Kew Green Preparatory School Anti-Bullying Policy (including EYFS pupils)

Introduction

This policy has been written with due consideration of the DfE advice: Preventing and tackling bullying DfE 2017 and Approaches to tackling and preventing bullying - Case Studies DfE 2018

We also refer to and seek advice from organisations which specialise in bullying support:

- Anti-Bullying Alliance
- Bullying UK
- Childline
- The Diana Award
- Internet Matters
- Kidscape
- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)

The ethos and working atmosphere at Kew Green Preparatory School, together with this policy, aim to promote and instil the values of respect, tolerance, care and kindness for all. We are committed to creating a caring and positive environment for every member of our community. Therefore, bullying of any kind is entirely unacceptable at our school and will not be tolerated. Prevention, as well as accessible and early support, underpin bullying prevention and tackling bullying at our school. We take a proactive approach in educating and expecting the very highest standards from all stakeholders and take measures, as laid out in this policy, is expectations are not met.

No child should have to endure bullying. The effects of bullying may cause psychological damage, seriously damaging a young person's confidence and sense of self-worth, and they will often feel they are at fault in some way. Bullying can affect a child's outcomes and, in very severe cases, it can lead to self-harm and suicide. Perpetrators of bullying, or those who witness it can also experience emotional harm, and the impact on parents and school staff can be significant.

One of the key objectives in seeking to prevent unpleasantness and bullying is to create and sustain, day-by-day, a supportive atmosphere in which people feel valued, able to be themselves, and free from intimidation. There are many practical ways of trying to achieve this such as: teambuilding activities and good pastoral care. Role models, whether staff or pupils, can also be very influential. The importance of inter-personal relationships is often highlighted in assemblies, and, together with anti-bullying specifically, plays a prominent part in the school's SMSC and PSHEE programmes.

Lower School and Upper School Head of Sections, are the pastoral leads at KGPS. They play the significant role in tracking, supporting and tackling potential bullying and identified bullying cases at KGPS. They are responsible for ensuring that identification and support are provided quickly, as well as ensuring that staff and parents are fully aware and play a valuable role as well in upholding our values and collaborating with the school. All teaching staff play an active role in noting observations, managing behaviours in a supportive and consistent manner, communicating collaboratively and pastorally to support individual children and groups of children effectively. As a collective team, we set the standard for a respectful, tolerant and welcoming working environment.

Anti-Bullying Aims and Objectives

At KGPS we aim to:

- Provide a caring atmosphere in school, free from threats or fear

- Develop caring, respectful attitudes between pupils
- Through training, raise staff awareness of issues of bullying and the forms it may take
- Through assemblies, PSHEE, projects, stories, literature and current affairs, raise pupil awareness of issues of bullying and how to deal with it
- Implement strategies to prevent, de-escalate and/or stop any continuation of harmful bullying taking place
- Implement strategies, for pupils, parents and staff, to deal with bullying when it occurs in a supportive, reasonable, proportionate and consistent way
- Safeguard pupils who experience bullying and to trigger sources of support for those pupils
- Apply disciplinary sanctions as appropriate to the person causing the bullying and ensure they learn from the experience

Definition of bullying *(from DfE: Preventing and tackling bullying Advice for headteachers, staff and governing bodies)*

Bullying is 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, homophobia / sexual orientation, special educational needs and disability or because a child is adopted 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 and schools have to make their own judgements about each specific case.

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 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.

Bullying will not be tolerated where it is related to a person's protected characteristics, as defined in the Equality Act 2010, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity, or family circumstances. The school actively teaches children about fairness, equity, respect and inclusion through assemblies, the wider curriculum and daily interactions, so that all pupils understand their responsibility to treat others with dignity and challenge prejudice in all its forms.

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 wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see DfE Guidance: Preventing and Tackling Bullying). For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International website.

We recognise that bullying can take place between pupils, between pupils and staff, between staff and/or between parents and staff.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done 'Several Times On Purpose' (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not necessarily classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. Children are encouraged to do this from their Reception Year and, through the 'Relationships' module of our PSHEE programme, the school uses many restorative strategies and techniques in order to facilitate this.

Objectives

All Directors, teaching and non-teaching staff, pupils and parents should understand what bullying is, what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Bullying is unacceptable and it is not tolerated at KGPS. Pupils and parents should be assured that they will be supported when bullying is reported.

KGPS is committed to reducing the risk of bullying through staff training and through research into potential problem times and locations. Regular updates in LS and US Section Meetings, play a key part in ensuring all children involved in potential bullying or identified bullying cases, are supported consistently to prevent or stop bullying from continuing.

Signs and Symptoms

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 to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- 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 schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing or continually loses monies
- 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
- exhibits an excessive need to be online in order to check messages, forums etc
- 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.

When and where can bullying take place?

