Notting Hill Preparatory School

1.2 Policy for
Dealing with Bullying
(EYFS & KS1-3)

POLICY FOR DEALING WITH BULLYING

What is Bullying?

Bullying is the deliberate behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is important to recognise that a single serious incident can also be considered bullying. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers need to be aware of the complexities involved and should seek advice from the Head, Deputy Head Pastoral or Head of Lower, Middle and Upper Schools, if unsure of how to proceed.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Prevention

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

- A vigorous and vigilant Pastoral Care department actively safeguarding and promoting the welfare of children and their happiness at school, true to the school's ethos

- An anti-bullying week to focus on the training of prevention of bullying for staff and teachers and to ensure all members of the school community are aware of NHP's bullying policy and procedures, and a Friendship week which stresses the value of building relationships

- Create an effective learning environment in which contribution of all children is valued

- Stereotypical views will be challenged and children will learn to appreciate and view positively differences in others, whether arising from race, culture, gender, sexuality, ability or disability

- Pupils will 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 will include planned learning activities to work on promoting an anti-bullying culture: in areas such as PSHE, RSE, P4C, as well as assemblies, projects, drama stories, literature (reading stories about bullying), role play, discussions about bullying and why it matters

- Buddy systems, particularly to support new children

- The School Council provides a forum for children's concerns to be heard and acted upon

- Adopt problem solving approach that moves pupils forward from self-justification, using thinking maps, NHP Habits and Thinking Hats

Statement of Intent

Notting Hill Preparatory School is committed to providing a caring, friendly and safe environment for all of our pupils. We believe the ethos of the school is central to the low incidence level of bullying at NHP and the high levels of vigilance. However, we will never be complacent. Bullying of any kind is unacceptable here.

We are a 'Telling' school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected, and feels confident to, tell a member of staff. Members of staff will listen and act.

Bullying will not be tolerated. It will never be passed off as banter, or part of growing up, or part of the rough and tumble of school life.

Our policy is based on the principles set out in <u>Bullying – A Charter for Action</u> (see **Appendix 1**).

Aims

- To provide a safe, friendly and 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 and acted upon
- To reassure children that they will be listened to and will know that it is all right to tell
- To investigate fully any report of bullying and keep records of incidents, reports and complaints
- To heed parents and keep them informed of actions taken in response to a complaint
- To take appropriate action, including the possibility of exclusion in cases of severe bullying (**see Policy for Exclusion**)
- To monitor any incidents of bullying during the school year, and continue monitoring even after action has been taken

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
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Sexual:** unwanted physical contact or sexually abusive comments, sexting (see **Safeguarding and Child Protection Policy**)

- **Racist, faith-based or cultural:** remarks and taunts, graffiti, gestures (see Appendix 1 and **Policy for Education for Ethnic Diversity**)
- **Homophobic:** because of, or focusing on, the issue of sexuality
- **Transphobic:** bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as students who are not trans but do not conform to gender stereotypes.
- **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, and misuse of social media such as Facebook and What's App, misuse of associated technology , i.e. camera and video facilities (See **Policy for eSafeguarding – Appendix B Policy for Cyberbullying**)
- **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, sexting

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?

Everybody has the right to be treated with respect. Bullying hurts. No one deserves to be a target of bullying. 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 (see **Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2020)**.

Pupils who are bullying need to learn different ways of behaving. Their bullying behaviour might well be a function of trauma in their own lives. This is why we have a responsibility to respond promptly and effectively to issues of bullying, to safeguard the victim and quite possibly the perpetrator too. Pupils engaging in bullying behaviour may be doing so as a result of abuse or/child protection issues. It is important for staff, especially the Designated Safeguarding Lead or Deputy DSLs to look more deeply into the background of both the victim and aggressor.

