



Glendower Preparatory School

Anti-Bullying Policy

2025–2026

Reviewed: September 2025

Next Review: September 2026

ANTI BULLYING POLICY

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Approved and ratified by the Governors after being supplied with the school's Safeguarding Policy and reviewing the efficiency with which the related duties have been discharged.

This policy also provides for those children in the Early Years.

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

1. Behaviour Policy
2. Safeguarding Policy
3. Acceptable Use of ICT Policy
4. E-Safety Policy
5. Staff Induction Policy

Key documents with which this policy is in accordance:

- The Children's Act 1989
- Education and Inspections Act 2006
- The Equality Act 2010
- The Education Act 2011
- Working Together to Safeguard Children July 2023
- DfE Preventing and Tackling Bullying July 2017
- Education (Independent Schools Standards) (England) Regulations 2014
- Keeping Children Safe in Education September 2025
- Independent Schools Inspectorate Handbook – The Regulatory Requirements

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

- [Preventing and Tackling Bullying](#) (DfE July 2017)
- School Support for Children and Young People who are Bullied (DfE March 2014)
- [Cyber-bullying; Advice for Headteachers and School Staff](#) (DfE Nov 2014)
- [Advice for Parents and Carers on Cyber-bullying](#) (DfE Nov 2014)

THE PURPOSE AND SCOPE OF THIS POLICY STATEMENT

Glendower School works with children and families as part of its daily activities. The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation, or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Glendower School, including senior managers, the board of governors, paid staff, volunteers, sessional workers, agency staff and pupils.

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, messaging and social media messages), and emotional means (including excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment them. It can involve complicity that falls short of direct participation (by being a bystander). Bullying is often hidden and subtle, but it can also be overt and intimidatory. Bullying also includes a range of behaviours that are repeated.

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 could also be 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. This may be done in person or online (transmitted via social websites, mobile phones, text messages, photos and e-mail). Bullying can happen anywhere and at any time. Glendower always treats bullying 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.

Bullying on the basis of protected characteristics is taken particularly seriously and will be recorded specifically as such and separate from other bullying incidents.

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 spoilt 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 passed on and investigated by the safeguarding team.

We believe that:

- children and young people should not experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.
- bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE and RSE programmes are structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programmes are 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.
- In our Early Years and Pre Prep classes the use of circle times and PSED, PSHEE/RSE lessons draw focus on developing healthy relationships. They aim to support pupils in being able to deal with conflicts in a positive manner and the importance of respecting others.
- 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 Pre Prep and Head of Early Years and the Deputy Head Pastoral, who support the Headmistress, and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- Our wider 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 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 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 Whitehouse'
- 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 and Designated Safeguarding Lead 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 Use of ICT Policy', all teaching and non-teaching staff are required to report any concerns by completing an incident report on CPOMS which is shared with the Headmistress, along with alerting the IT Network Manager and the Head of Digital Learning if the concern is not related to a safeguarding matter. 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 that is of safeguarding concern around a child or a member of staff, then the teacher or member of staff should immediately alert the DSL and record incident on CPOMS. 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 for pupil use at school, except those used by the Year 6 girls 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 about or recount the event/s.
- The person displaying the bullying behaviours, 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 on CPOMS. Depending on the age of the victim and perpetrators, the Head of Pre Prep and/or Head of EYFS and/or the Deputy Head Pastoral should be informed. The Head should also be informed.
- The person being bullied will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. She will be offered support to develop a strategy to support her.
- 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 (if appropriate to do so) and invited to a meeting to discuss the matter. The school will always seek to work together with the parents of all parties.
- 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 all pupils, including those with special educational needs or disabilities.
- 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 School and will next be reviewed in September 2026. This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides useful summaries of the key legislation and guidance which can be found below.

- Bullying - [Protecting children from bullying and cyberbullying | NSPCC Learning](#)
- Online abuse - [Protecting children from online abuse | NSPCC Learning](#)
- Child protection - [Child protection system in the UK | NSPCC Learning](#)