



Brentwood School

PREPARATORY

ANTI-BULLYING POLICY

This policy is applicable to all pupils in the Preparatory School, including those in the EYFS.

Introduction

Bullying of any form will not be tolerated in the school. It is recognised that bullying has a seriously adverse effect on the social and emotional wellbeing of individuals and on their educational achievements. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable by promoting the ethos of Virtue, Learning and Manners. This policy is informed by the DfE Guidance 'Preventing and Tackling Bullying,' July 2017. Under the Children Act 1989 a bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Aims and objectives

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety or discrimination and the school adheres to the 2011 Equality Duty legislation which is addressed in the Equal Opportunity Policy. The Anti-Bullying Policy aims to produce a consistent school response to any bullying that may occur and, as far as possible, to prevent it. We make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Bullying is the wilful, conscious desire on the part of an individual or group to hurt, threaten or frighten someone through sustained and continued intimidation.

In all cases the school believes that:

- bullying can be countered effectively
- bullying is learned behaviour and can be unlearned
- bullies need help and support to change their behaviour patterns
- victims need a balance between protection and empowerment

The methods adopted to achieve these aims and objectives are outlined in the rest of this policy.

What is Bullying?

Bullying may be defined as: "**Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally**" (DfE – "Preventing and Tackling Bullying", July 2017).

Physical - hitting, kicking, taking or hiding belongings;

Verbal – name calling, teasing, insulting or writing unkind notes;

Physiological/medical – being unpleasant to those with a disability or medical condition;
Emotional – being unfriendly, excluding, tormenting, spreading rumours or giving nasty or threatening looks, unkindly commenting upon learning development need or because a child is adopted or is a carer;
Religious – being intolerant towards others because of their chosen religion;
Cultural – being homophobic, racist or sexist.

- It may consist of a single incident or, more usually, may continue over a long period of time.
- It can be either direct or indirect: bullies may be either perpetrators or others who by their presence signal their support of the bully.
- Its seriousness is determined by investigation, the distress suffered by the victim and the intention of the bully.
- Bullying can cause serious psychological damage and even suicide.

Increasingly bullying can manifest itself in online bullying. The school recognises the potentially corrosive effect of this and as a result, pupils are not allowed to use unsuitable internet sites during the school day. These are kept under review and children are warned of potential danger to ensure they are safe.

Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety and such actions will be fully investigated and dealt with by the school. Mobile Phones can also be a means for bullying which can include use of email, text messages and photographs. Pupils are therefore only allowed to use mobile phones for their journey to and from school and they must be handed to the school secretary on arrival. They may then be collected at the end of the day. Mobile phones are not allowed to be used in the Preparatory School. In Key Stage 1 mobile phones are not permitted by children at all.

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 Sanatorium 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.

Bullying Outside School Premises

Where bullying outside school is reported to school staff, it will be investigated and acted on, where appropriate. This includes online bullying. The Head will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the

actions taken against a pupil.

The role of the Head

It is the responsibility of the Head to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying as well as understanding their legal responsibilities.

The Head ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head and SMT draws the attention of children to this fact at suitable moments. Daily assemblies are an important part of pastoral care and are often used to set the tone of expected behavior in the school and create a climate of trust and security. If an incident of bullying does occur, the Head may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. The Head will apply sanctions to children involved in bullying behaviours.

The Head ensures that all staff are equipped to recognise and deal with all incidents of bullying and take action to reduce the risk of bullying at times and in places where it is most likely to occur. If bullying occurs it is referred to the appropriate member of the SMT. The Head sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the Teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They record all incidents that happen and report them to the Deputy Head or to the Head of Key Stage 1 and Early Years who also records information, to enable any patterns of bullying to be identified. All details of incidents and any action taken are added to pupil records held on the Sims database.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. This may involve contacting parents to discuss how best the child can be supported.

If, as teachers, we become aware of any bullying taking place, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head. When an incident of bullying has been identified and investigated the parents of pupils who are being bullied and parents of the bullies will be informed and involved, as appropriate, in order to best resolve the problem.

Teachers support all children to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. All staff work hard to develop an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. Teachers regularly remind all pupils of these responsibilities. The House system offers an additional layer of pastoral care for the children and also helps to prevent bullying by ensuring that younger children have a network of older children who know them and can support them.

The role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. The child should be encouraged to talk to his or her Form Teacher about any worries as well. Parents should watch for signs of distress in children including reluctance to attend school, complaints about minor illnesses, complaints about missing possessions and apparent isolation. If necessary parents will help the staff in devising strategies that will provide support for the child both in and out of school. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Preventative Action Including the Role of Pupils

The school's response to bullying does not start at the point at which a child is bullied. School staff are encouraged to proactively gather intelligence about issues between pupils which might provoke conflict and talk to pupils about issues of difference in lessons or through assemblies. Issues relating specifically to bullying will be dealt with through the PSHE/Life Skills programme. The topic will also be dealt with by class teachers who have regular contact with their classes, in full school assemblies and in house assemblies.

Children are regularly reminded of the school's anti-bullying ethos and the Preparatory School Anti-Bullying Code which states, 'We are a telling school,' is regularly reinforced. Pupils are equipped with the confidence to tell staff of any concern and how to manage less structured environments such as playgrounds and how to seek advice from supervisory staff. This advice includes reporting incidents to staff when children find themselves as bystanders. All pupils are encouraged to role model positive behaviours.

Each Preparatory School classroom displays an 'Anti-Bullying Code' giving pupils procedures and advice to follow if they are being bullied or know of another pupil who is being bullied. Age-appropriate classroom rules are used throughout the Prep School.

Pupils in Y5 and Y6 receive advice on how to use the internet safely, delivered by an external agency. This is reinforced by presentations to parents.

Cyber-bullying – Preventative Measures

In addition to the preventative measures described above, Brentwood Preparatory School:

- Expects all pupils to adhere to its policy for the safe use of the internet during and outside formal lessons. Certain sites are blocked by our filtering system and our ITSS Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- 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 online bullying in PSHE which covers blocking, removing contacts from "buddy" lists and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Does not allow mobile phones in School and requires them to be handed into the School Office on arrival at School.
- Discourages parents from taking photographs of pupils undertaking school activities unless specifically invited to do so.
- Each KS2 classroom displays an e-Safety poster with guidelines for safe internet use.

Monitoring the Effectiveness of Anti-Bullying Procedures

In order to ensure that anti-bullying procedures are effective we seek feedback from pupils. This includes monitoring instances of bullying and discussing how effectively incidents of bullying are dealt with. It also includes the formal pupil survey which asks questions about safety and bullying at school. Children are also asked to comment upon how confident they feel when reporting bullying, with the aim of reinforcing the message, 'We are a telling school'.



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ANTI-BULLYING CODE

We are a 'telling' School

If you see someone being a bully, what should you do??

- **TELL SOMEONE - Your teacher, any other adult or teacher, a friend, your parents.**

Why is it so important to tell someone??

- **If you don't tell someone, you are helping the bully.**
- **Watching and doing nothing is almost as bad as doing the bullying yourself.**
- **If you see someone being bullied, tell someone - you have done the right thing.**
- **The person doing the bullying doesn't need to know that you have told anyone.**



**This is how we can keep bullying out
of Brentwood Preparatory School**