



Anti-bullying policy

Status and Review Cycle:	Statutory / Annual
Policy reviewed and amended:	9.9.22 James Ashcroft
Next review date:	30.8.23
Governor Lead:	Mrs Arabella Stuart
Policy Holder:	Mr James Ashcroft james.ashcroft@theprep.org.uk 01732 764829

PURPOSE

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 and until proven otherwise. 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 and bullying on the basis of protected characteristics is taken particularly seriously. 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 draw up, keep up to date and implement an effective anti-bullying strategy
- 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;
- to promote positive attitudes in pupils (including assertiveness training).

DEFINITION OF BULLYING

Bullying is repeated over time and intentionally hurts another pupil or group physically or emotionally and 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 is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

The school does understand that a single incident may not have been 'repeated over a period of time' but will make an appropriate record in order to assist the school to spot patterns and to ensure the single incident does not become the first in a series.

Bullying is taken extremely seriously, both physical and emotional (which may cause psychological damage).

According to 'Kidscape':

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

RESPONSIBILITIES

The 'nominated governor' will liaise with the Chair, the Head and/or the Head of Pre-Prep overall 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 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;
- report annually to the governing body;
- consider liaising with the nominated governor.

Deputy Head and Pre-Prep 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;
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems;
- make a termly report to the Head.

Form Teachers and Subject Teachers will:

- be responsible for liaising with the Deputy Head and Pre-Prep Deputy Head over all incidents involving pupils in their form / class;
- be involved in any agreed strategy to achieve a solution;
- take part in the anti-bullying programme in the PSHEe SOW.

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 PSHEe SOW.

Anti-bullying education in the curriculum

The school will raise the awareness of the anti-social nature of bullying through a PSHEe SOW, school assemblies, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language. The Prefect Team should be particularly well supported in this area, as well as teachers' use of Form Periods and Circle Time and be planned into the programmes of study as appropriate.

- the Deputy Head is responsible for initiating and developing, with appropriate colleagues, an anti-bullying programme as part of the PSHEe SOW.

- Heads of Department / Curriculum Coordinators 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.

Staff training

The Head is responsible for raising awareness of staff through training, 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. This will include anti-bullying strategies along with information regarding the instance of ASD, pupils on the Autistic Spectrum or with any other disabilities. Specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils could involve specific training as necessary.

Procedures

How is bullying shown?

It can be:

- physical
- verbal
- social or psychological
- cyber bullying
- often an inter-relationship between classes/groups

It is essential that we report bullying, including cyber-bullying and bullying outside school. The Deputy Head (Designated Safeguarding Lead), Head of Pre-Prep and Head will determine the threshold for reporting a bullying issue to external agencies (such as police/children's social care), and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified; note, a bullying incident should 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.

Signs of bullying

Pupils who are being bullied may show changes in behaviour, e.g. 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.

Staff should be aware that these signs may also be consistent with other problems such as abuse (physical or sexual) or may simply be a transient phase and symptomatic of nothing in particular.

All staff should also be aware of these possibilities and to report promptly any suspicions of bullying to the Deputy Head or Head of Pre-Prep.

Pupils will be encouraged to report incidents of bullying.

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

Cyberbullying

The definition is described on the website <http://www.cyberbullying.org> as follows:

“willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”

Cyberbullying can involve social networking sites, like Facebook and Snapchat, emails and smart/mobile phones, used for SMS messages and as cameras.

Preventative measures at Sevenoaks Prep School (Online safety policy)

Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Full details are set out in this school’s policy on Anti-bullying and Behaviour. Removal of the internet licence will follow along with any appropriate action deemed necessary. Reports of abuse will be recorded and sites such as ThinkUKnow or Childline recommended. (See Acceptable Use Policies.)

Advice for parents on Cyber-Bullying can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

At Sevenoaks Prep School we:

- report any indication of inappropriate use of technology or cyberbullying immediately to the Deputy Head (DSL) or in his absence the Online Safety officer
- expect all pupils to adhere to its Internet Acceptable Use Policy (AUP) terms and advice
- issues all pupils with an Acceptable Use Policy following training during Computing and Digital Creativity lessons which can be revoked at any stage
- may impose sanctions for the misuse, or attempted misuse of the Internet
- issues pupils from Year 5 with their own personal school email address. (Access to external sites such as ‘Hotmail’ is not permitted.)
- adhere to the [BECTA guidelines](#) regarding e-Teaching and the Internet
- offer guidance on the safe use of social networking sites and cyber bullying in PSHEe and Computing and Digital Creativity lessons
- offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- do not permit mobile phones in school – however, we may ask pupils to have mobile phones when on a school / residential trip/Saturday school. If a child travels to school independently then they are allowed a phone to be carried with them but must hand in the device to the school secretary on arrival where they will sign the phone in and then out again at the end of the school day.

