



# Shebbear College

## **Anti-Bullying Policy**

### **Preparatory School**

**This policy is applicable to all pupils in the Preparatory School, including those in EYFS, Pre-Prep and Prep School (Early Years Foundation Stage, Years 1 - 6)**

**Reviewed and ratified by the Governing Body on 22<sup>nd</sup> November 2019**

**Next full review by the Governing Body by November 2020**

### **Policy Review at Shebbear College**

The Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a regular review (at least annually) to satisfy themselves that the implementation of this policy is effective.

### **Guidance**

- Independent School Standard Regulations 2010
- National Minimum Standards for Boarding School (2015), Standard 12: Promoting Positive Behaviour and Relationships
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies October 2014
- School support for children and young people who are bullied (DfE factsheet)
- The Equality Act 2010
- SEND Code of Practice 2014: 0 to 25 years
- Keeping Children Safe in Education, DfE, September 2016
- Cyberbullying: Advice for headteachers and school staff 2014
- Preventing and Tackling Bullying (July 2017)
- Cyberbullying: Advice for headteachers and school staff (2014)

### **Introduction**

Shebbear College is a caring community founded upon Christian values and, as such, the well-being of each of its members is a prime concern. It takes its responsibility very seriously to protect and safeguard the welfare of the students in its care. 'The welfare of the child is paramount' (Children Act 1989) and 'Every Child Matters'

This policy has been prepared bearing in mind the guidance issued by DCSF's "Safe to Learn – Embedding Anti-bullying Work in Schools" as well as the Department for Education's "Preventing and Tackling Bullying"

The control and management of anti-social behaviour and bullying is important for all schools, particularly in the light of recent high profile cases and court rulings, which have emphasised schools responsibilities and

duty of care in this issue.

This document sets out the School's policy in relation to the issue of bullying, and is designed to give an understanding of what bullying is as well as providing what to do if bullying is suspected. It reflects a belief that bullying is not acceptable under any circumstance. However, it also supports the belief that bullying is best prevented by educating our pupils from the earliest age (EYFS) in the effects and consequences of anti-social behaviour in all its forms and by actively promoting the school ethos based on mutual respect, fairness and equality.

## **Principles**

All children have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.

Shebbear College Prep is committed to preventing all forms of bullying from occurring, including all forms of racist, sexist and homophobic behaviour and bullying towards those pupils on the SEND register, or pupils with a disability. We appreciate the serious consequences of bullying, and the impact that it can have on a child's physical and emotional wellbeing and development. Bullying will not be tolerated in our school. Children have the right to feel happy and safe at school.

There is no justification for bullying behaviour and it should not be tolerated in any form. Individuality and the differences in pupils are seen in our Prep School as reasons to celebrate and not as negatives to fuel anti-social and bullying behaviour.

Bullying behaviour is also recognised as a problem for the bully as well as the victim and within the Prep School we look to support both, by sensitive and constructive support strategies which look to protect the victim whilst looking to educate and change the future behaviour of the perpetrator/s.

Effective management of bullying is a shared responsibility and strategies used within the Prep School should involve staff, parents/carers and other professionals (where appropriate) as well as the victims and perpetrators themselves.

## **Clarification of terms**

### **Definition of bullying**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over a period of time. It is behaviour that intentionally hurts another pupil or group physically or emotionally and can often be motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

There are many other types of aggressive behaviour that do not fit the definition of bullying. This does not mean that they are any less serious or require less attention than bullying. Rather, these behaviours require different prevention and response strategies.

### **Types of bullying**

- **Physical:** physical violence such as hitting, pushing or spitting at another pupil.
- **Verbal and Non-Verbal:** Deliberately hurting feelings through name-calling and comments that are racist, religious or cultural, homophobic, sexist or which focus on disabilities or other physical

attributes (such as hair colour or body shape). Teasing or spreading rumours about another pupil or his/her family, belittling another pupil's abilities and achievements, ridiculing another pupil's appearance, way of speaking or personal mannerisms, graffiti, spiteful texts and emails.

- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them
- **Cyber-bullying:** is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook, Instagram, Snapchat and Twitter to harass, threaten, embarrass, intimidate or target a child.

### Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Note – children in the Prep School are not permitted to have their mobile phone with them during the school day. They must hand it in to their class teacher on arrival in the morning and then collect when leaving at the end of the school day.

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages
- hate crimes

### Actions NOT considered to be bullying

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

### Reasons for bullying

- Some reasons why children might bully someone include:
- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group

- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

### **Aims of this policy**

- To fulfil the schools statutory responsibility
- To respect the rights of children
- To safeguard and promote children's welfare.
- To eliminate intimidating and aggressive behaviour and to promote a school ethos in which each pupil is safe and able to realise their full potential.
- To inform and reassure parents/carers that the school takes the welfare of their children seriously and has clear procedures for managing situations where anti-social behaviour occurs.

### **Objectives of this policy**

- To implement an anti-bullying policy based on a consistent whole school approach and to be an anti-bullying school.
- To raise awareness of staff through training, as well as pupils, parents and other stakeholders of the negative effects of bullying and anti-social behaviour and create an environment in which such negative behaviour is recognised as inappropriate and unacceptable in any form.
- To be on the lookout for potential problems and to be proactive in avoiding bullying.
- To make parents/carers, staff and pupils aware of the steps that will be taken when an incident of bullying is reported or observed.
- To accurately record and monitor all incidents of bullying or anti-social behaviour and to monitor the effectiveness of strategies implemented.
- To address the behaviour of perpetrators of anti-social behaviour in a sensitive and supportive manner; this will help to enable them to change their behaviour.

## **Implementation**

Shebbear College Prep School is committed to creating bullying-free environments and will ensure that it applies the same zero tolerance policy to anti-social and bullying behaviour, which is adhered to by the Senior School.

All staff involved in the teaching and supervision of children will take responsibility for reporting and addressing incidents of anti-social and bullying behaviour (as defined) and will ensure that the perpetrators and victims receive the support and management they require. All incidents will be clearly documented.

Pupils with SEND will have their additional needs considered if dealing with an alleged incidence of bullying.

All pupils will be made aware that incidents of anti-social and bullying behaviour should be reported to staff.

All pupils will be continually reminding pupils about the issue of bullying and its consequences, through our PSHE programme and assemblies.

All staff will be made aware that incident of anti-social and bullying behaviour should be reported and documented.

Visiting speakers may also provide input for pupils, staff and parents, especially on matters relating to cyber-bullying.

## **Roles and responsibilities**

### **The role of governors**

The governing body supports the Head of Prep in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head of Prep to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the School's anti-bullying strategies.

If a parent/carer has a complaint about how an incident has been dealt with, the complaint will be dealt with in accordance with the Complaints policy, which can be accessed from the School's website.

### **The role of the Head of Prep**

It is the responsibility of the Head of Prep to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying.

The Head of Prep also has powers to respond to bullying outside of school premises, and to search for and confiscate items that may have been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011).

The Head of Prep will ensure provision of staff training, to ensure legal responsibilities are known, sources of support are explained, and staff are alert to the signs and symptoms of bullying, and understand how to respond to it. Appropriate training in all aspects of care is arranged to ensure that all pastoral staff, including boarding staff and Heads of School, as well as other staff involved in the pastoral management of pupils have the necessary professional skills, especially: i) awareness of the risk and indications of child abuse and bullying, and how to deal with cases; ii) listening skills; iii) providing support following a bereavement. Regular up-dates are given to staff, especially when the Anti-bullying Policy has been updated, to enable staff to reaffirm their understanding of the principles of this policy whilst ensuring that the legal responsibilities are understood. Discussions in form tutor Meetings and pastoral meetings allows staff

to discuss the actions which can be adopted to help resolve and prevent problems as well as allowing time for the sharing of good sources of support both the pupils and the staff.

