



Grange Park Prep School

Anti-Bullying Policy

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THE AIMS OF THE SCHOOL

Grange Park Preparatory School aims to create a community in which every member is respected as an individual. We believe that every pupil has the right to receive their education in a safe and secure environment, free from intimidation, threat or harm from any other person. Bullying of any kind is unacceptable. If bullying does occur it will be dealt with promptly and efficiently. We expect anyone who knows that bullying is happening to tell a member of staff.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This policy applies to the whole of Grange Park Prep School, which also includes the Early Years Foundation Stage and has regard to the DfE advice on Preventing and Tackling Bullying (July 2017).

Aims of the Policy

Through the operation of this policy we aim:

- to maintain and drive a positive and supportive culture among all pupils and staff throughout the School.
- to deter bullying behaviour, detect it when it occurs, and deal with it by counseling and/or disciplinary sanctions and, if necessary by exclusion.

Objectives

- To ensure all staff are aware of the systems in place.
- To ensure all children and parents are aware of the expectations of the school.
- To ensure a prompt and effective response to reports of bullying.

WHAT IS BULLYING?

There are many definitions of bullying but it is generally agreed that it is:

- Deliberately hurtful (either physically or mentally)
- Repeated over a period of time
- Difficult for victims to defend themselves against
- An abuse of power
- Planned and organised or it may be unintentional

Types of Bullying

Bullying can include a number of different behaviours:

- **Emotional:** being actively unfriendly, excluding, tormenting
- **Physical:** pushing, kicking, hitting, punching or any violence.
- **Racist:** racial taunts, graffiti, gestures (see Anti-racist policy)
- **Sexual:** unwanted physical contact or sexually orientated comments

- **Homophobic:** because of or focusing on the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Cyber:** by Internet misuse through offensive website postings, e-mail and instant messaging. Misuse of mobile phones through text messaging, camera and video facilities, etc. (please see appendix 1)
- **Property:** damage to or hiding another's property
- **Religious:** harassment due to specific religion or religious practices.
- **Cultural:** because of or relating to different cultures and practices.
- **Gender:** insensitivity to differing needs, and trans-gender
- **Special Educational Needs**
- **Because a child is adopted/in care**

In research projects, name calling has been found to be the most common form.

- In summary, bullying may be regarded as the persistent targeting of a child by one or more children. It may be physical or verbal or cyber abuse. It should be distinguished from random or isolated cases of unacceptable behaviour.

THE NATURE OF BULLYING

Bullying is usually started by one child but often there are other children present and these may:

- Help the bully by joining in
- Help the bully by watching, laughing or encouraging
- Remain uninvolved
- Help the victim by telling the bullies to stop or by fetching an adult

Any child can be bullied and although **none** of these characteristics can excuse it, certain factors can make bullying more likely:

- Lacking close friends in school
- Being shy
- An over-protective family environment
- Being from a different racial or ethnic group to the majority
- Behaving inappropriately, intruding or being a 'nuisance'

The seriousness of Bullying

There are serious psychological effects that bullying can have on a child. Not only does a child become afraid to go to school, but they may also become physically sick at the thought of having to go. A child may become depressed and blame him/herself for what they are going through. Each of these effects paves the way towards that child's life in adulthood.

A Bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Our staff are made aware of how to report suspected bullying and cyber bullying outside school. (Please see Safeguarding/Child Protection policy)

Records are kept of any concerns to evaluate the effectiveness of our approach and to enable any patterns to be identified.

HOW CASES OF BULLYING MAY COME TO LIGHT

Cases of bullying may come to light in a number of ways:

- The victim may inform a parent, a teacher or friends
- Other children may inform relevant adults
- Teachers or lunchtime supervisors may observe bullying

ACTION TO BE TAKEN

All allegations or suspicions of bullying will be taken seriously and investigated vigorously. They will all be logged within the 'Care Diary' to enable patterns to be established. The care diary is discussed in weekly staff meetings. (see appendix 2)

- Act as rapidly as possible
- Any suspicions or allegations of bullying must be brought to the Headteacher or Deputy Head
- The bullied pupil will be interviewed and reassured
- The alleged bully(ies) will be interviewed
- Staff must remain objective, taking neither side
- It is important to establish the truth
- A full report will be written and copies filed in the files of all parties to enable patterns to be identified
- If bullying has been taking place, the Headteacher will speak to the parents of the bully so that parental co-operation may be gained in eradicating the unacceptable behaviour of the bully
- The victim's parents will be involved, especially if the victim is seen to have one of the behaviour traits mentioned previously, which may leave them more vulnerable to bullying per behaviour policy
- Strategies for supporting both victim and bully may be necessary
- Any sanctions will be dependent on the nature and seriousness of the bullying
- At all times the intention will be to promote acceptable behaviour whilst emphasising that unacceptable behaviour will not be tolerated
- In extreme cases, outside agencies such as the Police or Social Services may need to be involved.
- In cases of severe and persistent bullying stronger sanctions, such as exclusion may be necessary.
- Follow up is vital. The situation must continue to be monitored to ensure that things have improved.