The Witnesses or bystanders

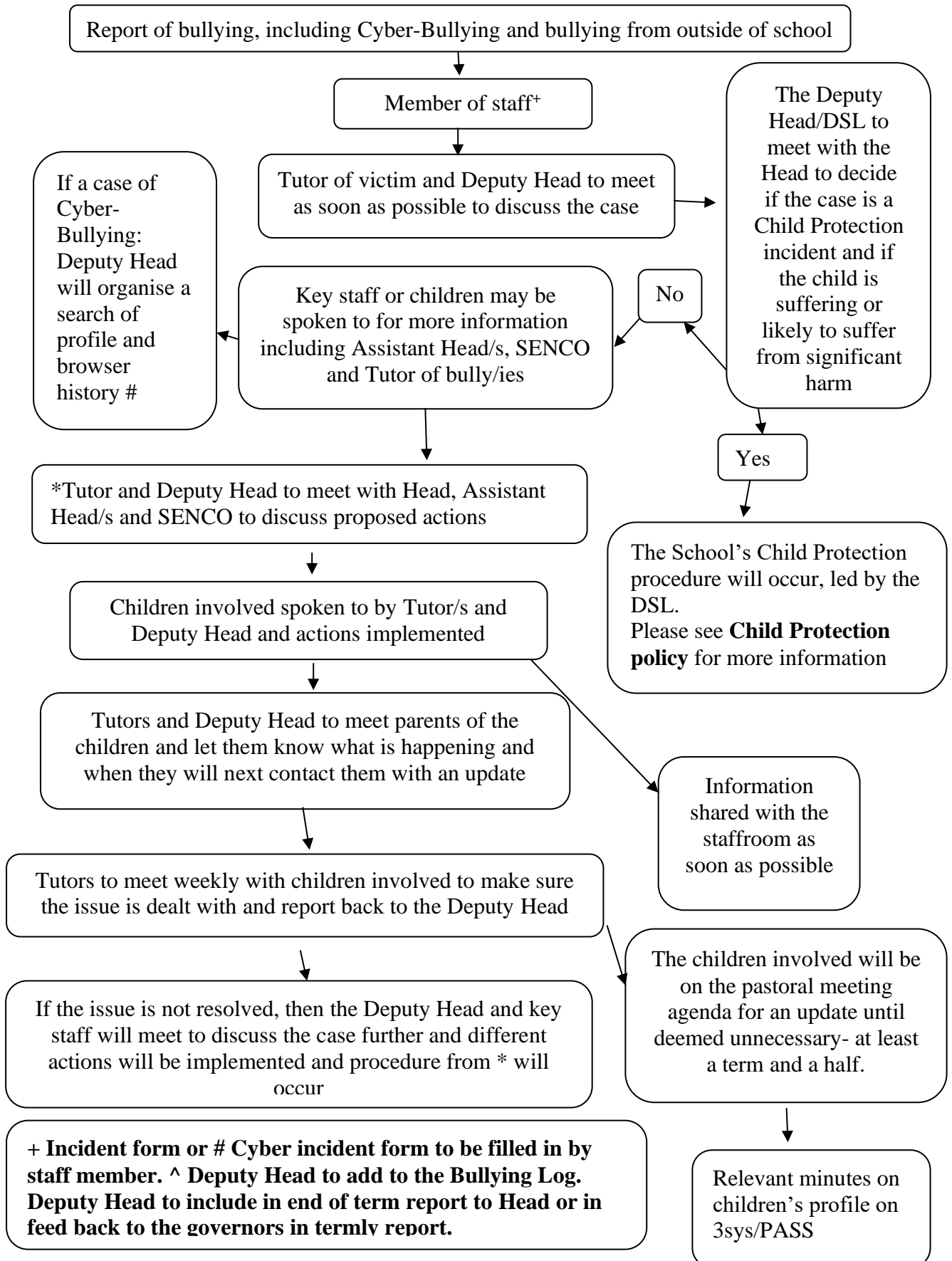
When a bullying incident occurs, there are typically witnesses or bystanders that have different roles to play. These include:

- **reinforcers** who give positive feedback to the bully, perhaps by smiling or laughing, liking an online message or post or sharing an online message or post, providing an audience
- **outsiders** who stay back, stay silent and thereby condone the bullying behaviour
- **defenders** who take action to stop bullying when they see it occurring.

