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Maintaining children's safety and security on premises

POLICY STATEMENT

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3. Keepingsafe	2.2. Parentsas partners	3.2. Supporting every child	

PROCEDURES

1. Children's personal safety

We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.

Adults do not normally supervise children on their own. All children are supervised by adults at all times.

Whenever children are on the premises at least two adults are present.

We carry out daily risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

2. Security

Systems are in place for the safe arrival and departure of children.

The arrival and departure times of volunteers and visitors are recorded. Our systems prevent unauthorised access to our premises.

Our systems prevent children from leaving our premises unnoticed.

The personal possessions of staff and volunteers are securely stored during sessions.

School Visitors Policy and Procedures

La Petite Ecole Bilingue seeks to provide a warm and friendly learning environment where visitors are welcome. At the same time, the school has a legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to “safeguard” all pupils from subjection to any form of harm, abuse or nuisance. It is thus the responsibility of La Petite Ecole Bilingue to ensure that this duty is uncompromised at all times.

In order to fulfil this duty, La Petite Ecole Bilingue requires that **all visitors without exception** comply with the following policy and procedures.

1. Policy responsibility

The Head Teacher is responsible for the implementation, coordination and review of this policy.

2. Aim

The aim of the policy is to safeguard children under the school's responsibility both during school hours and out of school hours activities which are arranged by the school.

3. Objective

The objective of the policy is to have in place a clear protocol and procedure for the admittance of external visitors to the school which is understood by all staff, visitors and parents, and which conforms to child protection and safeguarding guidelines.

Where and to whom the policy applies

The school is deemed to have control and responsibility for its pupils anywhere on the school site during normal school hours, during after school activities and on school organised (and supervised) off-site activities. The policy applies to:

- All staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including Russian teachers, sports coaches, art teachers, etc.)
- All parents and volunteers
- All pupils
- Other education related personnel (borough adviser, inspectors, etc.)
- Building and maintenance and all other independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses

4. Protocol and procedures

a. Entrance for visitors (including late parents)

The entrance for the visitors is the school entrance located on the right-hand side of the building (when facing it). It is equipped with a video intercom that allows the school to check who the visitor is before opening the door.

The Visitors Record Book is located at this entrance and has to be completed by all visitors, no matter how long their visit.

b. Procedures

Upon arrival at the school, all visitors will be asked to complete the Visitors Record Book with the following information:

- Their name and signature
- Their company (if applicable)
- The reason for their visit / who they are visiting
- Their time of arrival

They will then be given a visitors badge. For extended visits (longer than the few minutes required to pick up a child or drop what was forgotten), visitors will be given a badge bearing their name. Formal proof of identification may be required. The badge must remain visible throughout their visits.

Visitors will then be escorted to their point of contact who will then be responsible for them while they are on site. Visitors are never allowed to move about the site unaccompanied except if valid DBS checks have been produced and the school has a record of those. Even then, the policy of the school is to avoid leaving visitors by themselves.

Upon departure, visitors will hand back their visitors badge and record their departure time in the Visitors Record Book.

c. Unknown/Unidentified Visitors

Any visitor to the school site who is not wearing a visitors badge should be asked politely to identify themselves and their business on the school site.

They should then be escorted to the visitors entrance and asked to sign in and provide every detail listed above. They should then be issued a visitors badge.

In the event that the visitor refuses to comply, they should be asked to leave the premises immediately and the Head Teacher, Deputy Head and/or Founder should be informed. The Head Teacher, Deputy Head, and/or Founder will then consider the situation and decide if it is necessary to inform the police.

If the visitor becomes abusive or aggressive, they will be asked to leave the

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premises immediately and warned that if they fail to do so, police assistance will be called for.

5. Staff Development

As part of their induction, new staff will be made aware of this policy and asked to ensure compliance with its procedures at all times.

Promoting Children's Welfare

Children's rights and entitlements

POLICY STATEMENT

We promote children's right to be strong, resilient and listened to by

- Creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and homebackground.
- Encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2. Inclusive practice	2.1. Respecting each other	3.2. Supporting every child	4.4. Personal, social and emotional development

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

TO BE STRONG MEANS TO:

- Be secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Be safe and valued as individuals in their families and in relationships beyond the family, such as day care or school ;

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- Be self-assured and form a positive sense of themselves –including all aspects of their identity and heritage;
- Be included equally and belong in early years settings and in community life;
- Be confident in abilities and proud of their achievements;
- Be progressing optimally in all aspects of their development and learning;

- Be part of a peer group in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world;
- Participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

TO BE RESILIENT MEANS TO:

- Be sure of their self-worth and dignity;
- Be able to be assertive and state their needs effectively;
- Be able to overcome difficulties and problems;
- Be positive in their outlook on life;
- Be able to cope with challenge and change;
- Have a sense of justice towards self and others;
- Develop a sense of responsibility towards self and others; and
- Be able to represent themselves and others in key decision making processes.

TO BE LISTENED TO MEANS THAT:

- Adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- Adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate ; and
- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

Achieving Positive Behaviour

POLICY STATEMENT

The Stewart Bilingual School believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1. Child development	2.2. Parents as partners	3.2. Supporting every child	4.4. Personal, social and emotional development
1.2. Inclusive practice	2.3. Supporting learning	3.3. The learning environment	
1.3. Keeping Safe			

PROCEDURES

The Headteacher has overall responsibility for our programme for supporting personal, social and emotional development, including issues concerning behaviour. This responsibility is shared between all qualified staff.

