

## ANTI-BULLYING POLICY AND PROCEDURES

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

### Legal Status:

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Prepared with reference to: Preventing and Tackling Bullying (July 2017), Cyberbullying: Advice for Principals and school staff (DfE- November 2014), Advice for parents and carers on cyberbullying (DfE- November 2014) and School support for children and young people who are bullied (DfE- March 2014), Section 89 of the Education and Inspections Act 2006
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

### Related documents:

- ICT-Based Forms of Abuse (including Cyber-Bullying) Policy
- Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code, What to do if you are Worried
- Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions), The School Rules
- Safeguarding Policy and Procedures including Child Protection
- e-Safety Policy including ICT Acceptable Use, including Mobile Phone and Camera Policy
- Personal, Social, Health, Economic Education (PSHEE) and Citizenship
- Spiritual, Moral, Social and Cultural (SMSC) Development

### Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- all staff (teaching, support and supply staff), contractors, students on placement, the proprietor and volunteers working in the school.
- **Designated Member of Staff responsible for Anti-Bullying:** Mrs.E. McConnell (Principal) has overall responsibility for Anti-bullying in the whole school along with oversight of Pastoral Care including Behaviour Management together with Mrs Green (DSL) and Mrs McCaughley, who is the EYFS lead practitioner.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.
- The Principal will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Last reviewed: January 2018

Next review: January 2019

Mrs Elizabeth McConnell  
Principal and Proprietor

**Principles - Aims and Objectives:** Pattison College is committed to providing a supportive, caring and secure learning environment in which pupils feel safe and free from bullying and harassment. Incidents of bullying threaten this and cause enormous stress to victims; either pupils or adults, which is unacceptable. Our straightforward procedures make it easy for children, staff and parents to report and record bullying, including cyber bullying and bullying outside of school; children are educated to resist bullying. In the event of bullying taking place among the staff, the Principal should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil(s) by

members of staff will be investigated thoroughly. Staff are respectful towards pupils and children model these human encounters and thus treat each other respectfully. The Principal ensures that children know that bullying is unacceptable behaviour.

**Bullying – Child Protection Related Issues:** Where there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’ a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should discuss with the school’s Designated Safeguarding Lead and report their concerns to their local authority children’s social care and work with them to take appropriate action. However, external support can be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue. Pattison College may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

**What is bullying? Definition of Bullying:** Bullying can be defined as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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 our school’s first priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also 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. Pattison College ensures early intervention to help set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating. *Keeping Children Safe in Education* (2016) defines bullying as a form of abuse, ‘peer abuse’.

**Bullying – Child Protection Related Issues:** A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the Local Safeguarding Children Board (LSCB) by telephone on (024) 7678 8555 during office hours or the out of hours Duty Team (evenings and weekends) on 024 7683 2222. Any kind of bullying is unacceptable.

#### **Bullying can be:**

- **Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends;
- **Physical harm or its threat including the abuse of personal property** – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions;

- **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet sites, email, instant messaging, by mobile phone including through text, specific ICT-Based forms of abuse, (including Cyber Bullying). For more details of this see our e-safety policy;
- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents;
- **Cultural** – focusing on and/or playing off perceived cultural differences or similar;
- **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender;
- **Sexual** - is unwanted or inappropriate physical contact or sexual innuendo;
- **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying may be reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims;
- **Religious** – Attacking faith, belief, religious practice or custom;
- **Special Educational Needs and Disability** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia);
- **Verbal** - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- **Written** – Spreading rumours, writing or printing unkind or malicious comments on paper.

**Signs and Symptoms of Bullying and Staff Awareness:** The term ‘bullying’ is commonly associated with acts of violence but non-physical bullying is experienced by many pupils at some period during their school career. All staff must be alert to the signs of bullying. These may include:

- unwillingness and reluctance to attend school (school phobic), begins truanting, displays of excessive anxiety, lacking in self- confidence, becoming withdrawn or unusually quiet, with signs of distress and low esteem;
- erratic attendance and late arrivals to class along with excuses for work not done; or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary);
- psychological damage, unexplained change of personality, tearfulness; and diminished levels of self-confidence, becoming short tempered, aggressive, disruptive or unreasonable, starts stammering, change in attitude to people at home, stops eating, is bullying other children or siblings;
- frequently complains of symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, feels ill in the morning, unexplained cuts and bruises, health problems, frequent absences, cries themselves to sleep at night or has nightmares;
- choosing the company of adults;
- is afraid to use the internet or mobile phone and is nervous and jumpy when a cyber-message is received;
- asks for extra pocket money or starts stealing money (to pay bully);
- displaying repressed body language and poor eye contact, difficulty in sleeping;
- watching for early signs of distress in children, talking of (attempts or threatens) suicide or running away and
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities, is frightened to say what’s wrong and gives improbable excuses for any of the above.

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 the school. Classes have a worry-procedure chart called ‘What to do if you are worried’ which is discussed and referred to.

**Preventative Strategies:** Pattison College uses the following methods for helping pupils to prevent bullying:

- promoting good behaviour and positive relationships based on mutual respect along with pupils being aware of the school’s policy through, for example, a list of expectations;
- having clear policies and standards communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebration of success;

- familiarising all staff at Pattison College with the anti-bullying policy through in-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils;
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- imposing reasonable, proportionate and consistent sanctions which reflect the seriousness of an incident and convey a deterrent effect, as and when necessary (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);
- promoting anti-bullying within the curriculum and other educational elements including Personal, Social, Health Economic Education (PSHEE) and citizenship activities along with drama, role-play, drawings, assemblies, projects, social stories about bullying, with discussion of differences between people and the importance of avoiding prejudice-based language;
- Developing initiatives to raise awareness of the negative impact of bullying such as:
  - the Senior School confidence club via lunchtime group or via PSHEE;
  - peer support systems including the Prep School Buddies encourage cooperative play and friendships;
  - in the senior school, Year 11 School Mentors assigned to each class are always available to discuss issues;
  - Prep School circle time, using praise and reward to celebrate the success of all children, and thus to help create a positive atmosphere; Senior School Form period discussions;
  - providing emotional support to give each child the opportunity to express how they feel;
  - providing external counselling where necessary and help for victims of bullies and for bullies themselves;
  - staff vigilance including awareness of issues between pupils which might provoke conflict;
  - informing parents of the school's anti-bullying policy whilst encouraging them to support it and
  - using online resources in school available through CEOP (The *Child Exploitation and Online Protection Centre*) and similar, and informing parents about these materials.

