



## ANTI-BULLYING POLICY

We are committed to providing our pupils with a caring and homely environment within which individuality can flourish, allowing them, without hindrance, to live their lives to the full in as many spheres as possible. Everyone has the right to be treated with kindness and respect and to be properly supported if they are not. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon.

### AIMS

- To ensure a safe environment for all children at the school
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the school
- Further aims are to establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying and to take action when it occurs by preventing or responding appropriately to it.

### OBJECTIVES

- To ensure that all pupils, parents, teaching and non-teaching staff can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs
- To conduct staff training to maintain the high profile of the anti-bullying policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PHSE programme
- To confirm frequently, through the action of teachers, that pupils will always be supported if bullying is reported
- To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014, The Prevent Duty June 2015 and Keeping Children Safe in Education 2015 and 2019.

### DEFINITIONS

*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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.*

Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014.

All members of the school staff should be alert to the possibility of signs of bullying. In some cases bullying is unwitting and not consciously done, in others it is a wilful and conscious desire to hurt, threaten or frighten someone. Bullying does affect all in school and as such is a serious matter; bullying may cause physical or psychological damage (and in some cases suicide) and could in some cases lead to contravention of law.

All pupils should be responsible for bringing bullying to the attention of any adult on the staff. It is also true that

teachers may (unwittingly) be bullies. It is also true that staff may be subject to bullying from pupils and staff are responsible for bringing this to the attention of the Headmaster. Equally it is true that staff may be subject to bullying from other staff and this is covered in the school's **Whistleblowing Policy and Staff Grievance Procedure**.

We may define bullying as the following occurring over a period of time:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

#### **ANTI-BULLYING STRATEGY**

The school is committed to working with all children and staff to prevent bullying where possible, and to ensure that when incidents do occur, they are dealt with quickly and sensitively. There are a number of ways in which students are supported. Children may speak with teachers, admin staff, friends, and national charities with regard to their concerns; through form meetings, assemblies, the anonymous 'worry box', and PSHE lessons.

The School delivers the message that bullying is not a normal part of life and should not be allowed to flourish. All children are encouraged to speak with members of staff immediately if they feel bullying is occurring, either as victim, witness or the person responsible.

The School Council is an avenue for children to make their feelings known on bullying within the school and also the school's approach to bullying. Meetings are regular and minutes kept and published.

All pupils have opportunities to speak with key members of staff about their concerns. The Form Tutor will be the first point of contact, but this relationship is supported by the Deputy Head, Director of Studies and Principal.

The Principal holds a bullying log to monitor instances of bullying and patterns of bullying.

Anti-bullying is addressed in whole school inset sessions, and as part of the school's induction. Staff Meetings are avenues where the school's policy on bullying can be addressed and evaluated.

When there is a significant update of the Anti-Bullying policy, all staff receive a copy of the new policy.

#### **DEALING WITH BULLYING**

If an allegation of bullying is made by a child, then the member of staff receiving the allegation should establish the level of anxiety. If the level of anxiety is low, then staff should restore cordiality through verbal communication with the complainant and the accused. It is advantageous to bring the children together at this point.

If an allegation is made by a parent then the member of staff should make it clear that the best way for the matter to be resolved is for staff to speak with the pupil in question and establish the level of anxiety.

If the level of anxiety is significant, a written statement may be taken from the child (signed and dated) by the

member of staff fielding the allegation.

If suspicions are raised by staff or parents, this should also be recorded in writing. The allegations and evidence should then pass to the relevant Form Tutors.

The Form Tutor should offer to conduct a full investigation into the matter. This investigation will include witness statements, and the questioning of the alleged person responsible.

The Form Tutor may seek the advice and support of the Principal during the investigation, and must refer the case to the Deputy Head in the case of serious bullying being proven.

In most cases, the Form Tutor and Deputy Head will agree the appropriate course of action.

The Deputy Head will determine appropriate sanctions for the person responsible.

Parents should be informed throughout the process and often will be invited to school to discuss the matter and its resolution.

All staff are to make accurate records of interviews and also record the process followed in each case

**In line with Keeping Children Safe in Education 2015 and 2019 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer, significant harm'; the investigation should be halted, with only a verbatim record of the child's words.**

The incident should be immediately raised with the Designated Safeguarding Lead and action taken.

