

10a ANTI-BULLYING POLICY

*Our mission is to develop happy, confident and successful children
who are well prepared for their future.*

This policy is written with due regard to the DFE Non-Statutory Advice/Preventing and Tackling Bullying' (2017) and KCSIE 2021. This policy applies to the whole school, including Early Years Foundation Stage (EYFS).

AIMS

- to demonstrate that the school takes bullying seriously and that bullying will not be tolerated;
- to take measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in taking action to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- to promote an environment where it is **not** an offence to tell someone about bullying;
- to promote positive attitudes in pupils.

DEFINITION

Bullying can be described as behaviour by an individual or group, usually but not necessarily repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can be motivated by prejudice against the Protected Characteristics as defined in the Equality Act 2010. Bullying can occur directly or through cyber-technology, examples of which include social media.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils are bullied for a variety of reasons.

Specific types of bullying include:

- **Physical** – pupils being punched, pushed or hurt; made to give up money or belongings; pupils having property, clothes or belongings damaged; pupils being forced to do something they don't want to.
- **Verbal** – name-calling, sarcasm, teasing, insulting, making threats, spreading rumours, making personal comments.
- **Emotional** – excluding, isolating or ignoring, tormenting (e.g. breaking or hiding belongings including money), being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumours, passing messages, whispering, 'put downs'. It can involve manipulating a third party to tease or torment someone and it can involve complicity that falls short of direct participation.
- **Sexual** - unwanted physical contact or comments of a sexual, sexist or homophobic nature.

- **Electronic** or 'cyber' bullying is bullying of any of the above types which makes use of electronic forms of communication e.g. messaging, posting offensive materials on the internet, sending pictures/video-clips, silent calls or abusive messages, emails, Chat rooms, instant messaging and the use of personal websites or online personal polling sites.

There is no 'hierarchy' of bullying – all forms of bullying are taken equally seriously and dealt with appropriately. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. In these circumstances, cross-reference should be made with the school's policy on Child Protection and Safeguarding. Pupils and parents must be made aware of the school's responsibility to involve other statutory agencies where there is evidence of a crime or where child protection issues are involved.

STRATEGY FOR PREVENTION

At Westbrook Hay, staff, parents and children work together to create a happy, caring learning environment. Bullying, whether verbal, physical or indirect, will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and again that the extent of bullying in schools is greatly underestimated.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

The school accepts its responsibility to address issues that have occurred between its pupils outside of school as well as in school. This includes, but is not exclusive to cyberbullying. When these issues are brought to the attention of the staff an investigation will take place and parental contact may be made.

At Westbrook Hay we actively promote an open and honest anti-bullying ethos with the emphasis placed on prevention. A variety of resources are used in the classroom, at break times and during specific lessons such as SCARF (Safety, Caring, Attainment, Resilience, Friendship – formerly PSHE).

Positive behaviour is reinforced at all times and pupils are encouraged to:

- appreciate and view positively differences in others, whether arising from race, colour, culture, gender, sexuality, ability or disability;
- take responsibility for their actions and behaviour, both in School and in the wider community;
- feel that they are able to speak out to friends, parents, staff and trusted adults if they feel they or others they know of, are being bullied;
- challenge all forms of bullying and harassment.

Whole-school and SCARF Assemblies are used to develop pupils' emotional literacy and reinforce the School's anti-bullying policy. The school also participates in the National Anti-Bullying Week and encourages that the focus of the week is continued throughout the school throughout the year.

To support our SCARF curriculum, the NSPCC also visit Westbrook Hay annually. This visit is usually in the Spring Term to give an assembly and a talk to Year 5 & 6 children, which includes matters relating to bullying.

In SCARF children are taught:

- **Key Stage 1:** that there are different types of teasing and bullying; that bullying is wrong; how to get help to deal with bullying.
- **Key Stage 2:** the consequences of anti-social and aggressive behaviours (such as bullying, cyber bullying and racism) on individuals and communities; the nature and consequences of racism, teasing, cyber-bullying, bullying and aggressive behaviours; and how to respond to bullying and ask for help.
- **Key Stage 3:** Feelings – anxieties about school and how to deal with your feelings; values – right and wrong and how we should behave; when to tell and not to tell; redefining what bullying and cyber bullying is, what it feels like to be bullied; what you should do if you feel you are being bullied; how to beat bullying and not to suffer in silence; children’s rights – at home, including parents’ duties; children and the law and children in care, including child labour; the influences on children’s behaviour, including friendships, peer influence and peer pressure; our values and British Values.