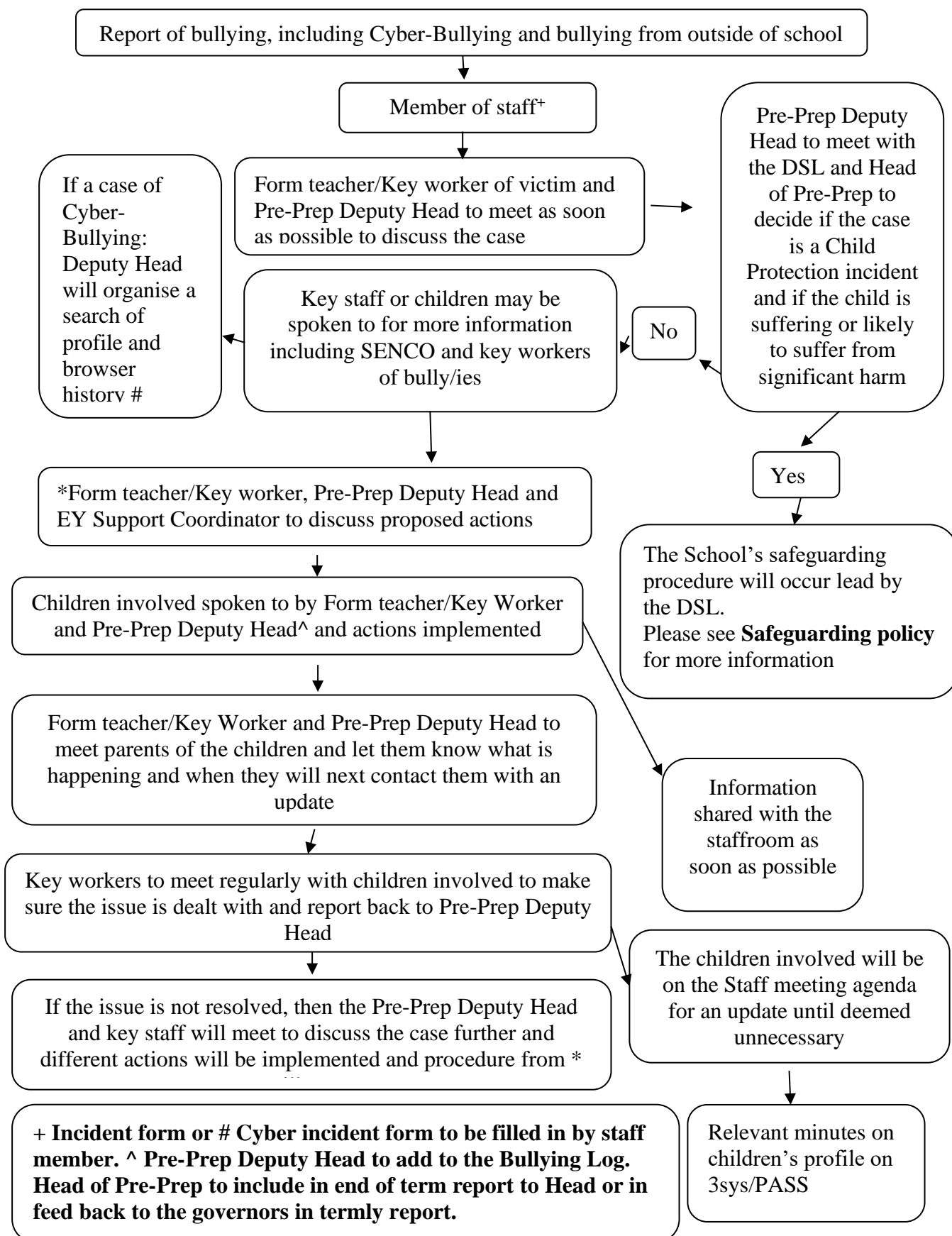
The barriers that prevent children from taking action to defend another are complicated, but may include:

- concern for their own safety
- concern that they may become the next victim
- fear that they may make matters worse
- fear of getting involved and of consequent blame
- bystander effect (or Genovese syndrome). This is a social psychological phenomenon where people are less likely to help someone if others are present.
- a culture of silence (e.g. reluctance to be seen as a 'snitch' or 'grass')

How to deal with a report of bullying



How to deal with a report of bullying (Pre-Prep)



REPORTING AND RECORDING

All incidents must be reported as follows:

- Staff will be asked to fill in a **'Record of Incident Form'** – which can be found on the school system in the Staff Area under SAFEGUARDING: INCIDENT FORMS
- The Deputy Head will keep a log of events in the Bullying log
- This may be cross referenced to the **Serious Sanctions log** and **Safeguarding log** in consultation with the DSL, Head of Pre-Prep and Head
- In cases of cyber-bullying the member of staff made aware will follow the previous flowcharts.

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, Assistant Heads or Head of Pre-Prep, in consultation with the pupil and their parents.

SAFEGUARDING PUPILS WITH ASPERGER'S SYNDROME OR THOSE ON THE AUSTISTIC SPECTRUM

Pupils diagnosed as on the Autistic Spectrum, by the very nature of the condition, may present as a 'bully' themselves. Careful guidance is necessary in these circumstances, through staff and pupil training and guidance for the individual pupil.

- 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. The sanction should be adjusted according to the particular circumstance. For example, a child with Special Educational Needs and disabilities will need support systems to be in place for management of the situation.

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 and Head of Pre-Prep.

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

INVOLVEMENT OF PUPILS

Pupils will be involved in the positive strategies through forms groups. A major part of the programme will consist of educating children on what they should do when they see bullying occur.

Working with reinforcers

We will listen to their side of the story. Explore the ways in which they were involved and what they could have done differently. Help them to understand the impact of their behaviour on the victim and the bully and agree that their behaviour needs to change. We will refer to the behaviour policy when taking any disciplinary measures. Check in with them to ensure the bullying has stopped.

Working with bystanders or outsiders

We will explore with them what they may or may not have witnessed. Talk with the whole class, group, or Year group about the collective responsibility to support others that are experiencing bullying, ways they can do this (e.g. by leading victims away from the situation, by changing the subject, or sending a supportive message) and encourage them to alert school staff.

Defenders

We will explore with them what has happened. Talk about the ways in which they supported the victim of bullying and how it has made a difference. Praise them for their positive behaviour and talk about ways they can continue to stand up for others and influence reinforcers and bullies to change their behaviour.

COUNSELLING

The School is prepared in appropriate cases to arrange counselling for both the bully/ies and the victim/s. The school also has access to qualified counsellors and can signpost parents of victims and bullies if required. 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 victims.

LINKS WITH OTHER POLICIES

Child Protection Policy

Online Safety Policy

APPENDICES:

1. DfE Guidance
2. Strategies for dealing with bullying: Advice

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, who has delegated responsibility to the Deputy Head, will make a termly report to the governing body.

APPENDIX 1

Sevenoaks Prep School pays due regard to the following DfE guidance:

The DfE guidance to which schools must have regard is:

- Keeping Children Safe in Education (Sept 2021) (KCSIE)
- Non-statutory interim supplements to KCSIE: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- KCSIE refers also to When to call the police, non-statutory guidance from the National Police Chiefs' Council
- Working Together to Safeguard Children (September 2018 – updated in 2019 but without changing the date on the published version) (WT)
- WT refers to the non-statutory advice: Information sharing (2018)
- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

(ISI Commentary on the regulatory requirements (September 2020)), Part 3 – Welfare Health and Safety. P35. 184)

APPENDIX 2

STRATEGIES FOR DEALING WITH BULLYING

Non-statutory DfE advice [Preventing and Tackling Bullying \(July 2017\)](#) and [Cyberbullying: Advice for headteachers and school staff \(2014\)](#)

Supplementary advice documents for parents, for teachers who find themselves attracting online bullying, and a fact sheet (March 2014) concerning supporting children who are bullied are also available.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

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.