- Playgrounds (before and after school and during break times)
- Corridors
- Toilets (particularly during break times)
- Walking to and from school
- Over the internet (email, chat rooms and social networking sites)
- Via mobile phone
- Classrooms
- Offsite (games, trips, residentials)

Preventing Bullying

The following guidelines set out the strategies undertaken by the school to prevent bullying taking place and to deal with it when it does occur.

- The Class Teacher - On entry into the school, pupils are assigned to a class with a teacher who is responsible for each pupil's development and welfare and is therefore in the best position to watch for early signs of distress, such as deterioration in work, erratic attendance, isolation or the desire to be with adults. The Class Teacher provides the opportunity for pupils to develop a caring relationship with an adult to whom they can talk in confidence and who will treat their worries discreetly and sensitively. The Class Teacher is also the first port of call for parents who may need to voice concerns about bullying issues.
- Break Time Supervision - All play areas, toilets and corridors used during breaks should be monitored by staff and school keeping personnel (e.g. site manager); pupils are expected to uphold the Code of Conduct when moving around the school.
- Support Staff - Since the majority of bullying takes place outside the classroom, it is important to involve support staff who are aware of the school's policy on bullying and their role in upholding it. Kitchen staff, caretakers and especially playground supervisors are in a position to help implement the school's policy on bullying through their dealings with the children and by reporting any matters of concern to the teaching staff.
- The importance of record keeping: SLT's Head of Section, dealing with incidents of potential or identified bullying should keep careful notes of observations and conversations with pupils. Central records should be kept on the LS or US Behaviour and Pastoral Tracking document, so that appropriate follow up action is put in place and any patterns of behaviour or children at risk are identified quickly. When an allegation of bullying occurs, the Head of Section will determine when to inform parents of those involved, if appropriate.

Responsibilities of teaching staff

- Teachers themselves must conform to the school's ethos in which relationships between all individuals and groups in the community are based on mutual respect. Adults should be particularly aware that tacit support can be given to bullying through the use of nicknames, references to personal attributes or sexuality and such comments are to be discouraged. Teachers need to ensure they remain professional in all their interactions with children, remaining particularly mindful of the language they are using and body language as well.
- Teachers should look out for signs of unhappiness, isolation or anxiety amongst pupils and take appropriate and timely action. It is important to be especially aware during break times and lesson change over, transition times.
- Many pupils may have difficulty asserting themselves in a group. Therefore, teachers should take the initiative away from bullies who may seek to use the way groups are organised in lessons as a way of isolating their victims.

Teachers should therefore:

- - dictate where pupils sit in class
- - dictate the pairs or groups in which children will work on specific activities so that all the children get the chance to work together and are not excluded or made to feel inferior. This requires teachers to include the social dynamics of the group alongside other considerations when planning group activities.
- - give attention to social skills when organising and conducting teaching activities. Teachers can help to raise self-esteem and confidence in victims of bullying and can similarly help bullies to work co-operatively with others. This should be facilitated through encouraging and rewarding behaviour that conforms to the school's ethos and respect for others
- - deal immediately with any name-calling, racist or sexist language. Actions should be dealt with at the time and recorded in the pupil behaviour tracking chart (CPOMS).

Responsibilities of pupils

It is important to encourage the pupils themselves to counteract bullying. This requires that the school's policy is made clear to pupils by Class Teachers and that it is supported by adults. Peer group discussions to encourage pupils to support victims and to reject the behaviour of bullies can help to resolve problems. Year groups may setup an intervention session(s), led and supported by Head of Section, to re-establish healthy friendships and boundaries.

The help of pupils can also be enlisted to support new pupils or pupils who are shy or have a particular reason for being worried or unhappy, such as an illness or bereavement. This not only supports and protects the child in need but also encourages caring attitudes in individuals and caring and responsible attitudes in the group towards others.

We encourage all pupils to bring their concerns to the attention of a member of staff and / or their parents. We create an atmosphere in which pupils who are being bullied, or others who witness bullying taking place, feel that they will be listened to and believed, and that the action taken will be swift but sensitive to their concerns. Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies and gives them the message that they can continue to act in this way.

Confidential help is available to pupils via Childline (ph. 0800 1111).

Responsibilities of parents

Parents play an important role in supporting the anti-bullying policy. They may be the first to notice early signs of distress and should alert the school as soon as possible, thus enabling action to be taken immediately, if necessary, by either

speaking to the Class Teacher concerned or with another member of staff. Parents should also be encouraged to inform the school should they realise their child is bullying another pupil. Senior staff and Class Teachers will work closely with parents to support the children concerned and to put a stop to the bullying behaviour.

Parents must have confidence that the staff will act promptly, take their concern seriously and not take action which makes the situation worse for their child. By discussing the problem with both the child and teacher, the parents of both the bully and/or the bullied child are then able to help and support their children through the problem.

