

Notting Hill Preparatory School

Policy for Dealing with Bullying

(EYFS & KS1-3)

**Reviewed by Governors September 2007
Reviewed October 2009**

POLICY FOR DEALING WITH BULLYING

Statement of Intent

At Notting Hill Preparatory School we are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Our policy is based on the principles set out in Bullying – A Charter for Action (see Appendix 1). Bullying of any kind is unacceptable at NHP. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'Telling' school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. Members of staff will listen, believe, act. Bullying will not be tolerated.

Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon
- To reassure children that they will be listened to and will know that it is all right to tell
- To heed parents and keep them informed of actions taken in response to a complaint
- To investigate fully any report of bullying and keep records of incidents, reports and complaints
- To take appropriate action, including the possibility of exclusion in cases of severe bullying
- To monitor any incidents of bullying during the school year

What is Bullying?

Bullying is a deliberate act of aggression done with the intention of hurting or causing distress to another person. Bullying makes the target feel isolated and undermines self-confidence. It tends to be systematic, rather than a one-off act. It gives the bully a feeling of power, status or other gratification.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching, threats, physical intimidation, assault on persons or property, or any use of violence
- **Racist, faith-based or cultural** remarks and taunts, graffiti, gestures (see Appendix 1 and Policy for Education for Ethnic Diversity)
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on, the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Bullying related to special educational needs (SEN) and disability** – these children may lack level of social confidence and competence to protect themselves
- **Cyber** all areas of internet, such as email & internet chat room misuse, misuse of associated technology, i.e. camera and video facilities (See Policy for Information & Communications Technology – Appendix 2 Policy for Internet and Email Use)
- **Mobile phone** sending abusive or threatening text messages, in or out of school time, or using another's phone to send hurtful or misleading texts, making abusive or threatening phone calls.
- See Appendix 2 for further information on specific types of bullying

Bullying may be brought to the attention of any member of staff by the target, their friend, their buddy, their parents or other adult in the school community.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Bullying can cause psychological damage and even suicide. It is recognised that repeated bullying incidents or a single serious incident may lead to consideration under Child Protection

procedures. Pupils who are bullying need to learn different ways of behaving. This is why we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To raise awareness of bullying and our anti-bullying policy through PSHE lessons and role play in drama lessons and assemblies.
- To acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking or taking public transport to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions that " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

Staff will undertake to:

1. never ignore suspected bullying
2. listen carefully to all accounts (several pupils with the same version does not necessarily mean they are telling the truth)
3. avoid premature assumptions
4. report bullying incidents to a member of the senior management team, who will in turn report to the Headmistress or Deputy Head.
5. record all details of conversations (and the date and time) in all cases where bullying is reported by a child
6. investigate bullying behaviour or threats of bullying and put a stop to the bullying quickly
7. in cases of serious bullying, record the incident

8. in serious cases, inform the parents and ask them to come in to a meeting to discuss the problem
9. support the person being bullied and maintain confidentiality
10. attempt to help the bully (bullies) change their behaviour
11. consult with the Headmistress to consider if it may be necessary and appropriate to inform the police

Outcomes

Outcomes may vary according to circumstances, but possible outcomes are:

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered (see separate policy on Exclusion)
3. If possible, the pupils will be reconciled
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. If considered necessary a Pastoral Support Programme will be provided for both the target and bully. This will involve the Headmistress, SENCO, Form Tutor and named mentor.
6. Keep detailed records of all procedures undertaken.

Prevention

The school will use appropriate approaches and methodologies for helping children to prevent bullying.