Staff should be aware that some types of harassing and threatening behaviour, or communications, could be a criminal offence; if staff feel that an offence has been committed they should seek assistance from the Deputy Head and consideration given to the involvement of Police and/or Children's Social Care.

## **RESPONSIBILITY FOR THE POLICY AND PROCEDURE**

### **ROLE OF THE PRINCIPAL**

The Principal will not condone any bullying and has:

- appointed members of staff to be responsible for promoting positive pupil behaviour;
- delegated powers and responsibilities to the Headmaster to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Headmaster to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the SMT in the development, approval, implementation and review of this policy.

Under Section 157 of the Education and Inspections Act 2006 the Principal has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Principal will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;

- ensure that all pupils understand that bullying is wrong;
- ensure that all parents aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with pupils, parents and school personnel on the grounds of protected characteristics;
- consult with pupils and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;
- ensure records of all incidents of bullying are:
  - *stored in a secure place;*
  - *kept for a specific period of time;*
  - *kept in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;*
  - *kept in a uniform and systematic way*
  - *kept as well as specific types of bullying and their outcomes;*
  - *are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year;*
  - *used to effectively track pupils through school;*
- ensure counselling and support mechanisms are in place to help those who have been bullied;
- ensure all perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong;
- discuss with the SMT
  - *A definition for bullying.*
  - *Are pupils aware of this policy?*
  - *How can bullying be effectively dealt with?*
  - *How good are school personnel in dealing with incidents of bullying?*
  - *How good are school personnel in identifying the symptoms of bullying amongst pupils?*
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- consider permanent exclusion in the most serious incidents of bullying;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who experience bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carers and the local community to help reduce local tensions;
- work closely with the Deputy Head;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
  - the number of recorded incidents in an academic year;
  - the types of bullying that occur in an academic year;
  - how swiftly incidents of bullying are dealt with

## **ROLE OF THE DIRECTOR OF STUDIES**

The Director of Studies has:

- worked with the Principal, the SMT and school personnel to agree a definition of bullying;
- the responsibility of involving the School Council in:
  - determining this policy with the SMT
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the SMT.

## **ROLE OF THE DEPUTY HEADTEACHER**

The Deputy Headteacher (Pastoral – Mrs Lillie) will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Principal;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- it is the responsibility of the Deputy Headteacher to implement the School anti-bullying strategy and to ensure that all staff are aware of the School policy, and know how to identify and deal with incidents of bullying.
- The Deputy Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this School. The Deputy Headteacher draws the attention of children to this fact when appropriate. For example, if an incident occurs, the Deputy Head may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong and why a pupil is being punished.
- The Deputy Headteacher ensures all staff, teaching, and non-teaching and support staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Deputy Headteacher sets the climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming School, bullying is far less likely to be part of their behaviour.
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:
  - *playground buddies*
  - *peer mentors*
  - *safe places for vulnerable groups*
- occasionally and when required organize an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build pupils' resilience to bullying;
- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;
- ensure good arrangements are in place for pupils transferring from the primary to Years 7/8;
- work closely with external agencies to support pupils who experience bullying;
- collaboratively work with other schools to identify common issues related to the protected characteristics;
- display posters of national and local help lines and where help is available in school;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor; annually report to the Principal on the success of this policy.

## ROLE OF SCHOOL PERSONNEL

School personnel will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- All staff in our School take all forms of bullying seriously and seek to prevent them from taking place.
- Forms will be supplied for teachers, who will keep records of all incidents that happen in their class, and that they are aware of in School. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Deputy Headteacher. Teachers and support staff do all they can to support the child who is being bullied, then, after consultation with the Deputy Head teacher, the teacher informs the child's parents.
- Invite the child's parents into the School to discuss the situation.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories, form meetings, assemblies, RE, and the SEAL materials within the curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time can also be used with younger children to praise, reward, and celebrate the success of all children, and thus to help to create a positive atmosphere.
- Our children have helped to write Class rules, playground Rules, and Lunchtime Rules. They have also contributed to a written Friendship policy.
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

## ROLE OF PUPILS

Pupils must:

- be aware of and comply with this policy;
- report if they are being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the school council;
- tell your parents or another family member
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys.
- follow the following instructions if they are bullied:
  - *get away from the situation as quickly as you can*
  - *report what happened to you to one of the school personnel by telling them:*
    - *what has happened to you*
    - *how you feel*
    - *if you have been bullied before*
    - *who bullied you*

