



Glendower Preparatory School

# Anti-Bullying Policy

2018-2019

Reviewed: November 2018

Next Review: November 2019

# **GLENDOWER PREPARATORY SCHOOL**

## **Anti-Bullying Policy 2018**

**Prepared by: S. Maher (Deputy Head and Designated Safeguarding Lead)**

**In discussion with: S. Knollys (Headmistress)**

**To be reviewed in: November 2019, when a further review will be carried out by the governing body.**

**Approved and ratified by the Governors after being supplied with the school's Anti-bullying and Safeguarding and Child-Protection policies and procedures and reviewing the efficiency with which the related duties have been discharged.**

**This policy also provides for those children in the EYFS.**

**This policy should be read in conjunction with the school's following policies:**

**Behaviour Policy**

**Safeguarding Policy**

**Acceptable User and Information Security Policy for Staff**

**ICT Agreement for Pupils**

**Staff Induction Policy**

**The School has regard to the following guidance in formulating this policy:**

**"Preventing and Tackling Bullying" (DfE October 2014)**

**School Support for Children and Young People who are Bullied (DfE March 2014)**

**Cyber-bullying; Advice for Headteachers and School Staff (DfE 2014)**

**Advice for Parents and Carers on Cyber-bullying (DfE 2014)**

### **STATEMENT OF INTENT**

At Glendower School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Glendower School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Glendower School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour

and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

## DEFINITION OF BULLYING

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape) and are often motivated by prejudice towards someone's gender, special educational needs or because a child is adopted or is a carer. It can have reference to religious beliefs, cultural morals and may be sexist and cyber (transmitted via social websites, mobile phones, text messages, photos and e-mail). Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. In extreme cases it can cause psychological damage and even suicide.

## SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the school office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact

- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

## PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other, to ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves as by-standers.
- Other lessons, particularly RE, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents, to enable us to identify any patterns that may be emerging.
- We have a strong and experienced pastoral team of teachers, the Head of Lower School and the Deputy Headmistress who support the Head and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- We can refer parents and pupils to a Counsellor who can provide specialist skills of assessment and counselling. This would be at parental expense.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- We operate a peer counselling scheme, whereby Year 6 pupils are encouraged to offer advice and support to younger pupils and to look out for their welfare.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## CYBERBULLYING – DEFINITION

Mr Bill Belsey, the creator of the web site: <http://www.cyberbullying.org/> defined this unpleasant phenomenon in the following terms:

"Cyber-bullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyber-bullying can involve Social Networking Sites like Bebo, Facebook, Snapchat and Instagram, emails and mobile phones which can be used for text messages and as cameras.

## CYBER-BULLYING – PREVENTATIVE MEASURES

The school recognises that with increasing availability to children of electronic devices that give unrestricted access to the internet outside school, online safety is of paramount importance as part of our anti-bullying and broader safeguarding arrangements. The active management of hardware, software and connectivity and the vigilance of teachers and parents have a part to play in the safeguarding and protection of our pupils.

In addition to the preventative measures described above, Glendower School:

- Ensures teaching staff receive regular training and professional development on safeguarding and on-line safety for pupils, in order to keep abreast of recent developments and best practice
- Works in partnership with parents by hosting on a regular basis an evening talk on E-Safety given by an expert in the field, which parents and carers are invited to attend. The school also endeavours to keep parents abreast of any topical issues related to on-line safety by the Headmistress communicating these as required in the school's weekly bulletin 'The White House'
- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- Gives clear guidance to staff as part of their induction process and regularly thereafter, on the mechanisms and procedures in place to report E-safety and cyber-bullying concerns. This guidance is included in the Staff Handbook and Employee Handbook. In accordance with the school's 'Acceptable User and Information Security Policy for Staff', all teaching and non-teaching staff are required to report any concerns by completing an 'E-Safety Incident Report Form' which is given to the Headmistress, along with alerting Mr Floyd Ball the IT Network Manager and Ms Neeta Verma, Head of Digital Learning. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm as a result of cyber-bullying or an E-safety incident, then the teacher or member of staff should alert the DSL. The school may impose sanctions for the misuse, or attempted misuse of the internet and/or electronic devices.

- Issues all pupils with their own personal school email address.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyber-bullying in PSHEE lessons, which covers blocking and removing contacts from “buddy” lists.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted at school, except those used by the Year 6 girls in their final half-term for use on their journeys to and from school. During the day these are kept in the school office.

## PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures are adopted which includes who to tell and how to keep a written record of allegations of bullying. This enables patterns to be identified and to evaluate the effectiveness of the approach adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on her own, and asked to write or recount an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write or recount an immediate account of events.
- Staff should keep detailed written records of all interviews and discussions they have with individual pupils, their parents and carers relating to the situation, and these should be kept in the pupil’s file. This includes incidents relating to cyber-bullying and bullying outside school.
- The incident should also be logged and recorded in the anti-bullying file which is kept in the staffroom and recorded on teachers common under ‘anti-bullying log’.
- Depending on the age of the victim and perpetrators, the Head of Lower School and/or the Deputy Headmistress should be informed. In most incidents, the Head should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to her why revenge is inappropriate. She will be offered support to develop a strategy to help herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why her behaviour was inappropriate and caused distress. She will be offered guidance on modifying her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed.

This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Headmistress has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Glendower to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. In such cases, we would look to take advice from the Police or Social Services as to how to proceed.
- 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.
- The school provides training in order to raise staff's awareness of the possibility of the occurrence of bullying, to communicate the principles of the school's policy and to make known its legal responsibilities. Where appropriate, the school arranges for specialist speakers to offer support and advice to staff in order to understand the needs of pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.
- Specific problems are highlighted at staff meetings where individuals are discussed, and circumstances and issues shared and minuted. Staff are encouraged to discuss and define actions to resolve and prevent problems and to identify the sources of support that are available.

**This policy reflects current practice at Glendower Prep School and will next be reviewed in November 2019.**