- Create an effective learning environment in which contribution of all children is valued.
- Stereotypical views challenged and children learn to appreciate and view positively differences in others, whether arising from race, culture, gender, sexuality, ability or disability.
- Pupils learn to take responsibility for their actions and behaviour both in school and in the wider community.
- All forms of bullying and harassment are challenged.
- The curriculum to include planned learning activities to work on promoting an anti-bullying culture: in areas such as PSHE, P4C Citizenship and in the Social and Emotional Aspects of Learning (SEAL) programme (including learning objectives for the Foundation Stage), as well as assemblies, projects, drama stories, literature (reading stories about bullying), role play, discussions about bullying and why it matters.
- Have regular Kidscape anti-bullying workshops for children, staff and parents.
- Identifying anti-bullying monitors: Head Boy and Girl, Deputy Head Boy and Girl, Prefects.
- Worry box in the Reception area into which children can put written notes if they are unwilling to speak openly about bullying.
- Re-establish buddy system so that Year 4s (new to senior site) have a mentor in Years 7 & 8.
- Write a set of school rules.
- Write stories or poems or draw pictures about bullying.
- Adopt problem solving approach that moves pupils forward from self-justification.

This policy forms part of the School's commitment to safeguard and protect children and should be read in conjunction with the following policies:

Child Protection and Safeguarding Children
 Managing Behaviour and Discipline
 Health and Safety in School and on School Trips

Managing Behaviour
Education and Welfare for Pupils with Special Educational Needs
Pastoral Care
Exclusion Policy

Further information

Useful Documents and Resources

CSIE	Index for Inclusion 2000: Developing Learning and Participation in Schools
CRE	Learning for All - Standards for Racial Equality in Schools 2000
DfEE	The Use of Force to Control or Restrain Pupils (Circular 10/98)
DfEE/Home Office	Social Inclusion: Pupil Support 10/99
DfEE/ Home Office	School Security: Dealing with Troublemakers 1997
Ofsted	Raising the Attainment of Minority Ethnic Pupils 1999
The Stationery Office	Bullying - Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools
The Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (Reprinted 1997)
DfES	"Bullying; don't suffer in silence".
DCSF	Safe to Learn

APPENDIX 1 BULLYING – A CHARTER FOR ACTION

The Anti-Bullying Charter principles relate to: pupils who experience bullying, pupils who engage in bullying behaviour, schools, heads, governors and other school staff and parents.

For pupils who experience bullying:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school inspection requirements;
- they promote a school climate where bullying and violence are not tolerated and cannot flourish;
- they continually develop best practice based on knowledge of what works;
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- they have addressed school site issues and promote safe play areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying;

- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

APPENDIX 2 SPECIFIC TYPES OF BULLYING

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

Bullying against anyone because of his or her race, gender, sexual orientation or disability will not be tolerated. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated in Notting Hill Prep and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents in a separate incident book. Notting Hill Prep has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Sexual Bullying

Sexual bullying has an impact on both genders. A sexual assault may lead to the exclusion of the perpetrator from Notting Hill Prep. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.

Notting Hill Prep's strategies to deal with sexual bullying include:

- recording incidents in a separate incident book;
- developing understanding of gender relations;
- exploring sexism and sexual bullying in PSHE lessons;
- using single-sex groups to discuss sensitive issues;
- ensuring the school site is well supervised, especially in areas where children might be vulnerable;
- implementing discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- recording incidents in a separate incident book;
- awareness by staff that homophobic bullying can occur;
- challenging homophobic language and exploring pupils' understanding – they might not understand the impact;
- guaranteeing confidentiality and support for those being bullied;
- implementing discipline procedures if the bullying warrants it.

Bullying Related to Appearance or Health Condition

Those with health or visible medical conditions, such as eczema, may be more likely that their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Special Education Needs or Disabilities

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

Notting Hill Prep makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearances or perceived character e.g. boys who cannot carry heavy loads should not be told they are as weak as girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. Anti-bullying monitors and buddies can help in these situations.

If the bullying is perceived by the child or staff as serious, Notting Hill Prep undertakes a full investigation, including a full discussion with witnesses, recording incidents in the incident book and contacting parents. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

Cyberbullying

See Policy for Information & Communications Technology – Appendix 3 Cyberbullying Policy