



Anti-bullying Policy

This policy sets out the school's expectations for classroom practice and the responsibilities of different staff in contributing to an outstanding learning environment it should be read in conjunction with the following policies.

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| Child Protection and Safeguarding Policy | Acceptable Use and eSafety Policy |
| Early Years Policy | Social Media Policy |
| Care and Supervision Policy: | Inclusion Policy |
| Visitor Policy | Activate Handbook |
| Home/School agreement | PSHE Policy |
| Special Educational Needs Policy | Equality Policy |

The following have been considered in the development of this policy:

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| <u>Behaviour and Discipline in School 2016</u> |
| <u>Equality Act 2010 (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989</u> |
| <u>Education (Independent School Standards) Regulations 2014</u> |
| <u>Preventing and Tackling Bullying (July 2017)</u> |
| <u>Cyberbullying: advice for Headteachers and School Staff (2014)</u> |
| <u>Keeping children safe in education 2020</u> |
| <u>'Use of reasonable force' (2013, reviewed 2015)</u> |
| <u>'Guidance for safer working practice for those working with children and young people in education settings' (2019)</u> |
| <u>'Searching, screening and confiscation' (2014, reviewed 2018)</u> |
| <u>Anti bullying Alliance</u> |

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Policy Review and Dissemination

All members of staff and Governors will receive a copy of this policy. Copies may be reviewed by parents. This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness.

| Date of update | (U) Updated (R) Reviewed by | How was update disseminated | Parents informed | Policy on website | Governor review |
|----------------|--------------------------------|-----------------------------|------------------|-------------------|-----------------|
| Jan 2015 | H.Gee (U) | Staff meeting | Yes | Yes | |
| Sep 2015 | H.Gee (U) | Staff briefing | no | Yes | |
| Sep 2016 | H. Gee (R) | Staff briefing | Yes | Yes | |
| Feb 2017 | H. Gee (U) | Staff Briefing | Yes | Yes | Yes |
| Sept 2018 | H.Gee (U) | Staff Briefing | Yes | Yes | Yes |
| Jan 2019 | S. Hughes (U) | Staff INSET | Yes | Yes | |
| Dec 2019 | H .Gee | Staff email | Yes | Yes | Yes |
| Nov 2020 | H. Gee | Teams notification and link | | | |
| Nov 2021 | H.Gee | Teams – Staff briefing | Yes | Yes | Yes |

| UPDATES |
|---|
| Updated definition of bullying (Anti Bullying Alliance) |
| Details added to types of bullying |
| Appendix 1 – staff development and training |
| Appendix 2 – Support and advice for parents |

Introduction

We believe that every child has the right to come to school and be happy. Bullying, whether verbal or physical, affects children either directly or as witnesses. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Children who are worried about being bullied or who see their friends bullied cannot concentrate and their quality of learning is affected. Bullying of any kind is not tolerated under any circumstances as it is an extreme form of unkindness.

Pupils should learn to value themselves and others; recognising that they are individuals and learning to respect the individuality of others. This aim can only be fostered within a safe, happy and fulfilling environment. We as staff are conscious of this and so deliberately instil at every opportunity the right of an individual to be their own person and so seek their own forms of recreation, so long as it does not impinge on the rights of others. We aim to create within the school, an environment of mutual respect and value. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. All aspects of bullying are to be treated seriously and every effort must be made to establish the cause of such behaviour and eradicate it. Any issues where bullying is suspected will be discussed at staff meeting where the Headteacher will reinforce the correct procedures, advise on any measures to be taken, including how to reduce the risk of bullying and plans to monitor effectively the places it is most likely to occur e.g. in the playground at lunch and break times.

What Is Bullying?

The Anti Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

The NSPCC defines bullying as behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

A working definition of bullying, such as that it intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional - isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Physical - pushing, kicking, hitting, biting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling SEN/Disability. Negative reference or actions associated with special need or disability
- Cultural - taunts, inappropriate reference to cultural diversity
- Religious - negative reference or actions regarding personal belief, dress code or dietary requirements.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals

Peer on Peer abuses can be physical, emotional, sexual and exploitative. Such allegations where a child is suffering significant harm by another child or a group of children, then a response under our Child Protection procedures will be carried out by the Designated Safeguarding Lead.

Why it is Important to Respond to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Bullying is taken very seriously at Bowdon Preparatory School and has serious implications. Bullying may cause psychological damage and although bullying is not a specific criminal offence, there are laws which apply to harassment and threatening behaviour.

We should also recognise that bullying affects other children who see it happening, not just the bullied and the bully. Often, less aggressive pupils can be drawn into the situation through peer pressure. Bullies themselves frequently act in an aggressive manner because of deep seated feelings of want, fear and insecurity.

Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- Create an atmosphere where pupils can disclose bullying, be taken seriously and rely on appropriate action being taken
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Respond promptly and firmly to all concerns expressed regarding bullying
- Assist parents who request advice and support them
- Ensure that there is emphasis on praising good behaviour and that there are positive expectations of pupil behaviour
- Ensure that the general pupil management reduces the opportunity for bullying
- Portray a clear message that bullying will not be tolerated

Bullying Outside School and Cyber - Bullying

This policy relates to children's behaviour when in school, when supervised by staff outside school eg when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs. However the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber - bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. At Bowdon Prep the issue of cyber - bullying is explicitly tackled within the IT and PSHEE curriculum and a once yearly taught session looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff. The DfE outlines the specific statutory power, held by headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber - bullying.