PROMOTING A BULLYING FREE ENVIRONMENT

The most effective way of dealing with bullying is to encourage an environment that promotes and encourages positive pupil behaviour, and builds an anti-bullying ethos. Consequently this policy should be read in conjunction with the school's anti-racism and behaviour policies. Awareness of the Anti-bullying policy will be promoted in a number of ways:

- By termly review in school council meetings
- By annual review in whole school assembly (or more often if required).
- Staff meeting: regularly updating policy, and staff training where necessary
- By moral education in assemblies

- PHSE and Form time – pupils may explore relationships, their own and others feelings through discussion, games and role play
- Drama – pupils may explore the dynamics of situations through role play. Areas such as how to make assertive statements, how to respond to name calling, how to leave a bullying situation, what to do as a bystander to bullying
- Curriculum activities that involve group and co-operative work are to be encouraged
- Teachers should be vigilant for situations in the classroom where pupils are pressurised or teased by their peers
- Lunchtime supervisors must circulate the playground and be sensitive to what is play activity; and what is unwelcome attention or bullying
- Rewarding good behaviour through the use of housepoints and commendations.

MEETINGS AND TRAINING

Bullying is discussed in meetings between:

- Members of the Senior management Team
- Staff discuss the care diary weekly
- School council
- Staff and pupils: assembly, form time, PSHE
- All staff have received Basic Child Protection training
- Training is reviewed on an annual basis

FORMAL COMPLAINT

If the victim or parents are not satisfied with the action take, they should first discuss this with the Headteacher in the first instance, and may make a formal complaint, according to the School's complaints procedure.

Appendix 1

Cyber Bullying

- The school takes the online safety of its pupils very seriously and applies the same expectations to cyber-bullying as it does to safeguarding although it accepts there will be a greater reliance on monitoring than filtering.

Definition

“Cyberbullying” means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, mobile phone, text messaging device and tablet.

Examples of conduct that may constitute cyberbullying include, but are not limited to:

- Posting slurs or rumours or displaying any defamatory, inaccurate, disparaging, violent, abusive, profane, or sexually oriented material about a student on a website or other online application
- Posting misleading or fake photographs or digital video footage of a student on websites or creating fake websites or social networking profiles in the guise of posing as the target
- Impersonating or representing another student through use of that other student’s electronic device or account to send e-mail, text messages, instant messages (IM), or phone calls
- Sending e-mail, text messages, IM, or leaving voice mail messages that are mean or threatening, or so numerous as to bombard the target’s e-mail account, IM account, or cell phone and
- Using a camera phone or digital video camera to take and/or send embarrassing or photographs of other students

Procedures

- It is important to note that the School, through the Headteacher, has the legal right/obligation to deal with cyber-bullying even if the bullying takes place away from school premises and outside school hours.
- The process for dealing with confirmed, or alleged, cyber-bullying is the same as outlined in the main policy. **However please note the lead on the investigation is held by the e-Safety Officer** who will keep others informed and has the power to use external agencies to look through metadata linked to the bullying.
- The use of assemblies and specific ICT lessons and PSHE in order to ensure that pupils are fully aware of potential dangers and the processes to deal with them.
- The school carefully monitors the pupils use of and access to the internet and safeguards are in place such as the firewall and weekly email to the Headteacher informing her all of content accessed by school computers.
- The staff handbook and code of conduct also includes online safety and procedures for all.
- The usual forms of punishment may be added to by the removal of the pupil’s right to access technology or equipment for a fixed period.
- The school informs parents through the online safety guide the ways in which they can communicate concerns.

- Children complete an online safety contract, which parents also sign (KS2 only)
- The ICT curriculum addresses issues concerned with cyber-bullying and gives appropriate advice to victims and bullies. Often cyber-bullying involves a group emotionally hurting an individual or threatening physical harm. This is underlined in form time, assemblies, PSHE lessons and is enmeshed within the whole curriculum and extra curricular activities.
- Training is made available for parents and staff.
- The school is aware that personal data must be managed in line with statutory requirements.

Logging a Concern- Alleged or Suspected Bullying

Name of Child:	Date:	Time:
<u>Facts</u>		
<u>Who has been involved?</u>		
<u>Where did the incident take place?</u>		
<u>What happened?</u>		
<u>(continue on reverse if needed)</u>		
<u>If the incident has happened before; when and how often has it taken place?</u>		
<u>Who informed the recorder of the event?</u>		
<u>Has the informant told anyone else? If so; who and when?</u>		
<u>Opinion</u> (Please offer your opinion about the event and any previous concerns)		
<u>Action taken:</u>		
<u>Name of person who this information is being passed to:</u>		
Your name: _____		Your job title: _____
Your Signature: _____		
Date: _____		