### **The role of the staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all pupils, appropriate to age and need, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling an adult about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the SMT.
- Follow up any reported incident by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Do all they can to support a child who is being bullied.
- Promote Fundamental British Values and pay “due regard to the need to prevent people from being drawn into terrorism” through Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs
- Staff should be particularly alert to pupils who may be particularly vulnerable to bullying, for reasons of race, disability, sexual orientation, gender, creed, SEND, or any other reason.

### **Bullying outside school premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any 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 will be investigated and acted on. The Head of Prep will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator of the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Guidelines for Staff**

All staff will be aware of the procedures and practises, to ensure a consistent approach when episodes of anti-social behaviour or bullying are witnessed or reported.

For lower level incidents/issues, the class teacher will speak to the relevant parties and, while supporting both parties, try to resolve the situation. Class teachers in the Prep School will keep a written record of any issues or reports of anti-social or bullying behaviour in individual pastoral records in the Staff folder held on the school computer system. Information required includes: date, time and place, who is involved, what happened, action and follow up. The Head of Prep will look at the records regularly and incidents will be discussed as they arise. Any further course of action will then be agreed by the class teacher and the Head (plus any other relevant members of staff).

In cases of a more serious nature the teacher dealing with the incident should inform the Head of Prep who will investigate, possibly with a second member of staff. Where appropriate, sanctions may have to be given to some or all of those involved, and a record kept in the pupil's pastoral record.

If the matter is of a very serious nature or repeated bullying following previous investigations, then a referral to the Head of Prep and a possible suspension/exclusion may be the outcome. All interviews/investigations must be fully documented in writing – these records will be kept in a file for this purpose, in the Prep School office.

## **Prevention**

All staff involved in the education and/or supervision of children within the Prep School will be made aware of the issue of bullying through this policy and its subsequent reviews. Regular up-dates and training are given to all staff, especially when the Anti-Bullying Policy has been up-dated, to enable staff to reaffirm their understanding of the principles of this policy whilst ensuring that the legal responsibilities are understood. Discussions in staff meetings allow staff to discuss the actions which can be adopted to help resolve and prevent problems as well as allowing time for the sharing of good sources of support. Where appropriate, the School can invest in specialised skills to understand any specific needs of our pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Staff will consistently reinforce the message to our pupils that anti-social and bullying behaviour is not acceptable and this will take the form of:

- Whole school assemblies where positive behaviour is promoted and where the effects/consequences of anti-social and bullying behaviour are addressed. Projects, Drama lessons, stories and class discussions can all help to reinforce the importance of tolerance and avoiding prejudice-based language.
- The expectation that every pupil in the Prep School will uphold the Behaviour Code which is contained in the pupil prep diary
- Through books, DVDs, posters and other teaching material.
- In class lessons – as part of our on-going PHSE curriculum including CEOP training sessions for pupils and parents in e-safety
- In tutorials when issues have arisen during break-times or lunch times.
- With individuals – with children who are felt at risk of bullying or who have suffered bullying in the past. They will be offered support and guidance.
- Staff will promote positive behaviour in their own responses to others. All staff will treat pupils, each other, parents, carers and visitors to the school with respect, courtesy and thereby model appropriate behaviour to the pupils in their care.\*

*\*Cross reference to the School's Code of Conduct and Prep School Behaviour Policies.*

When talking about bullying, or when a pupil reports bullying, staff may advise pupils:

- they should not be bullied and that it is wrong.
- to try not to be upset; try to look and sound confident.
- to try to ignore the bully; remember that they want a reaction and try not to give one.
- to stay with a group of friends/people. There is safety in numbers.
- that if that are the victim of cyber-bullying, do not respond to messages and inform their teacher as soon as you can.

- to inform their teacher or any other member of staff as soon as they can as they will take it seriously and deal with the bullies in a way which will end the bullying and not make matters worse.