Parents can also help the isolated child make friends. Fostering friendships is a more effective way than encouraging children to strike back or encouraging an isolated child to walk away and ignore it, which only tends to make matters worse; a child who has friends is less likely to be bullied.

Confidential help is available to parents via the Family Lives website (ph.: 0808 800 2222)

Whole school strategies

Whole school initiatives and proactive teaching strategies will be used to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. This includes:

- Organising anti-bullying training for all staff so that all are aware of the Anti-Bullying policy and procedures
- Shared discussion during section / whole staff meetings aimed at identifying any deteriorating relationships between children that could result in bullying.
- Each member of staff performing a school duty to be aware of potential areas and situations in which bullying could occur.
- Each class agreeing on their own set of class rules and understanding / definition of bullying
- Taking part in National Anti-Bullying week
- Awareness raising through regular anti-bullying assemblies
- Covering Anti-Bullying topics through the PSHEE scheme of work
- Year group pastoral interventions
- Discussing relevant historical and current events locally, nationally and internationally
- Using class time to discuss and raise awareness of bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulty
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Introducing playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another

Procedures for reporting and responding to bullying issues

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and

support all children involved whilst allegations and incidents are investigated and resolved. Procedures for dealing with abuse by one or more pupils against another pupil are more explicitly explained in our Safeguarding Policy. In some cases, an external agency may need to be involved.

As each case is different, the methods used to deal with bullying may vary, but dealing with bullying will always be taken seriously. When investigating bullying, the needs of pupils with SEND need to be given particular consideration to ensure that the pupil(s) concerned are supported throughout the process.

In cases of severe and persistent bullying where a pupil refuses to change his/her negative behaviour, strong sanctions such as exclusion may be necessary. Such actions taken will be informed by the school's Behaviour, Rewards and Sanctions policy, a copy of which is available on the School website.

1. Members of staff discovering a potential bullying allegation or incident should report this to the appropriate Head of Section in line with our Behaviour, Rewards and Sanctions policy.
2. The member of staff initially dealing with the incident will make sure the victim(s) is, and feels, safe.
3. Appropriate advice will be given to help the victim(s) by the Class Teacher and / or Head of Section
4. The bully/bullies, the victim(s) and any witnesses should be interviewed separately and asked to record the events in writing (with teacher scribing where necessary). The Class Teacher or Head of Section will keep written records of all their discussions with pupils which should then be placed on file.
5. The problem will be identified, and possible solutions discussed with the Head of Section.
6. Appropriate action will be taken to end the bullying behaviour or threats of bullying. This will include: getting the perpetrator(s) to understand the effect that their behaviour has had upon the victim(s); getting the perpetrator(s) to apologise to the victim(s); providing support to the victim(s); providing support to the perpetrator(s) to help change their behaviour; imposing appropriate sanctions in accordance with the Behaviour, Rewards and Sanctions policy.
7. Peer group counselling should be considered, where appropriate, to enlist the help of other pupils in dealing with the problem, both by the rejection of bullying behaviour and through supporting and befriending isolated children.
8. All bullying incidents will be recorded on our tracking system CPOMS so that patterns of behaviour can be identified.
9. In all cases in which we feel bullying has occurred, parents will be informed, and they will be invited to come in to school for a meeting to discuss the problem. The consequences of a recurrence of the bullying behaviour will also be explained. Depending upon the seriousness of the bullying, this may include a period on a tailor-made Monitoring Sheet, home-school communication or Report (particularly if this behaviour is in conjunction with other aggressive or rule-breaking behaviour in school), or exclusion from breaks or specific activities. In the most serious cases, this will involve referral to the Headmaster and possible suspension from school.
10. Consideration should be given as to whether there is an issue relating to child protection in accordance with the Safeguarding Policy. If in doubt, the DSL will seek advice from the local authority.
11. After the incident has been dealt with, the case will be monitored to ensure that the bullying has not recurred at LS or US section meetings.

Once these procedures have been followed, the Class Teacher must continue supporting the children involved until new patterns of behaviour and friendships are established. This should be daily or weekly depending on the nature of the bullying and should be reviewed over two or three months. At this time the pupils involved should be interviewed to establish if the

victim feels safe now and the bullying has stopped. If the response indicates that the bullying has not stopped this then will lead to further discussion or actions.

Managing pupils' transitions

As children progress up the school, it is important that information about bullying incidents is transferred from Class Teacher to the next Class Teacher. CPOMS (Child Protection Online Management System) along with and Parent Meeting notes contain the necessary information, but it is important that entries are flagged during the handover process.

Where a child transfers to another school, any concerns relating to bullying will be passed on to the receiving school.

This Anti-bullying Policy is available to all pupils and parents via the School Website or in paper form from the School Office.

It should be read in conjunction with the following documents:

- E-Safety Policy
- Safeguarding Policy
- Behaviour, Rewards and Sanctions Policy
- Staff Handbook
- Parents' Handbook
- PSHE Education Policy

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