



Anti-Bullying Policy

Person responsible	DSL & Head
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1. Introduction and Aims

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. 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 work hard with pupils across the school, using our Friend-o-logy programme in the Wellbeing Curriculum, to educate the pupils on the difference between isolated incidents and persistent, deliberate behaviour. This includes shared language that all pupils are encouraged to adopt.

Bullying is unacceptable in this School and will not be tolerated under any circumstances. We take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Promoting the wellbeing of pupils requires us to protect them from harm and neglect, but also requires us to consider their physical and mental health and emotional wellbeing, 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.

2. Scope and Responsibilities

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' (July 2017), Cyberbullying: Advice for Headteachers and School Staff (2014), Keeping Children Safe in Education 2024, the Education Act 2011 and The Equality Act 2010.

This policy is to be read in conjunction with the following school documents:

- Safeguarding (Child Protection) Policy
- Positive Behaviour Policy
- E-Safety Policy

Governing Body

The Governing body has overall responsibility for the matters which are the subject of this policy, and for promoting and safeguarding the welfare of pupils at the School, ensuring that the leadership team actively promote pupil wellbeing. As such, the named Safeguarding Governor will liaise with the Head and the Designated Safeguarding Lead (Deputy 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 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 (2016) 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 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 Deputy Head (Designated Safeguarding Lead)

The 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, through the use of CPOMs

Phase Leaders

These staff will:

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

Form Teachers

Form Teachers will:

- be responsible for liaising with the Deputy 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 School's Positive Behaviour Policy and remind them how bullying can be prevented, including the need to avoid becoming a bystander.

Staff

All staff will:

- know and follow all relevant policies and procedures
- keep clear records of bullying incidents on CPOMs
- be observant and talk to pupils
- deal with incidents according to the policy
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- take action to reduce the risk of bullying at all times and in places where it is most likely
- discuss from time to time where extra staff might be need
- 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 their concerns. This information also forms part of Induction Safeguarding Training. Staff are updated as necessary in weekly staff briefings and these are minuted.

All volunteers will:

- be provided with the following policies: Safeguarding, Staff Behaviour, Anti-Bullying, Positive Behaviour and Whistleblowing.

3. Safeguarding and Child-on-Child Abuse

This policy, in conjunction with the policies mentioned above forms part of the School's whole school approach to promoting child safeguarding and wellbeing and recognises that:

- Bullying is closely connected with pupil wellbeing and will often require a safeguarding response. When bullying is combined with abusive and harassing behaviours it can lead to a culture of unacceptable behaviour and an unsafe environment for children;
- Child-on-child abuse can occur inside and outside school and a 'one size fits all' approach is not appropriate;
- the role of technology means that pupils are also at risk online and can include the sharing of abusive images and pornography.

4. 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 race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer. It usually involves a power imbalance that makes it hard for the victim to defend themselves.

Bullying is not tolerated at the School because:

- It is harmful to the victim, those who support the victim and is 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
- It interferes with a pupil's right to enjoy their learning and leisure time free from intimidation
- It is contrary to the School's aims and values as well as its internal culture and reputation

Bullying differs from behaviour that is not intended to hurt, or relates to friendship issues. Although this is not the same as bullying, we recognise that persistent low-level disruption and the use of offensive language can have a wearing and significant impact on pupils. The Friend-o-logy programme supports pupils in recognising the difference between friendship issues and bullying and encourages them to speak up when they feel unhappy about something. The emphasis is on early intervention and the setting of clear expectations of acceptable behaviour and behaviour that is negative.

Bullying may present itself in many ways and could take the form of:

- Physical abuse
- Verbal abuse
- Exclusionary behaviour
- Cyberbullying
- Initiation/hazing type behaviour

- Prejudice-based bullying
- Harmful sexual behaviours including sexual harassment and sexual violence
- Discrimination-based bullying

5. Abuse Signs and Symptoms

Children may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate if children:

- are unwilling to go to school
- become withdrawn, anxious or lacking in confidence
- start stammering
- attempt or threaten self-harm
- cry themselves to sleep at night or have nightmares/bedwetting
- regularly feel ill in the morning
- begin to do poorly in school work
- come home with torn clothes or damaged books
- have possessions go missing
- have unexplained cuts and bruises
- stop eating
- are frightened to say what is wrong
- are frightened of walking to or from school
- change their usual routine

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

Pupils will be told always to report incidents of bullying.

