

# Edenhurst Preparatory School

## Anti-Bullying Policy

This Policy has regard to the DCSF Guidance 'Safe to Learn – Embedding Anti-Bullying Work In Schools'. The aims of the Policy are

- to raise awareness of the types and causes of bullying
- to give clear procedures for pupils, parents and staff
- to make clear that all forms of bullying will not be tolerated and will always incur a disciplinary sanction
- to specify ways in which the School acts to prevent bullying

### Definition of bullying behaviour:

*Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.*

Bullying can take place between pupils, between pupils and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

### Bullying behaviour includes

- name calling, making insulting remarks, taunting and making threats
- physical violence including hitting, kicking or taking belongings
- isolating from group activities
- inappropriate text messaging and emailing
- sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping or spreading hurtful and untruthful rumours

### Reasons why we challenge bullying behaviour:

- Bullying can seriously damage a young person's confidence and sense of self-worth and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual; even in very rare cases it may be a contributing factor leading to suicide.
- Those who conduct the bullying or witness the bullying can also experience emotional harm and the impact on parents and school staff can be significant.
- The safety and happiness of the pupils. When pupils are bullied, their lives are made miserable. They may suffer injury, they may be unhappy about coming to school.
- Educational achievement. The unhappiness of bullied pupils is likely to affect their concentration and learning. Some children will avoid being bullied by not going to school.
- To provide a role model for helpful behaviour. If they observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. Those pupils who are being bullied may interpret the school's inaction as condoning unacceptable behaviour. They will feel badly let down by adults in authority.

- Our role as a caring and effective school. Parents know that there will be some degree of bullying in every school, even if only slight or infrequent. They will be reassured by a school which demonstrates both through policy and action that it will respond positively and effectively to bullying.

**Pupils are bullied for a variety of reasons. Specific types of bullying include:**

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health conditions
- bullying related to sexual orientation
- bullying of young carers or looked-after children or otherwise related to home circumstances
- sexist or sexual bullying

*There is no hierarchy of bullying – all forms of bullying must be taken equally seriously and dealt with appropriately.*

**For Staff**

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that ‘nothing can be done’. It is therefore important that the school shows that it can support pupils to prevent harm, that bullying is not tolerated and that there are solutions which work.

Pupils may not report bullying because they may feel it is something within them which is at fault. Pupils therefore need to receive a clear message from the school that nobody ever deserves to be bullied.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. Staff should look out for signs of bullying and act if they suspect a child is being bullied.

*In Primary Schools three quarters of bullying behaviour takes place on the playground. The classroom, corridors and toilets are relatively common sites. Staff are encouraged to be vigilant at all times, but especially on the playground, in the changing rooms and cloakrooms. Punctuality between lessons is crucial in maintaining the stable environment for the children.*

**How to deal with a bullying incident:**

- talk to the children directly involved
- talk to any possible witnesses
- talk to the parents of the children directly involved
- talk to staff closely responsible for the children
- notify all members of staff
- notify the Head and Senior Management Team

**Record in writing on the Internal Incident Form (Pupil):**

- who was involved (or alleged to be involved)
- where and when it happened
- what happened
- what action was taken

*Written records will be retained on file for the duration of schooling of any pupil mentioned in the report. The Head and Senior Management Team will monitor the records termly looking for any patterns and to ensure that all incidents have been dealt with and/or resolved.*

## **Sanctions**

### **These may include:**

- daytime detention, i.e. during break times or Activities
- a Red DeMerit
- after school detention
- withdrawal of privileges
- suspension from school

*Please see the School's separate Behaviour Policy for further details of sanctions.*

## **Support for the victim**

### **This may include**

- all staff will understand the nature of the problem and will make the victim feel supported
- consultation with parents to assess the victim's state of mind
- discussions with pupil close to the victim so that they understand the situation
- methods to boost the self-esteem of the victim, e.g. responsibility positions

## **Support for the bully**

### **This may include**

- discussions with the pupil and parents
- discuss how he/she could change his/her behaviour in future
- discussions with the victim and other pupils regarding any problems experienced by the pupil

## **For Pupils**

### **If you are being bullied**

- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult (parent or teacher) what has happened straight away

### **After you have been bullied**

- tell a teacher or another adult in school
- tell your family
- if you are worried about telling an adult, ask a friend to go with you
- keep on speaking until someone listens
- don't blame yourself for what has happened

### **When you are talking to an adult, be clear about**

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what have you done about it already

### **If you are a bystander**

- do not allow someone to be deliberately left out of the group
- do not smile or laugh when someone is being bullied
- tell an adult in school what is happening

- tell the bullying pupil to stop what they are doing
- show the bullying pupil that you disapprove of his or her actions

### **For Parents**

*When bullying situations arise in school, families are often the first to detect that a problem exists. They should be encouraged to contact the school if they are worried that their child might be involved in bullying others, or is being bullied.*

### **If your child has been bullied**

- talk calmly with your child about his/her experience
- make a note of what your child says
- reassure your child that he/she has done the right thing to tell you about it
- explain to your child that should any further incidents occur, he/she should report them to a teacher immediately
- explain to your child's Form Teacher the problems your child is experiencing
- the Form Teacher, possibly with assistance from other Staff will contact you within two school days giving details of what action the school intends to take
- if you are not satisfied, make an appointment to see the Deputy Head, Pastoral Care - Mr. Hodgkinson or the Headmaster.
- although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. It is therefore your right to involve the Police if you think your child has been physically damaged by being harassed or threatened.

### **If your child is bullying other children** - children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family whom they admire
- they haven't learned other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

### **To stop your child from bullying others**

- talk with your child - explain that what he/she is doing is unacceptable and makes other children unhappy
- discourage other members of the family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/she can join in with other children without bullying
- regularly monitor how things are going at school
- give your child lots of praise and encouragement when he/she is co-operative or kind to other people

### **Further Guidance for Staff**

Regular training and discussion is included in Staff meetings and INSET.

### **Further points to note:**

Different roles within bullying have been identified:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Early identification of pupils at risk can help, enabling us to develop more effective strategies for responding to, and preventing, incidents. Induction meetings and other processes can be used to help identify specific needs or likely concerns so these can be taken into account when schools develop their anti-bullying strategies.

Some bullying behaviour by pupils is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed (for example, in relation to issues of domestic violence or other safeguarding issues).

It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming “reinforcer” might become a “defender” when the ring-leader is not around).

Some pupils may be more vulnerable than others. It is important that we are sensitive to pupils who because of their behaviour or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or suffering already from – bullying.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.

#### **Further Action by the School to prevent bullying**

- the PSHE work scheme covers aspects of bullying and is delivered by Form Teachers each week (see separate PSHE Policy and Work Scheme).
- the suggested list of themes for School Assemblies delivered through the year contains, among other things, references to relationships and anti-bullying.
- the agenda for termly meetings of Guidance Groups contain training for pupils in the recognition and prevention of bullying. Specific advice, as detailed in the section above ‘For Pupils’ is given to the children in these sessions.
- teachers are encouraged to include references to anti-bullying in their planning where appropriate. Subjects such as Drama, History, English (literature and stories) may provide opportunities for discussion.
- PALS (Playground Advisors and LeaderS) are pupils in Y7 and 8 who have been trained to assist members of Staff on duty at morning and lunch breaks. They are available for children to talk to them about issues which may arise on the playground. There is a referral system through which the PALS can let teachers know of incidents which occur and which need following up.

Policy Reviewed December 2011  
Next Review September 2012