Implementation of this Policy

- All governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is
- All governors and teaching and non-teaching staff will 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.
- By raising awareness of bullying and our anti-bullying policy through PSHE lessons and role play in drama lessons and assemblies, and through focused workshops on bullying prevention and assertiveness training.
- By acknowledging 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
- self-harm
- 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 follow the procedures detailed below:

1. Never ignore suspected bullying – listen, believe, act – without prejudice
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 Pastoral Care Department, who will in turn report to the Headmistress, liasing with the Head of Lower, Middle and Upper Schools, where necessary
5. Record on CPOMS and ISAMS **all details of conversations in all cases where bullying is reported by a child**
6. A member of Senior Management will investigate bullying behaviour or threats of bullying. Investigating may be started by the form teacher or teachers involved (including the School Counsellor) and continued by SMT at the point where the behaviour is deemed as more serious
7. Where allegations are substantiated point out to the perpetrator that what he/she is doing constitutes bullying behaviour and that such behaviour must stop immediately
8. If the behaviour continues the parents would be informed and an appropriate Programme for dealing with Bullying instigated. (See Appendix 3) - the aim would be to help the bully (bullies) change their behaviour
9. The person being bullied must be supported and confidentiality maintained, as must the person bullying
10. In serious cases, parents would be informed immediately and asked to come in to a meeting to discuss the problem with the child
11. If the discipline procedure proves ineffective the staged procedure for exclusion may have to be invoked (see **Policy for Exclusion**)
12. In extreme cases consultation with the Headmistress may be necessary to consider if appropriate to inform the police

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may occur, such as a detention, removal from a class or club for a part of the day, or weekend detention.
2. In serious or reoccurring cases, exclusion may be considered (see **Policy for 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.(See **Appendix 3 Plan for dealing with bullying**)
5. If considered necessary a Pastoral Support Programme will be provided for both the target and bully. This will involve the Headmistress, Deputy Head Pastoral, Head of Well-being, Form Tutor and named mentor
6. Detailed records of all procedures undertaken will be kept on CPOMS/ISAMS

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

Safeguarding & Child Protection
eSafeguarding
Managing Behaviour
Health and Safety
Special Educational Needs
Pastoral Care
Exclusion
Education for Ethnic Diversity
Inclusion and Equal Opportunities

Further information and guidance can be found in **Appendix 4.**

APPENDIX 1   NHP ANTI-BULLYING CHARTER

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

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
- they know there are procedures in place to help them

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 (protected characteristics under the 2010 Equality Act)
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 all incidents no matter how apparently trivial, on the school admin system. Notting Hill Prep has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE 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, sexting (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;
- 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;
- 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 than 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. Kindness 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 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 eSafeguarding**

APPENDIX 3   A PROGRAMME FOR DEALING WITH BULLYING

- Every detail of the bullying incidents and those involved must be recorded in the notes of each of the children involved, on CPOMS from a safeguarding perspective and on ISAMS for general information
- The form teacher and the Deputy Head Pastoral must be informed and they will inform the Headmistress
- Opportunities for further bullying must be prevented – e.g. bully may have movements restricted particularly when adult supervision is less structured – e.g. the bully may not be allowed in the locker room and thus be give a separate locker in a more public area. He or she may not be allowed in the normal playground or lunchroom but might have to sit in reception or be put in a different playground to the bully victim.
- The bully may be put on a daily report where each teacher or playground assistant reports on his/her behaviour for each separate lesson, lunch and playtime. The report card must be shown to form teacher at the end of the day or to a specified senior teacher
- Parents must be informed and may be part of the daily report
- The bully victim should have the opportunity to report to his form teacher or the school counsellor on a regular basis until he or she is feeling better and can confirm that the bullying has stopped. He or she may be given a Pastoral Support Programme
- The bully may have regular meetings with the school counsellor or another trusted teacher in order to unpick why he or she might feel the need to bully and also to change the pattern of bullying behaviour using a Pastoral Support Programme
- A review date should be fixed and agreed with the form teacher, parents, the senior teacher and the children involved to ensure that the bullying has stopped and that the sanctions may be lifted
- If no progress is made and further incidents of bullying occur a period of exclusion may be enforced at the discretion of the Headmistress.
- Keeping records at every stage is essential.

APPENDIX 4

Further information

- DfE Behaviour and Discipline in Schools Guidance
- Mental health and behaviour in schools advice for school staff
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Keeping Children Safe in Education (KCSIE)
- Working together to safeguard children

Legislative links

- Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- Power to tackle poor behaviour outside school
- The Equality Act 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

BeatBullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, BeatBullying have developed a peer support programme for young people affected by bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifially includes new cyberbullying guidance and a practical PSHE toolkit for schools.
Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Internet Matters: provides help to keep children safe in the digital world.

Digizen: provides online safety information for educators, parents, carers and young people. 11 Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includesadvice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.