



## Anti-Bullying Policy

<b>Person responsible</b>	Designated Safeguarding Person
<b>Last update</b>	August 2017
<b>Frequency of Review</b>	Annual
<b>Date of last review by Governors</b>	June 2017
<b>Date of next review by Governors</b>	June 2018

## Introduction

This policy applies equally to the Early Years Foundation Stage Setting, Key Stage 1 and Key Stage 2 as taught at Bute House. The policy was written with regard to the DfE guidance 'Preventing and Tackling bullying' October 2014, Keeping Children Safe in Education September 2016, the Education Act 2011 and The Equality Act 2010.

The governors value the good relationships between all the members of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. The governors consider that a child should be treated as being bullied simply because she perceives that she is. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

**We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed. Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.**

Promoting the well-being of pupils requires us to protect them from harm and neglect, but also requires us to consider their physical and mental health and emotional well-being, their opportunities for education, training and recreation, the contribution made by them to society and their social and economic well-being. We endeavour to provide a safe and welcoming environment where children are respected and valued.

**Bullying is unacceptable in this school and will not be tolerated under any circumstances.** The School also recognises that it must take note of bullying perpetrated outside school which spills over into the school. The School will do what is reasonably practicable to eliminate any such bullying. Bute House Preparatory School aims to promote Emotional Literacy, defined as people being able to 'recognise, understand, handle and appropriately express their emotions' (Sharp, 2001).

## Aims

To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied

To demonstrate that the school takes bullying seriously and that it will not be tolerated

To take measures to prevent all forms of bullying in the school and during off-site activities

To support everyone in actions to identify and protect those who might be bullied

To demonstrate to all that the safety and happiness of pupils is paramount

To promote an environment where children feel that they can trust and tell adults if bullying is taking place

To promote positive attitudes in pupils (including Year 6 Bute Buddy conflict management training)

To help staff, pupils and parents deal with bullying when it occurs.

### Bute House Definition of Bullying

Bullying is persistent, deliberately hurtful behaviour, whether physical, verbal, cyber or psychological, repeated over a period of time, when it is difficult for those being bullied to defend themselves. This behaviour is often motivated by prejudice against particular groups, for example on grounds of special educational needs and disability. It has been defined in the "Bully Book" by the children themselves in words they understand.

The School recognises the seriousness of bullying, both physical and emotional, perpetrated directly or indirectly (which may cause psychological damage).

### What is Bullying?

Bullying:

- 1 Is deliberately intended to hurt or humiliate
- 2 Involves a power imbalance that makes it hard for the victim to defend themselves
- 3 Is usually persistent or repeated
- 4 Often involves no remorse or acknowledgement of the victim's feelings.

Forms of Bullying include:

- Emotional manipulation – such as excluding someone or spreading malicious rumours about them, being unfriendly, tormenting, eg hiding books, threatening gestures
- Related to disability or special educational needs.
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racial and Religious– racial or religious taunts, graffiti, gestures
- Sexual/sexist/homophobic
- Cyberbullying – via social networking websites, email and internet chat room misuse, mobile phone threats by text messaging and calls, photograph misuse
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cultural
- Gender based, about gender identity, or perceived gender identity.
- Regarding being an adopted child
- Regarding children who are carers
- Unpleasant remarks or action to appearance or health conditions.

Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide. It can also be a criminal offence, for example, if the behaviour amounts to harassment or threatening behaviour.

We recognise that bullying differs from teasing or having friendship difficulties. Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying.

School staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

### Signs and Symptoms

A child may indicate by signs or behaviour that she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is unwilling to go to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries herself to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go missing
- has unexplained cuts and bruises
- stops eating
- is frightened to say what is wrong
- is frightened of walking to or from school
- changes her usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the Designated Safeguarding Person.

Pupils will be told always to report incidents of bullying.

### Dealing With Incidents

The exact course of action will vary with each situation. The immediate objective should be that bullying incidents are brought into the open and strategies agreed to help resolve the problem, encouraging all involved to return to responsible, caring behaviour.

Strategies are considered according to the circumstances, but take into account the DfE document Preventing and Tackling Bullying (2014).

All reports of bullying will be taken seriously and investigated immediately bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached and the DSP informed.

The most important thing is to stop the bullying and ensure the victim is safe.

We aim for a peaceful resolution: revenge is not helpful for the victim or appropriate.

The victim will be supported throughout the process.

If a racial element to the bullying is suspected the Head/DSP must be informed immediately.

The teacher will record the details of the incident on the Bullying Report Form and inform the relevant senior staff.

All incidents must be reported and recorded in full. The Bullying Report Form is kept in the Pastoral Care file on Teacherlink.

The School will keep a log of all bullying incidents, which is monitored in order to identify trends and inform preventative work in the school and future development of policies and procedures.

Procedure following an incident of bullying:

- 5 all the parties will be interviewed and a record made
- 6 staff teaching the bullied pupil and the Form Teacher will be informed
- 7 the appropriate strategy and plan of action to combat the bullying will be decided
- 8 the implementation of the strategy will be overseen
- 9 parents will be kept informed by the relevant staff
- 10 any sanctions will be determined by the Head and DSP
- 11 Staff will monitor the situation to ensure that the bullying does not continue. If bullying recurs, further action will be taken

So that it is easy to report bullying, including cyber-bullying and bullying outside school, the threshold for reporting a bullying issue to external agencies (such as police/children's social care) is known, and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case, after the Head has been involved, it may be necessary to make a report to the Social Services and in certain cases the police following advice from the LSB.

### **Reference Plans for staff dealing with bullying incidents**

#### **Example action plan staff in supporting a victim**

Speak separately to the victim.

Support, reassure and reduce the fear of the victim.

