



Anti Bullying Policy

Prepared by: Head Teacher
Approved by: The Governors
Last updated: 15.05.2021
To be reviewed: 01.01.2023

Internal Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Monika Herland	monika.herland@norwegianschool.org.uk 07815 518 722
Deputy DSL	Lise Meling Karlsen	lise.karlsen@norwegianschool.org.uk 07900 966 809 / 07494 791 791
Assigned safeguarding governor	Ingrid Haakanes	Ingrid.haakanes@norwegianschool.org.uk

External Contacts

Local authority designated officer (LADO)		0208 545 3187 020 8545 3179 lado@merton.gov.uk
Merton Mash (Multi Agency Safeguarding Hub)		02085454226 020 8545 4227 Mash@merton.gov.uk
Social Care Services		Outside Office Hours: 020 8770 5000 NSPCC helpline on: 0808 800 5000.
Police		Emergencies: 999 Non-emergencies: 101
Preventing extremism in schools		020 7340 7264 Confidential anti-terrorist hotline: 0800 789 32
Online Safety Helpline (UK Safer Internet Center)		0344 3814 772 helpline@saferinternet.org.uk

Content

1. Purpose	2
2. Links to other policies	2
3. Definitions	2
4. The right to a safe school environment	2
5. Staff Roles and responsibilities	3
6. Procedure plan	4

1. Purpose

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. We are committed to ensuring that the school community works together to create a happy, safe, caring and stimulating environment. The policy will set out procedures for action if and when bullying occurs.

2. Links to other policies

This policy links to our policies on Safeguarding, Psychosocial Welfare Policy, Code of Conduct, E-Safety Policy and Equal Opportunity Policy.

3. Definitions

Bullying is repeated negative or malicious behaviour over time by one or more persons towards a person who has difficulty defending themselves.

Exclusion refers to someone often or repeatedly being held outside a group.

Violence involves someone using physical force to hurt others.

Racism involves someone being discriminated against, for example because they have another skin colour or speak a different language.

Discrimination means that a person is treated less favourably or harassed, for example because of gender, disability, creed, colour or origin.

Bullying can be physical in person or online. Offensive digital behaviour will be treated by the school as seriously as other offensive behaviour.

4. The right to a safe school environment

The Norwegian Education act Chapter 9a states that "all students in school and college have the right to a good physical and psychosocial environment that promotes health, well-being and learning."

We believe that bullying of any kind is totally unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Students at the Norwegian School in London should not be exposed to offensive words or actions such as bullying, discrimination, violence, racism or exclusion at school or on the way to or from school. We believe that when bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. We acknowledge that bullying can and does happen from time to time and that bullying can happen to adults in the workplace. When bullying does occur, everyone should feel able to tell and know that incidents will be dealt with promptly and effectively in accordance with our school anti-bullying policy. All children and young people have the right to be protected from physical, emotional and mental violence; a right enshrined in the United Nations Convention on the Rights of the Child.

5. Staff Roles and responsibilities

All members of the school community have the responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school Policy. As a minimum, all staff will receive training on recognising and responding to bullying issues as part of their regular child protection training in order to keep all children safe. Staff should know about the signs that might mean that a child is a victim of bullying.

These signs might include (not exclusively) a child who:

- Is frightened of walking to or from school.
- Has an increase in absences.
- Becomes withdrawn, anxious or lacking in confidence.
- Feels ill in the morning.
- Begins to underperform in schoolwork.
- Has possessions go 'missing'.
- Asks for money or starts stealing money (to pay the bully).
- Is frightened to say what's wrong.

All staff are committed to listen carefully to what children and adults have to say and treat all accounts with due seriousness.

Any member of staff concerned about a pupil will talk to the schools DSL or Deputy DSL. All concerns are logged and monitored in MyConcern. If there is concern that a pupil is in danger or in immediate harm, the School's child protection procedures are followed.