If members of the school community are involved in cyberbullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone then the headmistress does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given in this policy or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems and will only be considered where actions are continued or impact directly upon relationships and learning in school or the reputation of the school.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that she is being bullied. Adults should be aware of these possible signs

and that they should investigate if a child:

- is frightened of walking to or from school or doesn't want to go on the school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence or starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are frequently damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- comes home hungry (lunch has been handed over unwillingly)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous & jumpy when a cyber message is received
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Bullying

As a principle, pupils who believe that they have been bullied should expect, as a right, protection by the school. Consequently we encourage pupils who either believe they have been bullied or who have witnessed bullying, to speak either to their class teacher or any other member of staff in whom they have confidence.

We take the view that bullying is a very serious matter and it should be stressed that girls will be listened to at **any** time.

We also encourage parents to inform the school of any concerns they may have in this respect, whether by having heard about or having witnessed acts of bullying. In the first instance they should contact the form teacher or Mrs Sharkey either in person, by phone or a letter.

It should also be recognised by staff and parents alike, that often pupils feel unable to verbalise the oppression they are under because of its element of subjugation. We therefore need to be aware of possible signs both at home and at school. These signs are sometimes more evident at home than at school and parents must know that if they are concerned for whatever reason, the school needs to be informed.

Procedures

We firmly believe in being proactive in our approach to safeguard against bullying. The development of social skills and the reinforcement of positive behaviour is addressed PSHE sessions and school assemblies.

All bullying behaviour or threats of bullying are investigated and the bullying stopped quickly. Strong home/school links are vital so that the bully and the bullied can be effectively supported. The school provides the following framework within which bullying is effectively addressed.

- All teaching, non-teaching and volunteer staff are made aware of the schools' anti bullying policy.
- Teachers will record incidents of bullying from individual pupils and from parents.
- Social interactions and behaviour of children is discussed during staff meetings. Strategies are discussed to support children in the development of their social skills and to support staff development within these areas. Regular meetings with lunch time supervisors also provide a forum for discussion.
- Circle sessions in form times. Pupils are actively encouraged to discuss incidents/situations that they are aware of or that might occur. The emphasis is on dealing with the problem with a non-confrontational and empathetic approach. We are confident that by involving the children in this way they and their peers will all become more sensitive towards bullying issues and spread an awareness.
- Early intervention should follow all reported incidents to encourage an 'open' atmosphere whereby disclosure is facilitated. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- All bullying incidents are investigated, monitored and logged on the pupil's record by the Headteacher. The Headteacher monitors all incidents in order to identify any patterns of concern which require action.
- Action will be taken should any individuals re-offend. This would include the temporary removal of the bully from a potential bullying situation. An attempt will be made to help the bully (bullies) change their behaviour.
- Counselling and discussion will take place with the victim and the aggressor, firstly with the class teacher and then the Phase Leader or Headmistress, should the situation become more serious.
- The motivation for the aggression should be established.
- If necessary, punitive measures will be used as appropriate and in consultation with all parties concerned.
- Further measures would involve discussion with the parents.
- If necessary and appropriate, police will be consulted. Severe and persistent bullying may result in the temporary or permanent exclusion of an individual from the school.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor, teacher or a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Informing parents or guardians to help change the attitude and behaviour of the child

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules

- signing a behaviour contract/ home school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

HELP ORGANISATIONS:

| | |
|---|--|
| Advisory Centre for Education (ACE) | 0300 0115 142 |
| Children's Legal Centre | 0845 345 4345 |
| KIDSCAPE Parents Helpline (Mon-Fri, 10-4) | 0845 1 205 204 |
| Parentline Plus | 0808 800 2222 |
| Childline | 0800 1111 |
| Youth Access | 020 8772 9900 |
| Bullying Online | www.bullying.co.uk |
| Bullying UK | 08458350471 |

Appendix 1

Podcasts – Further information for staff

Staff INSET

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| What does ABA mean in an imbalance of power in bullying |
| The roles involved in bullying behaviour |
| Banter or bullying – A blog by ABA director |
| When is banter actually bullying |
| It's not banter if... |
| Banter and bullying |

The following online training courses are available:

1. [What is bullying?](#)
2. [Bullying and the Law](#)
3. [Bullying and SEN/disability](#)
4. [10 principles to reduce bullying](#)
5. [Preventing bullying](#)
6. [Responding to bullying](#)
7. [Cyberbullying \(Online bullying\)](#)
8. [Young Carers and Bullying](#)
9. [Looked After Children and Bullying](#)
10. [Mental Health and Bullying](#)
11. [Sexual Bullying](#)
12. [Bullying and Gypsy, Roma and Traveller young people](#)

Appendix 2

Parent Information and Support

Bullying

[My child has been accused of bullying others](#)

[How can I help my child if they are being bullied](#)

[Spotting the signs that my child is being bullied](#)

[Parent information Toolkit](#)

[I'm worried about cyberbullying](#)

Managing challenges

Would you like to understand how to better respond to challenging behaviour?

Do you wish to know more about your child/ren's development and their needs?

Could you benefit from learning more about communicating and staying calm?

Freely available parent/carer e-Learning course

There may be times when we feel worried and stressed and this can lead to family tension, arguments and conflict. When children see parents communicating well and staying calm, it can help them cope with their own big emotions. These four short learning sequences are an introduction to restorative and relational thinking – a few techniques that can help us to better manage emotions and stay calm, and to keep communicating with each other in positive ways. These lessons will support you to:

- Reconsider positive relationship
- Think about all behaviour as 'communication'
- Start to use a line of questioning that will help you (and others) through problems and will help to maintain positive mental health
- Deal better with stress

"Easy to understand, easy to implement."

Developed with Restorative Thinking and their partners the Anti-Bullying Alliance, this short e-Learning course is freely available to access ***via this link.***