



## ANTI BULLYING POLICY

This policy is written with due regard to The DCSF Guidance on the prevention of bullying as contained in *Safe to Learn – Embedding anti-bullying work in schools*. This policy applies to the whole school including the Early Years Foundation Stage.

### Aims:

- 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 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 repeated over time, that intentionally hurts another individual or group either physically or emotionally.

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:

- Bullying related to race, religion or culture;
- Bullying related to special educational needs (SEN) or disabilities;
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation;
- Bullying of young carers or looked-after children or otherwise related to home circumstances;
- Sexist or sexual bullying.
- Cyber bullying: related to the use of information and communications technology to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others. This includes, but is not limited to, the use of the internet, social networking sites, chat rooms, blogs and the use of mobile phones and cameras to share information.

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. Where there are concerns about bullying they would be reported to the Headmaster as DSL.

If a child has a concern about bullying while boarding they would know to bring that concern to the attention of the Boarding Mistress (who is the Deputy DSL) or whichever members of staff are supporting the activities, and they will bring the concern to the attention of the boarding mistress.

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.

At Westbrook Hay Prep 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.

## Strategy for Prevention

At Westbrook Hay Prep School 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 PSHCEE (Personal, Social, Health, Citizenship & Economic Education). Positive behaviour is reinforced at all times and pupils are encouraged to:

- feel secure and able to contribute appropriately both in and out of the classroom;
- appreciate and view positively differences in others, whether arising from race, culture, gender, sexuality, ability or disability;
- take responsibility for their actions and behaviour, both in School and in the wider community;
- challenge all forms of bullying and harassment.

Whole-school and SEAL (Social and Emotional Aspects of Learning) assemblies are used to develop pupils' emotional literacy and reinforce the School's anti-bullying policy.

In PSHCEE children are taught:

- **Key Stage 1:** that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.
- **Key Stage 2:** the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.
- **Key Stage 3:** Bullying and cyber-bullying are both dealt with in Years 7 and again in Year 8 as part of their PSHCEE programme, and the outside agencies Kidscape and NSPCC also come in to give a talk and an assembly to the children which include these matters.

## Monitoring

In addition to on-going monitoring of resources and how assemblies, class time and after school care time are, and can be, used as teaching opportunities for anti-bullying principles and practice, the level of staff supervision at breaktimes and around the School buildings is constantly monitored. In particular, those 'blind spots' in and around the buildings that have been identified; for example, the changing rooms, are regularly checked.

## Strategy for Dealing with Bullying

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 – that is why they bully.

Following the procedure, below, any bullying incidents are ultimately recorded in the SchoolBase Day Book, and the appropriate members of staff informed – Form Teachers, Heads of School, Headmaster.

### Procedure for dealing with an incident of bullying:

- 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.
- Identify the bully/bullies. Obtain witnesses if possible.
- Discuss the incident with the bully.
- Confront them with the details and ask them to tell the truth about the situation/incident.
- Reiterate that bullying is not acceptable at Westbrook Hay, including cyber-bullying and texting; that banter is not acceptable as a defence.
- If they own up then follow the procedure outlined below and in the **Discipline & Exclusion of Pupils Policy**.
- If they do not own up, investigate further.
- If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Incidents in Lower School – inform the Class Teacher and the Head of Lower School, Mrs Victoria Gibbs.
- Incidents in Middle School – inform the Form Teacher and the Second Deputy, Mrs Roz Sharp.
- Incidents in Upper School – inform the Form Teacher and the Deputy Head, Mr Stewart Woodward.
- The above Heads of School will inform the Headmaster, Mr Keith Young.
- Separate discussions will then follow with the parents of the bully and those of the victim.

### Procedure and Sanctions

Sanctions for the bully may include:



- withdrawal from favoured activities;
- loss of playtimes / sports / games;
- suspension from school for a period of time;
- exclusion from school, depending on the perceived severity of the incident(s).

Staff involved should continue monitoring the situation by observing at breaktimes/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 PHSCEE 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 could have been low anyway, hence the bullying.

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

- All staff watch for early signs of distress in pupils;
- All staff listen, believe, act;
- Sharing pupil news at staff meetings.

The following contact details are posted around the school:

### WANT TO TALK TO SOMEONE OUTSIDE?

- The Duty Team, Children's Specialist Services: Telephone 03001234043 and 03001234043 out of office hours and at weekends
- ChildLine is a free, confidential helpline for children and young people. You can call any time on 0800 11 11, or look at their website at [www.childline.org.uk](http://www.childline.org.uk)
- **In an emergency, call the police on the telephone by dialling 999**
- The NSPCC have a contact line on 0808 800 5000 for children and young people
- Kidscape has helpful advice [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Another helpful website is [www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)
- The Samaritans can be called at any time on 08457 909090
- Commission for Social Care Inspection (01223 771300)