We recognise that many behaviours can be supported within the school environment, or with support from external professionals. In some cases the school might solicit support from a specialist service.

School referrals to professional services will be made by the school's DSL in consultation with the pupil and/or carers and with pupils and/or carers consent (when appropriate). Pupils and parents have the right to report cases directly to Statsforvalteren Oslo/Viken if the pupil does not have a safe school environment, cf. the Education Act (oppl.) §§ 9 A-4 and 9 A-5.

Our main services for advice, support and referrals are:

- **Statsforvalteren Oslo/Viken**
Referral under the The Norwegian Education act Chapter 9a
- **MASH- Multi Agency Safeguarding Hub**
Merton(or in the pupil's local Borough)
- **CAHMS- Child and Adolescent Mental Health Services**
@Merton (or in the pupil's local borough)

6. Procedure plan

This plan is based on the following principles:

A	Prevention and awareness-raising activities	Measures that reduce risk that students are exposed to offensive behaviour, and that promotes integration
B	Detection	Methods and procedures used to reveal that students are exposed to offensive words and actions
C	Managing offensive behaviour and handling sanctions	Measures and procedures for problem solving regarding pupils offensive words and offensive actions.
D	Continuous, prolonged and systematic work	The school's systematic work to ensure students have a good psychosocial work environment

A. Prevention and awareness-raising activities

9a-3 The psychosocial environment, Paragraph 1.

"The school shall actively and systematically work to promote a good psychosocial environment, where the individual pupils can experience security and social belonging."

The School follows guidelines from the Norwegian Department of Education:

- Working actively to promote a positive, supporting learning environment prevents cases of abusive actions.
- The school has a strategy against offensive words and actions.
- There should be a visible presence of adults at all school venues.
- Good classroom management restricts cases of abusive words and actions
- School administrators and teachers must take responsibility for stopping abusive words and actions.
- Pupils who tell of offensive words and actions made towards them or to someone else must be taken seriously.
- Schools must meet parents / guardians with trust and respect.
- The adults must intervene immediately if offensive behaviour is detected.

B. Detection

Disclosure of experiencing offensive words and actions may be given by employees, students or guardians. The school must ensure that the pupil's subjective experience is taken seriously and that appropriate measures will be initiated as quickly as possible.

The school's procedures of detection:

Task	Responsibility for monitoring
Mapping of bullying and other offensive behaviour occurring twice annually through student / teacher/ parent surveys. The head teacher decides further follow-up, and the possible need for reporting /involvement of the DSL and/or the Board	Form Teacher/Head Teacher/DSL
Duty roster for supervision of children in social interaction outside (and inside if needed). All participating employees are obliged to pay particular attention to pupils who are alone and investigate the reason for this. They will help children in social interaction and conflict solving. Teachers wear hi-visibility vests.	Head Teacher/all staff
General observations in class or other school context	Head Teacher/all staff
FAU(PTA)- and student council meetings.	Governors/Head Teacher/DSL/Staff responsible for pupil`s council
Pupils' well-being is discussed in team and staff- meetings weekly. Concerns regarding individual students are reported to relevant teachers, Head Teacher and DSL to ensure that the overall picture is perceived correctly. Concerns are recorded in MyConcern when applicable.	Head Teacher/DSL/ all staff

C. Managing

9a-3 The psychosocial environment:

"If a pupil or parent asks for measures regarding the psychosocial environment, including measures against offensive behaviour such as bullying, discrimination, violence or racism, the school should treat the matter pursuant to the rules on individual decisions in the Public Administration Act About School. If it has not been dealt with within a reasonable time, it can be appealed according to the Administration Act " (From Udir-3-2017 § 9a-3)

The Head Teacher has the overall responsibility for matters relating to the psychosocial environment. When students, parents or staff at the school have revealed that students are exposed to offensive words and/or actions, the school shall ensure that administrative procedures and monitoring is in line with laws and regulations. The Head Teacher and DSL will initiate a meeting with the relevant parties. Following this, measures are initiated in cooperation with the teachers and a plan is made for continuous work relevant to each specific case/pupil/group.