**The Role of the Staff:** All staff actively support children to have respect for each other and for their property. Kind and polite behaviour is acknowledged and rewarded. Children are actively involved in the prevention of bullying. Each class has a code of conduct which focuses on RESPECT and commitment to anti-bullying practice. Staff take all forms of bullying seriously, and seek to prevent it from taking place. Staff are continually vigilant, aware, watchful and available, promoting good behaviour and encouraging the care of others.

**Staff Training:** We train staff so that the anti-bullying policy is understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are known. We invest in specialised skills to understand the needs of the pupils with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

**E-safety - Cyber-Bullying Preventative Measures. Please refer to the E-safety policy:** Cyberbullying is the use of mobile phones, social networking sites, internet or other modern communication technologies to embarrass, humiliate, threaten or intimidate someone. In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation and cyberbullying. This includes annual Prevent training and online Educare training as appropriate for staff regarding e-safety. The active management of hardware, software, including our Meraki filter and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. We expect all students to adhere to the safe use of the internet as detailed in our E-Safety Policy.

**The Role of Pupils:** Pupils are invited to tell us their views about a range of school issues, including bullying, in various questionnaires, in their Friday diaries and in the School Council. In the case of cyber bullying, e.g. messages on MSN, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to Mrs McConnell or Mrs Green.

**For children who are being bullied - Remember bullies thrive on silence:**

- if you are being bullied tell someone, preferably a trusted adult;
- if you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened;
- do not blame yourself – it is not your fault; Make friends or stay around others;
- if worried, stay near a playground lady or school mentor at break;

- expensive items and large sums of money should be left at home; Try not to show you are upset;
- try to ignore it at the time of the incident - Stay calm - walk away to safety. Find friends and if possible, tell an adult straight away and
- bring any inappropriate text messages or email to Mrs McConnell or Mrs Green.

**For children who see someone being bullied:** If you see someone being bullied or in distress, ACT. Watching or doing nothing can suggest support of the bully. Tell an adult immediately; try to be a friend to the person who is being bullied. Ask if they feel they can talk to someone. If they won't talk and you are worried, go to an adult. Never join in with a bully – physically, verbally or by isolating another child.

**For children who are using bullying behaviour:** Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others. Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset. If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else. A bully doesn't have many true friends.

**Involvement of Parents (including clear policies communicated to parents):** We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school;
- contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying;
- contact Mrs McConnell if they are not satisfied that their concerns have not been dealt with appropriately;
- come in to a meeting to discuss the problem;
- allow the school to resolve the problem with the bully/ies and their parents;
- encourage their child to behave responsibly and punctually on entering and leaving the school site and
- not incite their child to defend themselves through the use of inappropriate language or behaviour.

### **Procedures to follow if bullying occurs**

Involving Others: In the first instance, refer the incident to the Form Teacher, who should inform Mrs McConnell who may inform both sets of parents, reassuring them that the incident will be investigated.

Working with victims: Take them to a safe place to recover and to record their version of events. In the Senior School this should take the form of a **written account**. Witnesses should be asked to record their account of the situation, without collusion. Be calm, non-judgemental and restore self-esteem. Try to offer the victim a choice in the way forward and maintain contact during the coming weeks to assess the success of the strategy.

Working with bullies: The bully should record his/her version of events. Any damaged property should be retained to show parents. Do not use the threat of parents as a form of punishment for bullies, as this undermines the co-operative ethos that parental involvement may foster.

**Resolution of Bullying Incidents – No blame policy:** The parents of the perpetrator and also the victim, may be questioned about the incident, or about their general concerns. With the victim's permission bring together the victim and bully to genuinely apologise, plan the way forward and move on. The bully will be sanctioned but also supported. Each case will be monitored to ensure repeated bullying does not take place.

**Suggested sanctions:** Bullying children need to learn different ways of behaving. The sanctions might include asking the bully to hear the victim's anxieties and to think how the situation could be rectified, apologising to the victim (verbal or a letter of apology), withdrawal of break/lunchtime privileges, detention, removal from class and in extreme cases, exclusion. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs, disabilities or vulnerabilities that pupils may have.

**Pupils' Response to Bullying:** Pupils mainly respond to bullying behaviour in one of four ways. They can: Actively encourage the bullying behaviour, passively support the bullying behaviour, passively reject the bullying behaviour and actively challenge the bullying behaviour.

**Classroom Management:** Teachers' classroom management includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. **All staff** to be aware of any unrest and act upon it; ignoring the unrest gives the wrong signals.

**Playground Management:** The staff patrol the playground areas and monitor the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim. The staff will report bullying to the Form Teacher who will act in accordance with the policy and inform the Principal or Mrs Green.

**Recording and Monitoring of Bullying Incidents:** Records of bullying incidents and the outcomes are recorded in the incident files in both the Prep and Senior school.

**Complaints Procedure:** Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

**Bullying which occurs outside school premises:** Staff at Pattison College have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address students' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate students' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline students for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

**Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.**