The Headteacher will:

- Keep her/himself up-to-date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support;
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development; and
- Check that all staff have relevant in-service training on promoting positive

behaviour.

We recognise that codes for interacting with other people vary between cultures and families and we require staff to be aware of this whilst ensuring that positive behaviours developed in line with the school's policy.

We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy and respect.

We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.

We expect all members of our school - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.

We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

a. Strategies with children who engage in inconsiderate behaviour

We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable, and supporting children to gain control of their feelings and actions so that they can learn a more appropriate response.

We aim to provide enough popular resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.

We acknowledge considerate behaviour such as kindness and willingness to share.

We support each child in developing self-esteem, confidence and feelings of competence.

We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.

We avoid creating situations in which children receive adult attention only in return

Nov. 1 for inconsiderate behaviour.

When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.

We never send children out of the room by themselves, nor do we use a 'naughty chair'. We never use physical punishment, such as smacking or shaking. Children are never threatened with these.

We do not use techniques intended to single out and humiliate individual children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our Head teacher and are recorded. The child's parent is informed on the same day.

In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.

We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

b. Rough and tumble play, hurtful behaviour and bullying

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

c. Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro- social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the

children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

- We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

d. Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. We recognise that children, during the 'settling in' period may respond in behaviour that may be hurtful to others as they develop awareness of how to interact with others appropriately. Children are supported in developing these awarenesses and we inform parents at the beginning of the 'settling in' period that this may happen and how we are proactive in protecting children and developing appropriate behaviour.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By

helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

- We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling (being mindful of safeguarding issues and the risk of unjustified allegations). Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children,

recognising their emotional needs through close and committed relationships with them.

- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.

- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
 - their parent, or carer in the school, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
 - the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
 - the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
 - the child has a developmental condition that affects how they behave.

- Where this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

e. Bullying

[See Behaviour Policy](#)

[See Anti-bullying Policy](#)

Anti-bullying policy

Introduction

At La Petite ecole BilingueSchool our core values are that every child should feel safe, valued, supported and happy in school. We further aim to achieve this by providing opportunities to develop each child's self-confidence and pride.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

As a school committed to Rights Respecting values, we work to promote a rights ethos where children are safe, can express their opinions and realise their potential.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from staff (via regular agenda items at staff meetings), governors (discussions at governors meetings), parents/carers (parents are encouraged to contribute by taking part in a parent focus group, producing a shorter parents' guide), children and young people (through the school council, class discussions etc). The school council have also developed a pupil friendly version displayed around the school and which is to be published in the children's Personal Organisers. Other partners eg Breakfast and After School Club Providers are also provided with a copy of the policy and asked

to make comments.

Roles and responsibilities

The Head teacher – Has over all responsibility for the policy and its implementation and liaising with the proprietor, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: Miss Alice Blunden

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated lead with the responsibility for Anti- bullying (Behaviour) is:
Miss Alice Blunden

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking

- making offensive comments
- cyber bullying - inappropriate text messaging or e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately. When incidents are brought to the attention of staff they are asked to complete a concern form which is passed on to the anti-bullying co-ordinator. Parents are contacted accordingly.

Procedures

All reported incidents will be taken seriously and investigated, involving all parties. The staff is aware of and follows the same procedures.

The following steps will be taken:

- All parties will be interviewed
- Parents will be informed

- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers
- A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions
- A range of follow-up responses and support is appropriate to the situation for all involved eg solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community will be undertaken if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents are reported to the local authority using the guidelines set out for schools: Bullying and Prejudiced-related incidents.

Schools are required to submit an email to LA on an annual basis stating at the end of the academic year the number of incidents that have been reported to the school.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings on a half-termly basis.

The information will be presented to the governors as part of the termly report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils at La Petite ecole BilingueSchool we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies used as part of the curriculum and across the whole school, eg.

- Each class develops a class charter which is agreed by staff and pupils; it displays the articles the children deem important and ways we respect those rights
- Celebration of good behaviour in class and whole school assemblies
- Anti-bullying communication with parents in newsletters
- Involvement in anti-bullying lessons and workshops
- Anti-Bullying week annually in November
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, house captains
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives

Reactive programmes for vulnerable groups or groups involved in bullying, eg:

- Restorative Justice
- Counselling and/or Mediation schemes

- Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers:

- - Parent groups
- Parent information events/information

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Rights Respecting School

We are a Rights Respecting school and our approach to anti-bullying supports the following articles from the United Nations Convention on the Rights of the Child:

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable Use Policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity - Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

Anti-Bullying Leader: Alice Blunden

Pupils who have shown during their time in the School that they are responsible, showing a kind and caring attitude to others. Their example is made evident to younger pupils.

The following should be displayed on classroom notice boards after discussion in a PSHE session in the first week of every school year:
WE DON'T ACCEPT BULLIES AT LA PETITE ECOLE BILINGUE

La Petite Ecole Bilingue – Stewart Bilingual School is not prepared to accept pupils who are unkind in what they say or do. You have the right to lead your life without being upset by bullies.

Bullies are people who keep worrying you by pushing, punching or teasing you.

Bullying is any form of repeated unkind actions or words. Cyberbullies use text messages, nasty web sites and emails.

Pupils must help each other by telling if they know of others being bullied or cyberbullied.

TELL SOMEONE!

Safeguarding officer: Mrs Knupffer and Miss Blunden

Telling about bullies is not 'telling tales'.

We will find time to listen to your problem, or your friend's problem, and will help you.