Written procedures:

- Written inquiries from pupils and parents on matters relating to the school environment will be answered in writing by the Head Teacher.
- The written answer should state what actions the school will put in place to resolve the matter. In an inquiry, the guardians will receive information on the school's appeals procedure.
- When receiving report about knowledge or a suspicion that a student is exposed to offensive words and actions, the Head Teacher, upon examination, will determine the action the school will put in place to resolve the matter. If the agreed action restricts the pupil's everyday life, it must be made in writing.
- The Board will be informed if matters are not resolved.

Stages of managing reported offensive behaviour:

	Task	Responsibility	Documentation
1	First observation of offensive behaviour.	All	Notes are made and filed by Form Teacher
2	Conversations with students who experience insults to obtain information and give support. The pupil's subjective experience must be credited with importance.	Form teacher/DSL/ Head Teacher	Notes are made and filed
3	Conversation with guardians of pupils who are experiencing offensive behaviour. The school has a responsibility to facilitate good cooperation and to implement a plan of action.	Form teacher/DSL/ Head Teacher	Notes are made and filed
4	Conversation with the student who is bullying. If there is more than one pupil that offends, speak to them one at a time. The purpose of the conversation is to give notice that the behaviour is unacceptable and must stop immediately. Agreement and a plan for continuous work should be made, and be recorded in writing.	Form teacher/DSL/ H ead Teacher	Notes are made and filed
5	Conversation with guardians of the student who is bullying. The school is responsible for facilitating good cooperation when it comes to measures that can/should be implemented.	Form teacher/DSL/ H ead Teacher	Notes are made and filed
6	Evaluation after gathering facts	Head teacher	Notes are made and filed

7	<p>If the decision is made in writing: The Head Teacher must make a decision within one week about whether the pupil's rights under 9a is maintained. Head teacher should provide:</p> <ul style="list-style-type: none"> • a judgment on whether the pupil's rights have been upheld • a description of the facts upon which the decision is based • justification for measures implemented • a plan for monitoring and evaluation of measures taken • clarification about legal implications • explain the the school complaints procedure and Statsforvalteren's complaints procedure 	Head teacher	<p>Notes are made and filed</p> <p>Written information to the Board if necessary</p>
8	Enkeltvedtak (individual statement) when there is a violation of rule 9a	Statsforvalteren	Discrepancy report to KFF-KSS
9	If Head Teacher does not find sufficient grounds to take action the school views the matter as resolved.	Head teacher	Notes are made and filed
10	Sanctions: Sanctions must be in line with school policy. The school must document the use of sanctions, as well as considering whether to liase with other agencies or Statsforvalteren.	Head Teacher/Board	Notes are made and filed
11	Follow-up Situations and all individuals affected are followed up until issues are completely resolved.	All staff/Head Teacher/DSL/ Board	Notes are made and filed
12	If the school is unable to prevent a reoccurrence of offensive behaviour external agencies such as Statsforvateren, local child welfare or the police can be involved.	Head Teacher/DSL/Board	Notes are made and filed
13	If adults/staff at the school are involved in abusive behaviour towards children- see Child Protection policy.	Head Teacher/Board	Notes are made and filed

For all stages listed above, the parties involved are informed at all times. The Board is always involved where events are severe.

D. Continuous, long-term and systematic work

§ 9a-4. Systematic work to promote health, the environment and ensure the safety of the pupils (*From Udir-3-2017 § 9a-4*)

The school will actively engage in continuous and systematic efforts to promote health, the environment and the safety of the pupils, so that the requirements in this section of the law are fulfilled. School management led by the Head Teacher are responsible for ensuring that the work is actively, systematically and methodically carried out. The DSL is responsible for the daily monitoring of the school's systematic work. This plan will help ensure that students at the Norwegian School in London experience a safe school environment.