Advice given to pupils if they witness/hear someone else being bullied should be:

- Don't stand and watch; fetch help. Tell an adult immediately. Teachers have ways of dealing with bullying without getting the informer into trouble.
- If a friend says that they are being bullied try to persuade them to tell a teacher themselves. If this does not happen you should tell a teacher yourself.
- Do not be, or pretend to be, friends with a bully. Show that you and your friends disapprove.

## **Reporting and sanctions**

### **How to report bullying**

1. Pupils and parents are advised, in the first instance, to report all accusations of bullying / bullying behaviour to the pupil's teacher.
2. The member of staff will advise the pupil / parent of what course of action they will take and they will pass on details of the accusation to the Head of Prep.
3. If felt appropriate, an incident can be reported directly to the Head of Prep.

### **Procedures**

The following steps will be taken when dealing with incidents of bullying:

1. If a child is at significant and immediate risk, this will constitute a safeguarding incident, and staff have a duty to report this under the terms of KCSIE 2016. On such occasions staff should exercise their judgement, but should not hesitate to contact external agencies (such as the police or children's social care) should the DSL or another member of the SMT not be available.
2. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
3. A member of the SMT must be informed immediately.
4. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
5. A member of staff will interview all concerned and will record the incident.
6. Parents will be kept informed.
7. Class teachers will be kept informed and asked to monitor the situation.
8. Where a child is suffering or is likely to suffer significant harm, the bullying incident should be treated as a child protection concern, and the DSL informed and involved.

## **Sanctions:**

Shebbear Prep has set procedures to follow in implementing sanctions where a bullying incident has occurred and sanctions (see below) are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

It is hoped that early intervention will result in the modification of behaviour and that any incidents will have to go no further than a verbal warning; however, depending on the seriousness of the situation, the following sanctions can be applied:

### **Level 1**

#### **WARNING**

Evidence of 'low level' 'unpleasantness' towards another pupil. Might typically include name calling / general anti-social behaviour. Will probably be a 'one-off' but warrants logging and the pupil being warned and the perpetrator apologising.

### **Level 2**

#### **DETENTION**

Repetition of 'unpleasantness / anti-social' unkind behaviour towards another pupil.

School Detention – Parents informed.

### **Level 3**

#### **DETENTION & CONTRACT**

Evidence of persistent bullying behaviour directed at an individual over time (physical and / or emotional)

- Detention
- Parents of both parties informed
- Perpetrator to be placed on a 'behavioural contract' or monitor card (with specific targets)

### **Level 4**

#### **HEAD OF PREP'S FORMAL WARNING & SUSPENSION**

- A pupil on a 'behavioural contract' who fails to uphold agreement will receive a Headmaster's / Head of Prep formal warning.
- Subsequent failure to adhere to contract, suspension at Head of Prep's discretion.

### **Level 5**

#### **PERMANENT EXCLUSION**

- See the School's Expulsion, Suspension and Appeals Policy for further details

During the process, all pupils will also be offered support and guidance on modifying their behaviour. (Including counselling if necessary)

In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the School to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

Children who have bullied others will be given advice and support and taught strategies that will enable them to control their unacceptable behaviour and understand the consequences of their actions.

Shebbear College Prep School recognises that there are particular times when pupil may be more vulnerable to incidents of anti-social or bullying behaviour - lunch and break times and the beginning and end of the school day. We recognise the need to ensure adequate supervision at these times to minimise the possibility of these incidents arising.

Pupils will be encouraged to discuss incidents of anti-social or bullying behaviour with staff. Staff will then take positive steps to act on these and the discussion will be recorded in the child's pastoral record.

Parents who believe that their children are the victims of anti-social or bullying behaviour are encouraged to share their concerns with the school at the earliest opportunity and are encouraged to work with the school to protect their children from further incidents and to keep them safe in the future. All expressions of concern will be taken seriously and thoroughly investigated with documentation entered into the child's pastoral record.