Monitoring

There is an on-going monitoring of resources, including an ongoing assessment of how assemblies, class time and after school care time are, and can be, used as teaching opportunities for anti-bullying principles and practice. In addition, the level of staff supervision at break times and around the School buildings is constantly monitored. In particular, those ‘blind spots’ in and around the buildings that have been identified are regularly monitored. For example, areas such as the changing rooms and the back stairs leading up to LAMDA and the Languages Department. ,

STRATEGY FOR DEALING WITH BULLYING

REPORTING

Pupils can raise concerns about bullying in a variety of ways, for example, by talking to:

- their friends
- their parents
- their Form Tutors
- the school office
- their Head of Year
- any member of staff
- posting a concern in the ‘Worry Boxes’
- communicating a concern through the form room on Google Classroom
- contacting Childline

PROCEDURE FOR DEALING WITH AN INCIDENT OF BULLYING

When an allegation of bullying is made to a member of staff, they will inform the Form Tutor of the alleged victim. In conjunction with the Form Tutors of the alleged bully/bullies, the Form Tutor of the alleged victim will complete a ‘Conflict Investigation Form’ (CIF) to determine if bullying has taken place, its nature and degree.

During this procedure the member of staff will:

- Discuss at length with the victim what has taken place. This will require patience and understanding – listen, believe, act;
- If possible, ask the victim to record in writing what has happened, or alternatively, the member of staff dealing with the incident should take written notes;
- Interview any witnesses;
- Discuss the allegation with the bully/bullies;

- Encourage the bully/bullies to tell the truth at all times;
- Confront the bully/bullies with the details and ask them to tell the truth about the situation/incident;
- Get the bully/bullies to understand what the school definition of bullying is;
- Reiterate to the bully/bullies that bullying is not acceptable at Westbrook Hay.

Following this procedure:

- Incidents are recorded in the appropriate children's SchoolBase Day Books.
- If bullying is discovered to have taken place the perpetrator's record will have the title 'bullying'; the recipient's record will read 'victim of bullying'
- If the investigation finds that bullying has not taken place, the Day Book records will read 'general concern'.
- If they have not been the ones investigating the incident, the appropriate members of staff will be automatically informed when the Day Book entries are made – Form Tutors, Heads of Years, PLT (Pastoral Leadership Team) Lead and the Head Teacher.
- The member of staff investigating the incident will pass on their completed Conflict Investigation Form to the School Office, who will scan the information into the school's database.
- The Conflict Investigation Forms will then be passed by the Office to the Deputy Head.
- The Deputy Head will discuss cases of bullying with appropriate Form Tutors.
- The Deputy Head will then update the Bullying Log, and file the Conflict Investigation Forms.
- If appropriate, and certainly in the case of bullying, separate meetings will be arranged with the parents of the bully/bullies and of the victim(s).
- These meetings will be attended by those parents and the appropriate Form Tutor(s) and Head(s) of Years.
- The Deputy Head and/or the Head Teacher may also be present.
- During these meetings appropriate counselling for the victim(s) and for the bully/bullies will be discussed and agreed.
- The Deputy Head will then discuss cases of conflict/bullying with the Pastoral Leadership Team, and update 'Priority Pupils' on the agenda for their next meeting accordingly.

If, during the investigation, the bully or bullies own up, then investigating staff consider and impose **sanctions**, as listed below and also in the **Disciplinary Exclusions Policy**.

If alleged perpetrators do not own up, and the evidence suggests that they are lying, staff will consider whether or not to administer sanctions.

SANCTIONS

There follows a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too and consequently that is often why they bully. Where possible, sanctions might also be appropriate to the nature of the offence or the place in which it occurred:

Sanctions for the bully may include:

- a written apology to the victim(s) and if appropriate, a meaningful face to face apology, encouraging the victim(s) to express how the perpetrator's behaviour has made them feel;
- a detention or series of detentions which could include:
- loss of break-times;
- withdrawal from favoured activities, including sport;
- withdrawal from use of technology – chromebooks, laptops etc;
- a ban on a particular area of school, for example, the Library, Music practise facilities etc. for a period of time.

- Loss of privileges (i.e. senior pupils use of common rooms).