- *where the incident happened*
- *when it happened*

## **ROLE OF PARENTS**

Parents must:

- be aware of and support this policy;
- be involved in agreeing a definition for bullying with pupils, school personnel and the Principal;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## **TRAINING FOR SCHOOL PERSONNEL**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - *What is bullying?*
  - *How to identify, prevent and manage bullying.*
  - *Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.*
  - *Recognising bullying.*
  - *Anti-bullying strategies.*
  - *How to deal with a bullying incident.*
  - *Counselling the bullied and the bullies.*
  - *Anti-bullying week.*
  - *Tackling Homophobia*
  - *Building pupils resilience to bullying.*
  - *Working and co-operating with parents and carers*
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.



E Laffeaty-Sharpe – *Principal and Proprietor*

**Reviewed 30<sup>TH</sup> August 2019**

## Appendix 1 – Advice to all (staff, parents and pupils) on Bullying

### **Signs of bullying**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to clinicians with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to lessons
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Reported difficulty in sleeping, experiencing nightmares etc.
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact the School when they have concerns.

## Appendix 2 – Advice to Staff on bullying

School staff must make a strong stand against bullying. They should;

- Not allow it anywhere
- Support children who are being bullied
- Help the bullies to change their behaviour
- Tell children to 'tell' and back them up
- Take bullying seriously and find out the facts when told about an incident of bullying
- Ensure that children, parents and teachers take responsibility for any bullying that goes on
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together
- Use peer pressure against bullying behaviour.

What to do when confronted with a report of bullying?

- Listen carefully and record all incidents
- Question, but do not ask leading questions
- Meet the bully and the bullied separately
- Offer the victim immediate support and help by explaining and putting the school's procedures into action
- Consider the need for a referral for medical treatment/examination/counselling.

The School is committed to reinforcing the messages below in PSHE lessons, assemblies and Form Meetings

- When someone is being bullied or is in distress, take action.
- Watching and doing nothing always suggests support for the bullying
- Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem
- Do not tolerate bullies in the same social group.

To counter cyber bullying, students must be made aware that:

- They must never share their password with anyone
- They must not send pictures of others electronically

In assemblies, PSHCE sessions and Form Meetings children are encouraged to develop

- Acceptance
- Patience
- Respect for others, themselves, their learning.
- Trust
- Empathy
- Co-operation
- Understanding
- The Role of Counselling

Counselling may form an important part of any bullying case, both for the bully and the bullied. Staff should seek guidance from the Designated Safeguarding Lead or Deputy Head

### Appendix 3 – Advice to pupils on bullying

#### **SOME THINGS PUPILS SHOULD DO IF THEY ARE BEING BULLIED:**

- Tell an adult you trust
- Tell yourself that you don't deserve to be bullied
- Get your friends together and say no to the bully
- Stay with groups of people, even if they are not your friends. There is safety in numbers
- Try to ignore the bullying
- Try not to show you are upset, which is difficult
- If possible, avoid being alone in a place where bullying happens
- Try being assertive - shout 'NO' loudly
- Walk quickly and confidently even if you don't feel that way inside
- If you are in danger, get away. Do not fight to keep possession
- Fighting back may make it worse
- If you are different in some way, be proud of it. It is good to be an individual

At School children are taught:

- Acceptance
- Patience
- Respect for others, themselves, their learning
- Trust
- Empathy
- Co-operation
- Understanding



# DOWNHAM PREPARATORY SCHOOL AND MONTESSORI NURSERY

## Bullying Report

Pupil's Name - \_\_\_\_\_

Class - \_\_\_\_\_

Date - \_\_\_\_\_

Lesson *(please tick)*

1	MB	2	3	Lunch	4	AB	5	6	ASC

Account of incident (including any injuries)

Report written by - \_\_\_\_\_

Subject - \_\_\_\_\_

Action taken by - \_\_\_\_\_

Lunch Detention	y/n	Phone call home	y/n
Letter home	y/n	Principal informed	y/n

Action taken

Parents notified?    Yes                       No  *(please tick as appropriate)*

Signed \_\_\_\_\_ Date \_\_\_\_\_

Notes *(overleaf - including notes from follow up meeting with parents if applicable)*