If parents believe that their child is demonstrating signs of anti-social or bullying behaviour themselves then the information should be shared with the school so that the problem can be addressed and a plan of action agreed. All documentation will be recorded in the child's class pastoral record.

The Prep School is fully committed to working in partnership with parents, and believes that the best outcomes occur when there is home/school cooperation and agreement.

However, isolated and less serious incidents of anti-social behaviour may be managed by the school and parents are informed.

### **Post incident response for the victim**

When a member of staff receives information, either directly or indirectly that anti-social or bullying behaviour has occurred, then immediate action should be taken and the incident investigated thoroughly. This investigation should then be documented.

The nature of the school's response to an incident or report of an incident will be determined by the particular needs of the individuals involved and may include.

- Immediate action to stop the incident and ensure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do.
- Reassurance that the victim is not responsible for the behaviour of the perpetrator.
- Strategies to prevent recurrence of the incident.
- Sympathy and empathy
- Counselling (involving specialist staff, if necessary)
- Extra monitoring and supervision

- Peer mediation
- Informing parents/carers
- Mediation between the victim and the perpetrator
- Arrangement to review the situation

### **Post incident response for the perpetrator**

The school takes all issues of anti-social and bullying behaviour seriously and will, where possible, adopt a supportive approach to the perpetrators as well as the victims. Sanctions may be imposed to demonstrate that such behaviour is unacceptable but there will also be opportunity for educating and supporting individuals to promote a change in their behaviour.

Staff will respond to incidents in a proportionate way – with the more serious incidents facilitating the strongest response. When sanctions are considered necessary then they will be applied consistently and fairly. Responses may include:

- Immediate action to stop an incident in progress
- Engagement with the individual to reinforce the message that the behaviour is unacceptable and to clarify why this is.
- The temporary loss of privileges.
- The temporary removal of a child from the class or situation.
- The child to report to the Head of Prep to discuss the incident/incidents
- The parents of the child to be informed
- The parents of the child to be invited into school to discuss the behaviour.
- Counselling to promote change in behaviour
- Staff mediation between the victim and the perpetrator.
- Fixed periods of exclusion\*
- Permanent exclusion \*

\*Both of these responses would follow further consultation between the Head of the Prep School, the pupil or pupils concerned the parents of these pupils, the Head of the College and possibly members of the Governing Body.

### **Scope**

This policy applies only to incidents of bullying which takes place on school premises.

The school is not legally responsible for bullying which takes place elsewhere.

However, the school has an enduring interest in the welfare and conduct of its pupils and will respond proactively to any information it receives about bullying outside school.

- If it emerges that a pupil is responsible for anti-social or bullying behaviour outside school then the matter will be addressed with the pupil concerned and (if appropriate) with their parents also.
- If a child is found to be a victim of anti-social or bullying behaviour outside school then help and support will be offered to that child and their parents will be informed.
- If information arises concerning anti-social or bullying behaviour while pupils are travelling on the school buses then the school will work together with the bus companies involved to manage and eradicate the inappropriate behaviour.

- If there are more general concerns about children's safety outside school then the local police may be contacted and their help sought to ensure the children's safety.
- If pupils are facing anti-social or bullying behaviour from the pupils of another school or if pupils from the Prep School are perpetrators of anti-social or bullying behaviour involving pupils from another school, then the Head teacher of that school will be contacted and the situation will be managed between both schools. Parents of the pupils involved will be informed.

### **Monitoring, evaluation and review**

1. Members of the SMT meet to review incidents of bullying and to assess and respond to any emerging patterns or trends.
2. Governors, the Head of Prep and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
3. The School Council will review the policy and their views given to the Head of Prep.
4. Annual pupil surveys will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.
5. A record of all incidents will be centrally maintained and incidents will be analysed to reflect and re-design further strategies to improve procedures.

### ***Review of this document:***

*This document is shared with all Prep School staff and reviewed annually by the Head of Prep.*

*Reviewed: September 2019*

*To be reviewed by the Governing Body in November 2019.*

*Next review: September 2020*