6. Dealing With Bullying

The School actively seeks to develop and value positive behaviour. Strategies used by the School to prevent bullying and promote positive behaviour include:

- Bute Learning Powers, linked to the Positive Behaviour Policy, which actively teach the values which all pupils, staff and parents are expected to promote
- Assemblies which reinforce and celebrate positive behaviour

- URSTRONG Programme including Friend-o-logy is part of the wellbeing curriculum across the school
- The wellbeing curriculum promotes an understanding and tolerance of others, including minority groups, how to keep themselves safe, including whilst using technology or online
- The School takes part in Anti-Bullying Week each year
- The Head of Pastoral Care keeps a concerns log, which includes children who should be kept separated when classes are mixed
- All behaviour and bullying incidents are recorded on CPOMS so that any patterns can be identified
- Transparency for parents on how the School promotes positive behaviour, keeps children safe and deals with poor behaviour and bullying

7. Anti-Bullying Education in the Curriculum

The School will raise the awareness of the anti-social nature of bullying through Wellbeing lessons, school assemblies, the School Council, use of form time, national events such as Anti-Bullying Week, e-safety workshops and in the curriculum as appropriate.

- The DSL and Head of Pastoral Care are responsible for initiating and developing an anti-bullying programme as part of the Wellbeing 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 Wellbeing curriculum consists of educating pupils so they understand what bullying is. Within this curriculum, the URStrong Friend-o-logy programme is used to equip pupils with a common understanding and language to help them navigate friendships
- The URSTRONG methodology outlines that conflict is defined into two categories:
 - Normal conflict referred to as a 'Friendship Fire'
 - Actions that are intentionally unkind or cruel are referred to as 'Mean-on-Purpose' behaviour. Pupils are taught to use a 'quick comeback' and then report the behaviour to a trusted adult as soon as possible after the incident.
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child. The 'Who can I talk to?' posters in each form room provide pupils with reminders of adults they can speak to within the School.

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.

8. Investigating an Allegation of Bullying

All reports of bullying will be taken seriously and investigated immediately if bullying is suspected or reported. Allegations may be made by a pupil, either the victim or a witness, a member of staff or a parent. It is not assumed that bullying has taken place until a full investigation clarifies the incident and so it is important to follow the procedures as set out below so that any disciplinary actions take place at the right time and in line with the Positive Behaviour policy.

1. The Head and DSL must be notified of any alleged bullying within 24 hours.
2. If an allegation is made by a parent to a member of staff, a response should be sent immediately to reassure the parent that the allegation will be investigated with a follow up date set within the period of 5 school days.
3. The Head or DSL will assign a member of staff (or more than one) to interview the victim and all witnesses. This will usually be the class teacher and/or the phase leader.
4. Reassurance should be given to the victim that they will be listened to and supported.
5. The person carrying out the investigation should remain calm and log the victim's statement, recording the exact wording, establishing the nature of the incident, the location and any other potential witnesses.
6. The investigator should then interview the witnesses to the incident, again noting their words exactly.
7. Once all the statements are collected the investigator should then share his/her findings with the DSL and Head and cross reference with CPOMS to identify any previous incidents involving the alleged bully.
8. The investigator and/or the DSL will then interview the alleged bully.
9. It may be necessary to cross reference some of the statements, but once the investigator is able to draw a clear conclusion of the facts of the incident, along with the Head and DSL, further appropriate action will be taken and communicated to the children involved.
10. If a case of bullying is confirmed, the Head or DSL will contact the parents of both the victim and the child who has carried out the bullying, and invite them to the school for separate face-to face meetings.
11. The victim will be offered support and the nature of this support will be discussed with the parents.
12. An appropriate sanction, in line with the Positive Behaviour Policy, will be discussed with the parents of the child who has carried out the bullying, along with an action plan to support the child to prevent the behaviour being repeated.
13. All statements and actions and any emails with parents must be logged on CPOMS and tagged appropriately eg bullying, friendship, behaviour etc.
14. Depending on the type of bullying that has taken place, it may be necessary for the DSL to contact Hammersmith and Fulham Child Protection Services or the Police.

9. 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** poor or dangerous behaviour, bullying or sexual harassment. Any exclusion for even a short period would be discussed and agreed by the Chair of Governors and the Head.

10. 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 confirmed cases of bullying, parents will be informed by the School and will be invited in to discuss the matter.

11. Involvement of Pupils

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

12. Diversity Statements

Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stage of their 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 they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

13. 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. The anti-bullying policy is one of the policies that has to be read as part of new staff induction training. The anti-bullying policy is also annually revisited during staff INSET training.

14. Monitoring and Review

The Head and the SLT will 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.

The Anti-Bullying Policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Head, Deputy Head and the Governing body. The date of the next review is shown on the front page.