homophobia); bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. It can even include bullying of staff by students, parents or other members of staff.

With changing times, new forms of bullying may emerge such as Cyberbullying. See '[Cyberbullying: Advice for head teachers and school staff](#)', which is also filed in the Ofsted folder.

Aims and objectives

Bullying is wrong, hurtful to children and can damage a child's self-esteem. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

We aim as a school to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying and we make it clear that it is everyone's responsibilities to prevent it.

Head teacher is responsible for implementing the policy

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non teaching) is aware of the school policy and knows how to deal with incidents of bullying. The teachers report to the Head teacher about the effectiveness of the anti-bullying policy on request.

General principles

No Bullying is acceptable; all bullying behaviour must be challenged.

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Bullying may be verbal, physical or psychological. In fact any action, which makes a child feel uncomfortable, insecure or threatened, may be defined as bullying. The school disapproves of bullying in all its forms and considers it a most serious offence.

The pupils know that bullying is unacceptable and that they must “tell a teacher” if it happens to them or another member of the school. It is important for the children to know that if they tell someone that they are being bullied, it will be taken seriously and be dealt with swiftly and sensitively.

All staff, assistants, teachers and the head teacher, take the lead in creating a climate in which pupils feel comfortable in reporting any bullying incident in the expectation that it will be dealt with urgently and firmly.

All members of staff are required to report incidents of suspected bullying to the head teacher. Appropriate action is then taken.

Living together /Vivre ensemble.

Anti-bullying education is part of the school curriculum. In Maternelle it is called “apprendre ensemble et vivre ensemble (learn together and live together)”. In Primaire it is included in “Enseignement Moral et Civique (moral and civic education)”.

Pupils are taught to respect and help others by developing their ability to communicate, exchange and socialise with everybody.

“Rules of life at school” (“Règles de vie à l’école”) will be established by the children and their teachers at the beginning of the year and will include “what we are allowed to do”, “what we are forbidden to do” and “what we should do in case...”

This purpose intends to explore and discuss the basics rules of life in society while answering the most frequently asked question by young children: “why?”

These “rules of life at school” can be discussed with the children or referred to at anytime during the school year, if it is appropriate.

Guidance for staff

Being a small school doesn’t mean that bullying cannot happen.

Therefore all staff has to remain aware of any sign that can indicate a bullying (change of friendship group, lack of friends, “illness” at certain time or certain days, sudden lack of confidence, change in the standard of work, change in general behaviour...).

Any suspicion of bullying must be reported immediately to the head teacher.

Any incident should be dealt with immediately and reported in the “incident book” indicating: time, date, people involved, what happened precisely, who are the witnesses and what was the action(s) consequently.

Procedure

In all case the head teacher will have to be informed and will deal with the teacher(s) of the children concerned.

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Each case will be treated individually and, depending on the circumstances, one or more of the following strategies will be employed:

1. Reporting bullying incident in the “incident book”
2. Interviews / discussions with the bully and the victim – sanction (if needed) for bully.
3. Informing the parents of both the bully and the victim of the incident by telephone or/and mail.
4. Requesting an interview with the parents of the bully or/and the victim (teacher involved) Strategy developed with both sets of parents.
5. Regular follow up to bullying incidents are dealt with or investigated by the teacher of the bully. Telephone or/and letter will be sent to the parents and interview will be organised with bully and victim.
6. If incidents continue: requesting interviews with the parents of the bully or/and the victim (teacher and head teacher involved)
7. External help may be sought for the bully and victim.
8. If the incidents still continue, exclusion may be considered.

Sanctions and strategies can include:

- Apologies
- Removal of privileges / activities.

Exclusions are used in exceptional cases only and when the nature of the behaviour is such that the school wishes to signal a strong degree of disapproval. Such behaviour includes physical violence to staff or pupils, persistent bullying, consistently poor behaviour over a sustained period and persistent disruption of the learning of others.

If necessary, the head teacher and/or management should seek advice from the Local Authority (RBKC) or if appropriate, report incidences to the local authority.

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