



ANTI-BULLYING POLICY

The school supports a zero tolerance towards bullying. In developing this policy, the school has made reference to the Department for Education's advice 'Preventing and Tackling Bullying' (July 2017), 'Cyberbullying: Advice for Headteachers and school staff (2014) and advice taken from the most recent version of the Independent Schools Inspectorate Regulations. This document is available in written format upon request and a copy can also be located on the school's website.

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1 AIMS AND OBJECTIVES

The school community ethos is based upon respect, good manners and fair play. The school is committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every pupil can develop his/her full potential. The school expects its pupils to treat members of staff and fellow pupils with courtesy and co-operation so that everyone can learn in a relaxed yet orderly atmosphere. All pupils should care for and support each other.

The school prides itself on its respect and mutual tolerance. Parents/guardians have an important role to play in supporting the school to maintain high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they cooperate closely together. Acceptance of this policy forms part of the school's standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. The school takes any bullying, both physical and emotional (which may cause psychological damage) very seriously, including any bullying on the basis of protected characteristics. The school treats all pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

2 DEFINITION OF BULLYING

Bullying is defined as the intentional hurting of another pupil or group, physically or emotionally, over a period of time. This can often be motivated by prejudice against particular groups, for example, on the grounds of race, religion or belief, age, culture, sexual orientation, sex, gender, gender reassignment, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It may be motivated by actual differences between children or perceived differences. It may also occur through cyber-technology (social websites, mobile phones, text messages, photographs and email).



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Bullying may involve actions or comments that are cultural, religious, racial, sexist or homophobic or which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It conflicts sharply with the school's social and moral principles.

3 TYPES OF BULLYING

Verbal

This can include name-calling, teasing, use of sarcasm and spreading rumours.

Physical

This can include pushing, kicking, hitting, punching, fighting and any violence.

Relational

This can include emotional bullying such as being unfriendly, deliberately excluding a child from a friendship group, tormenting, threatening, making racial taunts, gestures, initiating and other ceremonies.

Cyber-bullying

This is defined as: 'the use of information and communication technologies such as e-mail, mobile phone, pager, text messages, instant messaging, defamatory personal websites and defamatory online personal polling websites, to support deliberate, repeated and hostile behaviour by an individual or group, that is intended to harm others.' Cyber-bullying can involve social networking sites such as Facebook, Twitter, Spotify, Music.ly, Instagram, Snapchat, WhatsApp, emails and mobile phones, SMS messages and cameras.

Protected Characteristics based Bullying

The school takes this type of bullying, along with other biases, particularly seriously and can often motivated by prejudice against particular groups, for example on grounds of age, race, religion or belief, gender, gender reassignment, sexual orientation, pregnancy and maternity, marriage and civil partnership, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

4 CYBER-BULLYING – PREVENTATIVE MEASURES

With increasing availability to children of electronic devices that give unrestricted access to the Internet, children do not have access to the Internet whilst at school.

The school refers to DfE guidance on cyber-bullying:

- www.digizen.org/cyberbullying
- www.thinkuknow.co.uk
- Childline run by the NSPCC.
- [Child Exploitation and Online Protection Centre \(CEOPs\) www.ceop.police.uk](http://www.ceop.police.uk)

Children's use of mobile phones or other electronic devices are not permitted in school.

Please refer to separate documents: Policy for Online Safety and Acceptable Use Policy



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5 PROTECTED CHARACTERISTICS BASED BULLYING – PREVENTATIVE MEASURES

The School has created an ethos of good behaviour where pupils treat one and another and staff with respect because they know this is the right way to behave. School will be proactively involved in talking to the children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their children, depending on the particular issues they need to address, and therefore will:

- Openly discuss differences between people that could motivate bullying, such as religion or belief, age, ethnicity, disability, gender, gender reassignment, sexuality or appearance related difference, pregnancy and maternity, marriage and civil partnership. Also, children with different family situations, such as looked after children or those with caring responsibilities. School will also teach children that using any prejudice-based language is unacceptable.
- Will provide effective staff training to make sure staff understands legal responsibilities regarding bullying, how to resolve problems, and where to seek support including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBTQ) pupils.