Staff dealing with the incident may also wish to discuss the matter with the Head, who alone can impose and may wish to impose one of the following:

- **internal exclusion*** or **external exclusion*** for a period of time;
- **permanent exclusion*** from school, depending on the perceived severity of the incident(s).

***Internal Exclusion:** A pupil will be 'removed' from the normal activities of their class and will be educated on their own within the school for a fixed period of time (normally a morning or afternoon or 'for the rest of the day'). Depending on the age and needs of the child, at the time, they will be supervised directly (a member of staff allocated specifically to the child on a 1:1 basis) or remotely (within eye sight of a member of staff). Internal exclusion is not the same as a child being sent from a room for a brief period of time before being asked to return.

***External Exclusion:** A pupil will be 'removed' from the normal activities of his/her class and parents will be required to collect and take their child home. The school may agree to work being sent home but this is not a requirement. External exclusion will usually be for a fixed term, dictated by the school, and will be for between one and five full days.

***Permanent Exclusion:** A pupil will be removed from the school roll permanently.

CONTINUED MONITORING

Staff involved should continue monitoring the situation by observing at break times/lunchtimes etc and having discussions with the victim to ensure there is no repetition taking place.

We encourage the parents to work in partnership with us in educating their children about appropriate behaviour, and supporting the school by monitoring their children's behaviour at home.

As part of the teaching of SCARF across the school, we encourage pupils to make staff aware of any incidents of inappropriate behaviour, or if pupils are upset and troubled.

As the behaviour of the bully (hopefully) improves, favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or which could have been already low.

IDENTIFICATION

In order to identify incidents of bullying and the identities of bullies, at Westbrook Hay we have agreed to carry out the following strategies:

- to adopt the 'it could happen here' mantra from KCSIE 21
- to watch for early signs of distress in pupils
- to report even low level concerns including Peer-on-Peer abuse and sexual harassment using My Concern
- to listen, believe, act
- The Pastoral Leadership Team will register those involved on their Priority Pupils list, discuss at meetings and monitor strategies put in place for the pupils involved
- Priority pupils will be passed onto staff and discussed at staff meetings

TRACKING AND RECORDING INCIDENTS OF BULLYING INCLUDING UNFOUNDED ALLEGATIONS

A record of all accusations of bullying and subsequent investigations of conflict that may or may not have determined that bullying has taken place (CIFs) will be kept in the Bullying Log by the Deputy Head.

The school keeps a log of all behavioural concerns as it builds a picture of pupils' behaviours. Concerns and observations are recorded on our My Concern system and sanctions for behaviours are recorded on Daybook.

Behavioural concern patterns and incidents are analysed on a weekly basis by the DSL and the Deputy Head and may be acted upon instantly or referred to the PLT.

All allegations of bullying behaviour or serious conflict are discussed with either the Heads of Years or the Deputy Head who counter sign the conflict investigation forms. This enables a consistent and coordinated disciplinary response, as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. It also enables the Head of the Pastoral Leadership Team to maintain a record of all instances where conflict between pupils has been investigated. The PLT can identify trends and respond accordingly.

All substantiated allegations of bullying are reported to the Governing Body, at least annually.

Outside Agencies that children can contact (the following details are posted around the school):

- In an emergency, call the police on the telephone by dialling 999
- ChildLine is a free, confidential helpline for children and young people. You can call any time on 0800 1111, or look at their website at www.childline.org.uk
- The NSPCC have a contact line on 0808 800 5000 for children and young people
- The Duty Team, Children's Specialist Services: Telephone 03001234043 and 03001234043 out of office hours and at weekends
- The Samaritans can be called at any time on 116 123
- Kidscape has helpful advice: www.kidscape.org.uk
- Another helpful website is: www.worriedneed2talk.org.uk
- The Office of the Children's Commissioner can be contacted on: 020 7783 8330
- For matters to do with street-crime you may want to contact Fearless: www.fearless.org or Billy's Wish – www.billyswish.org.uk

RELATED POLICIES

This policy should be read in conjunction with the following Westbrook Hay Prep School policies:

Child Protection and Safeguarding, Wellbeing, Behaviour Management, Physical Intervention (Restraint), Disciplinary Exclusions, E-Safety and IT Acceptable Use, Pupil supervision, PSHCEE, RSE, Transgender.

Reviewed by Mark Brain, Headmaster 14.10.21

Approved by Lucy Wood, Chair of the Education Committee 17.10.21