Offer the victim the opportunity to talk about the incident.

Recognise that the student may be reluctant to talk about the incident at the time but may be willing to do so at a later stage.

Explain what action the school will take or will be taking to deal with the perpetrator(s).

Record the incident on the school record system.

Check records to see if the student has been a victim on previous occasions.

Record separately if the student is the victim of prejudice related bullying.

Deputy Head Pastoral to check records for previous incidents and inform the parent/carer of the incident, explaining what has happened and what action the school is planning to take. Inform the parent of their right to contact the police if necessary.

#### **Example action plan in tackling the perpetrators of bullying**

Consider the actions of the perpetrator to see if there were any underlying causes which may have prompted this behaviour.

Check the records to see if the perpetrator has been involved in previous incidents.

Invite parents of perpetrators into school to discuss the issues involved.

Apply appropriate school sanctions.

Ask members of staff to keep a watchful eye on known perpetrators of bullying.

## Responsibilities

### **Governing Body**

The Governors will liaise with the Head and the Designated Safeguarding Person (Pastoral Assistant Head) over all anti-bullying strategies, and be made aware of individual cases where appropriate.

It is the Governors' responsibility to ensure that an effective anti-bullying strategy is drawn up and implemented. (ISSR's April 2014).

The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The named Safeguarding governor will liaise with the Pastoral Deputy Head and other staff about issues to do with protecting children from radicalisation.

### **The Head**

The Head has a legal duty under the School Standards and Framework Act 1998, the non-statutory advice Behaviour and Discipline in Schools 2014 and duties under the Equality Act 2010 to draw up procedures to prevent bullying amongst pupils.

In any serious case of bullying the Head will be informed and the school will work with the parents of both the victim and the perpetrator. The school will remain in regular contact with parents until the situation is resolved.

In the most serious cases, the sanction may be fixed term or permanent exclusion.

The Head will:

- ensure that all staff have an opportunity of discussing strategies and review them regularly
- determine the strategies and procedures with the Pastoral Deputy Head
- discuss development of the strategies with the Senior Leadership Team
- ensure appropriate training is available
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils
- report to the governing body.

### **The Assistant Deputy Head (Designated Safeguarding Person)**

The Assistant Deputy Head will:

- be responsible for the day-to-day management of the policy and systems
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies
- keep the Head informed of incidents

- refer and liaise with interagency working groups if necessary
- arrange relevant pupil training
- with the Head, determine how best to involve parents in the solution of individual problems
- ensure proper record keeping in order to evaluate the effectiveness of the School's approach and to enable patterns to be identified.
- Be responsible for keeping a log of all bullying incidents. The bullying log will be saved in a folder on Teacherlink.

### Phase Leaders

These staff will:

- be responsible for ensuring that the School's positive strategies are put into practice
- know the School's procedure and deal with any incidents that are reported

### Form Teachers

Form Teachers will:

- be responsible for liaising with the Pastoral Assistant Head about all incidents involving pupils in their forms
- be involved in any agreed strategy to achieve a solution
- encourage children to consider, and discuss, the Bute House Bully Book contained in the Homework Diaries.

### Staff

All Staff will:

- 12 know and follow all relevant policies and procedures
- 13 keep clear records on the "Record of Incidents of Bullying" form
- 14 be observant and talk to pupils
- 15 deal with incidents according to the policy
- 16 never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- 17 take action to reduce the risk of bullying at all times and in places where it is most likely
- 18 will discuss from time to time where extra staff might be need
- 19 Staff will be given training to help them understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer there concerns.

This information also forms part of Induction Safeguarding Training. Staff are updated as necessary in weekly staff briefings and these are minuted in red.

All Volunteers will:

- 20 Be given the Safeguarding Policy, Staff Behaviour Policy, Anti- Bullying policy, Behaviour Policy and Whistleblowing Policy.

### Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through a Citizenship programme, school assemblies, the School Council, use of form time, national event such as anti-bullying week, e-safety workshops and in the curriculum as appropriate.

- The DSP/ Head of PSHEE is responsible for initiating and developing an anti-bullying programme as part of the PSHEE and Citizenship curriculum across the School, including in the EYFS.
- Heads of Department are responsible for introducing anti-bullying material in their programmes of study as appropriate
- A major part of the PSHEE curriculum will consist of educating pupils in how to cope with bullying.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the School. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

### Support

#### **Bullied Pupils**

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

#### **Bullies**

It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the School recognises that sanctions will also have to be used against bullies.

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions might include:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges

- Withholding participation in any school trip or sports events that are not an essential part of the curriculum

In some cases, a fixed term and permanent exclusion from school may be imposed.

An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. Any exclusion for even a short period would be discussed and agreed by the Chairman of Governors and the Head.

### **Involvement of Parents**

We believe that working with parents is essential to establishing the school's anti-bullying ethos and resolving any issues that arise.

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.

Parents are asked, in the first instance, to let the Form Teacher know if they have any cause for concern.

Parents of pupils who are being bullied, and parents of the bullies, will be involved in the solution to the problem as appropriate.

In any serious case of bullying parents will be informed by the school and may be invited in to discuss the matter.

### **Involvement of Pupils/Students**

Pupils will be involved in the positive strategies through both the School Council, the PSHEE curriculum and Form Time. All pupils have input into the anti-bullying strategy.

### **Diversity Statements**

Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stage of her life and education.

Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

Every pupil should develop the knowledge, understanding and skills that she needs in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

### **Staff Training**

The School will arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will raise staff awareness so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities. This will include training for support staff as well as teachers.

### **Monitoring and Review**

The Head and the SLT will consider the reports to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. The reports will also enable patterns to be identified. The Head will report to the governing body.