6 SIGNS OF BULLYING

The school is alert to any possible signs of bullying by monitoring any changes in behaviour that may indicate that a child is being bullied including:

- Unwillingness to attend 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 spoilt by others.
- Books, bags and other belongings suddenly go missing, or are damaged.
- Changes to established habits (for example, giving up music lessons, changes to accent or vocabulary).
- Diminished levels of self-confidence.
- Frequent complaints of illnesses such as stomach pains and headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance, late arrival to class.
- Choosing the company of adults.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping.
- Experiencing nightmares.
- A desire to move places in class.
- 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.



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7 THE IMPACT OF BULLYING

Bullying can affect everyone, including those who are bullied, those who bully others and those who witness bullying. Bullying is linked to many negative outcomes including mental health issues, substance abuse, long-term psychological damage and suicide.

Children who are bullied can experience negative physical, school and mental health issues, experience anxiety, depression and changes to sleep patterns and loss of activities they used to enjoy, decreased academic achievement and problems of attendance and behaviour at school. These issues may persist into adulthood. Children who bully others can also engage in other risky and violent behaviours and these can persist into adulthood. Bystanders who witness bullying can also experience problems, such as mental health issues, depression, problems with attendance at school and anxiety.

8 PREVENTATIVE MEASURES – ANTI-BULLYING

The school takes the following preventative measures:

- The school uses appropriate assemblies to explain the school policy on bullying.
- The SEAL programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Lessons reinforce moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- British Values are referenced on all lesson plans and included as fundamental in all teaching and learning.
- Children are taught that they can raise any bullying concerns that occur either inside or outside school or concerns about cyber-bullying, to any member of staff.
- There is a strong team of staff who support Matron and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- Matron will give support and guidance to other staff on handling and reporting incidents and on the follow-up work with both victims and bullies.
- Staff are always on duty at times when pupils are not in class. They are trained to be alert to inappropriate language or behaviour.
- The school welcomes feedback from parents and guardians on the effectiveness of our preventative measures.
- A copy of this policy is available on the school's website as means to communicate to parents, the school's approach to anti-bullying. By understanding the preventative measures employed in the school, parents are encouraged to discuss and reinforce the principles of anti-bullying with their child and what to do if the child may be a bystander to bullying activities.

9 STAFF TRAINING

As part of our induction training, new staff are asked to familiarise themselves with our Anti-Bullying Policy and are asked to remain vigilant at all times.

Staff are provided with training on recognising possible signs of bullying, their responsibilities and the procedures to follow where they identify that bullying may be occurring or where bullying is reported to them.



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During visits to the school, the Chair of Governors is encouraged to discuss/raise awareness with staff, children and parents on any aspect of anti-bullying.

10 PROCEDURES FOR DEALING WITH REPORTED BULLYING

All children are encouraged to tell any member of staff at once if they know that bullying is taking place either inside or outside school and this includes cyber-bullying.

If an incident of bullying is reported, the following procedures are followed:

- The member of staff to whom the bullying was reported or who first discovers the situation will inform Matron as soon as possible.
- Any reported bullying incidents are recorded in the school's Incidents book. Where behaviour may be repeated over time the school will monitor reported incidents to identify any patterns of bullying that may be emerging. This will assist the school to ensure the single incident does not become the first of a series.
- As a matter of good practice, the school will distinguish in the records any incidents of bullying which are based on protected characteristics and any other prejudices. This will enable the school to monitor the success rate in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of pupils.
- The 'victim' will be interviewed on their own, separately from the perpetrator and an account of events will be noted. The child will be offered support to develop a strategy to help him or herself.
- The alleged 'bully', together with all others who were involved, will be interviewed individually and an account of events will be noted. They will be advised about why their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour and appropriate disciplinary sanctions will be applied, according to the seriousness of the incident.
- The incident report should be recorded in the Incidents book.
- All room leaders will be informed.
- The parents/guardians of all parties will be informed and invited into school to discuss the matter. Their support will be sought for school actions taken to remedy the situation.
- The school recognises that suitable support is needed both for children who are being bullied and for children who bully others, as well as dealing with appropriate disciplinary measures.

Please refer to the separate document: Behaviour, Sanctions and Rewards Policy.

- The school will record bullying events on the Incidents book. Incidents book will be monitored and reviewed regularly to enable patterns to be identified and to evaluate the effectiveness of the school's approach.
- A serious bullying incident will be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm.
- In serious cases and only after the Matron and the DSL have been involved, it may be necessary to make a report to the Police or to the social services. However, it is the school's policy to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.
- Persistent bullying may ultimately involve exclusion or expulsion.



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The Anti-Bullying Policy has been reviewed in September 2022 and will be reviewed in or before August 2023.