



**SEVENOAKS**  
PREPARATORY SCHOOL

**ANTI-BULLYING POLICY**

**General Statement**

The governing body values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously. Some experts say that a child should be treated as being bullied simply because he/she says that they are. The governors consider that this is the attitude that this school should adopt. It is better this way round than to tell pupils 'not to be so sensitive'.

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.

Bullying is unacceptable in this school and will not be tolerated. The school also recognises that because of the verdicts in bullying cases 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.

**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 the actions 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; or
- to promote positive attitudes in pupils (including assertiveness training).

**Definition of Bullying**

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period of time where it is difficult for those being bullied to defend themselves.

According to 'Kidscape':

- it involves aggression (deliberate) and unequal power relationship; and
- it results in Pain and Distress and is persistent.

## **Responsibilities**

### Governing Body

The 'nominated governor' will liaise with the Chair, the Head over all anti-bullying strategies, and individual cases where appropriate.

The governing body will discuss, review and endorse agreed strategies on the initiative of the 'nominated governor', and in any case will discuss the Head's annual report on the working of this policy.

### The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management team (SMT)
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the governing body.

Deputy Head, Pastoral Heads and Head the Junior School 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
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems; and
- make a termly report to the Head .

Form Teachers and Subject Teachers will:

- be responsible for liaising with the Deputy Head, Pastoral Head and Head of the Junior School over all incidents involving pupils in their form;
- be involved in any agreed strategy to achieve a solution; and
- take part in the anti-bullying programme in the PSHE and Citizenship course.

All Staff will:

- know the policy and procedures;
- be observant and to ask pupils what is happening to them;
- 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; and
- participate in the PSHE and Citizenship course.

### **Anti-Bullying Education in the Curriculum**

The school will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, school assemblies, the Prefect Team, use of Form Periods and Circle Time and in the programmes of study as appropriate.

- the Director of Studies is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship course; and
- Heads of Department/Subject Co-ordinators are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

### **Procedures**

How is bullying shown?

It can be:

- Physical;
- Verbal;
- social or psychological;
- cyber bullying; and
- often an inter-relationship between classes/groups.

### **Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, eg becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the Deputy Head, Pastoral Head and Head of the Junior School.

Pupils will be encouraged to report incidents of bullying.

Form Teachers and PSHE teachers will include anti-bullying training in their programmes.

### Dealing with Incidents

- if bullying is suspected or reported the incident will be investigated and dealt with initially and immediately by the teacher approached;
- if a racial element to the bullying is suspected the Deputy Head, Pastoral Heads or Head of the Junior School must be informed immediately;
- the teacher will record the details of the incident and inform the Deputy Head, Pastoral Heads and Head of the Junior School
- the Deputy Head, Pastoral Heads and Head of the Junior School will interview all the parties and make a record;
- staff teaching the bullied pupil and the form teacher will be informed;
- the form teacher will determine in consultation with the Deputy Head, Pastoral Heads or Head of the Junior School the appropriate strategy and plan of action to combat the bullying;
- the form teacher will oversee the implementation of the strategy;
- parents will be kept informed by the Deputy Head, Pastoral Heads or Head of the Junior School; and
- any sanctions against the bullies will be determined by the Deputy Head, Pastoral Heads or Head of the Junior School

### Bullied Pupils

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the Deputy Head, Pastoral Heads or Head of the Junior School in consultation with the pupil.

### Safeguarding Pupils with Aspergers Syndrome or those on the Autistic Spectrum:

Staff should refer to the booklet ‘Bullying and autism spectrum disorders, a guide for school staff’ by the National Autistic Society, which can be found in the Staff Room.

- The Buddy System: Develop a ‘circle of friends’ - a group of six to eight children who volunteer to support and include the pupil with an ASD. This can be a positive experience for both the pupil in question and the circle, who will learn to understand, support and appreciate someone with a disability. The circle could take part in social skills sessions with the pupil with an ASD or work with them in group tasks. They could sit with them at lunchtime and include them in games in the playground. As there are six to eight children in the group it shouldn’t become a burden for the individual group members, and it may be that the class decides to rotate members of the group on, say, a fortnightly basis.
- Designate an area of the playground for ‘quiet play’ or allow break-time access to specific rooms, such as the Library, in the school building. As most

children with an ASD have sensory sensitivities, a noisy, chaotic playground can feel overwhelming. They may prefer to retreat to a quiet space by themselves to unwind from the pressures of their day. Because such physically isolated spaces can be a target for bullies, staff supervision would be needed to make sure that these spaces are safe.

- Create structure at break times. Children with an ASD respond best to structure, so they can find the unstructured nature of break times very challenging. If certain areas of the playground are designated for specific activities (for example, ball play, skipping, hopscotch), pupils with an ASD might find it easier to take part in one of these, or to avoid areas they find overwhelming. Also, other children will be less likely to bully if they are not bored in the playground.
- If necessary, allocate a designated person to increase supervision.
- Assign specific seating positions to some children. During classes and at lunchtime, the pupil with an ASD could be seated near to children who are more likely to include them. Any children who are likely to bully in pairs could also be separated from each other and from the target.

## **Bullies**

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.

## **Sanctions**

Any of the school's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded.

## **Involvement of Parents**

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

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the Deputy Head, Pastoral Heads or Head of the Junior School.

Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

## **Involvement of Pupils/Students**

Pupils will be involved in the positive strategies through forms groups. A major part of the programme will consist of educating pupils in how to cope with bullying.

## **Strategies for Dealing with Bullying**

Details can be included here or in an appendix. Useful advice can be found in the DfES non-statutory guidance **Bullying – Don't Suffer in Silence – An Anti-Bullying Pack for Schools (64/2000)**. The pack gives guidance on whole-school policies, pupils' experiences, finding out about bullying in school, strategies to combat bullying, working with parents, beyond the classroom, and advice for pupils, parents and families, along with case studies and advice on materials.

The National Assembly for Wales has published similar guidance, with some useful extra topics: **Respecting Others: Anti-Bullying Guidance** is available from: Pupil Support Division, Cathays Park, Cardiff CF103NQ: Tel: 02920 826897 or fax 02920 801044:

Email: [rachel.pass@wales.gsi.gov.uk](mailto:rachel.pass@wales.gsi.gov.uk)

- OFSTED has also published a report on bullying in schools - **Bullying: Effective Action in Secondary Schools HMI 465**- following a survey of secondary schools and LEAs. It includes pupils' accounts of bullying and their views on how it might have been prevented. It offers advice to secondary schools on how to set about tackling bullying.

The **Countering Bullying Unit at the University of Wales Institute, Cardiff**, has an extensive set of resources, and established the **National Resource Centre for the Study of Bullying**: Tel: 0292041 6781. Fax: 029 2041 6986: email:

[mjthomas@uwic.ac.uk](mailto:mjthomas@uwic.ac.uk)

[www.uwic.ac.uk](http://www.uwic.ac.uk) (enter 'Countering Bullying Unit')

## **Counselling**

The school is prepared in appropriate cases to arrange counselling for both bullies and the bullied.

Kidscape gives advice on child safety policy, runs a Helpline for parents and children - Tel: 0845 1 205204 and organises free one-day sessions for bullied children. The school also has access to qualified counsellors.

## **Reporting and Recording**

All incidents must be reported and will be recorded using the school's 'Incident Form'.

### **Staff Training**

The Head is responsible for arranging a programme of staff development, which will include anti-bullying strategies along with information regarding the instance of ASD, pupils on the Autistic Spectrum or with any other disabilities. This will include training for education support staff and governors as well as teachers.

### **Monitoring and Review**

The Head will keep and consider reports on serious incidents. The Head will consider the reports with the Senior Management Team to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.

The Head will make an annual report to the Governing Body.

Signed

Chair            Edward Oatley

Headmaster Philip Oldroyd

September 2011

Review Date: September 2012