Anti-Bullying Policy

This policy will be reviewed annually
Policy reviewed: October 2021 by PPMB
Next review: May 2022 by ALMN

This policy applies to all children at Wimbledon Common Preparatory School (the school) and should be read in conjunction with the following school policies:

Safeguarding policy; Behaviour Management Policy; Policy on taking photos (Pupils and Parents) PSHE policy; RSE policy, Staff Code of Conduct.

It is important to realise that there may be times when bullying becomes a safeguarding concern and should be treated as such by the school. Peer on Peer abuse in any form should not be tolerated and staff should be aware that it may well constitute a safeguarding concern.

Introduction

The aim of this policy is to show that bullying is unacceptable at WCPS. We are committed to providing a safe, caring and friendly environment in which the needs of the individual are respected. All pupils have the right to learn in a safe, happy and friendly environment where they feel relaxed and protected. Pupils must feel able to communicate their fears; then if a bullying incident occurs, pupils are protected and the message is given that the bullies' unacceptable behaviour cannot continue.

This document sets out our clear procedures for the prevention of and our response to any incidences of bullying at WCPS. This policy reflects the guidance in "Keeping Children Safe in Education 2021" and "Working together to Safeguard Children" 2018 and has regard to "Preventing and Tackling Bullying 2017" and subsequent additions linked to cyberbullying and the Equality Act 2010.

This policy is provided to all new school staff through the induction procedure and is available electronically on the staff shared drive. New parents are directed to the policy in the new parents' information booklet and it is also available on request from the school office.

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Definition of Bullying

- "Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, special educational needs or disability, sexual orientation or because a child is adopted or has caring responsibilities. It may be motivated by actual differences between pupils, or perceived differences. Bullying can take many forms. It may occur directly or through cyber-technology "for instance cyber-bullying via text messages, social media or gaming, which can include the use of images and video." *DfE - Preventing and Tackling Bullying 2017.*

- Ensuring physical safety is obviously the school's first priority, but emotional bullying can be equally as damaging as physical. At this school we acknowledge the seriousness of incidents of all bullying and are committed to being vigilant to, and responding to bullying in all its forms.

- 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.

- Bullying based on protected characteristics is taken particularly seriously. These include age, sex, sexual orientation, gender reassignment, race, religion, or belief, marriage, civil partnership, and disability.

- The school acknowledges that bullying can be a one-off single incident. Assessing these incidents alongside repeated incidents assists the school in spotting patterns before they become persistent patterns.

Signs and Symptoms of bullying

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

- is unwilling to go to school (school phobic)
- wishes to change their usual routine / route to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering

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- attempts or threatens to run away
- cries him/herself to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- comes home hungry (snacks, sandwiches have been stolen)
- has unexplained cuts or bruises
- complains of symptoms such as stomach pains and headaches
- 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
- starts swearing or using aggressive language for no apparent reason
- starts bed wetting
- choosing the company of adults

Some of these signs and symptoms could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Strategies for the prevention and reduction of bullying

We will help to prevent bullying by:
- Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave (see Behaviour Management policy)
- Having an effective school leadership that promotes an open and honest anti-bullying ethos
- Creating an inclusive environment where pupils can openly discuss the cause of their bullying, without fear of further bullying and discrimination.
- Use of curriculum opportunities e.g. PSHE, assemblies, projects, drama, stories, discussion of differences between people to discuss issues around diversity and draw out anti-bullying messages. Using teaching methods which encourage co-operative work and a variety of groupings. Our computing schemes of work contain lessons which raise awareness of avoiding being the perpetrator of unkind behaviour online.
- Use of opportunities throughout the school calendar to raise awareness of the negative consequences of bullying, e.g. anti-bullying week in November of each year, whole school assemblies, e-safety workshops.
- Establishing an atmosphere of open and honest support for one another.

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- Improving the school environment looking in particular at staff supervision patterns and timetabling.
- Raising awareness of staff through discussion in staff and year group meetings and specific training where required.
- Ensuring pupils understand the school's approach and are clear in the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly updating our approach by taking account of developments in technology.
- Implementing disciplinary sanctions showing the consequences of bullying reflect the seriousness of the incident so that others see bullying is unacceptable.
- Targeting our attention on key times and locations where bullying could be potentially more prevalent e.g. through the positive playground initiative. As part of the induction procedure, playground staff are made aware of anti-bullying issues. We have Playground Helpers who have instigated new games for children and who also monitor the Friendship Bench.
- Setting up of social interaction groups where appropriate.
- Displaying the contact details of Child Line for all pupils.
- Creating a positive ethos around the issue of anti-bullying through celebrating success.
- Involving parents to ensure that they are clear that the school does not tolerate bullying and are aware of the school's procedures in relation to dealing with incidences of bullying. This policy is available to parents on the school website.
- Staff providing good role models for the children, celebrating achievements, anticipating problems and providing support, ensuring children feel confident in talking about any problems they may have, knowing they will be listened to.
- Looking at data from *behaviour incident report forms* and *accident report forms*.
- Monitoring trends in first aid, behaviour logs, health and safety logs, bullying logs together to spot trends within the school.

Intervention and responding to reported incidences of bullying

- The boys are encouraged to tell an adult if an incident has occurred, this includes cyber-bullying and instances outside school. All instances of bullying are reported to the Head Teacher
- We ensure that the pupil is safe by providing emotional support and advice
- Investigation of the situation follows from the perspective of the victim and the alleged perpetrator. The problem will be identified and possible solutions suggested
- Decisions are made to stop reoccurrence of the bullying behaviour
- Disciplinary measures will be applied to pupils who bully in order to show clearly that their behaviour is wrong. Sanctions to be applied fairly, consistently and reasonably, taking

account of any special educational needs or disabilities that the pupil may have (see Behaviour Management policy).

- Sanctions to be individual to each specific set of circumstances. This might include removal of privileges or temporary time out from classroom/playground. The seriousness of sanctions would increase and ultimately end with temporary or permanent exclusion.
- The motivations behind bullying behaviour should be considered, as to whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the pupil engaging in bullying may also need support.
- Parents of both/all pupils are involved throughout the process of the investigation into bullying.
- Incidences of bullying are logged in the **Incidences of Bullying log** and any patterns of behaviour identified
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Safeguarding

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where "there is reasonable cause to suspect that a pupil is suffering or likely to suffer, significant harm". Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a pupil engaged in bullying.

Peer on Peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to,

- Bullying (including cyberbullying, prejudiced based and discriminatory bullying)
- Sexual violence and sexual harassment including upskirting
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or other causing physical harm
- Consensual and non-consensual sharing of nude and semi-nude images and or videos (previously referred to as sexting)
- Initiating/hazing type violence and rituals.
- Abuse in intimate personal relationships between peers.
- Causing someone to engage in sexual activity without consent.

The school's safeguarding policy includes appendices on peer on peer abuse and sexual violence and harassment which gives more detail on this matter.

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When dealing with abuse of a child by their peers, we follow the key safeguarding documents – Keeping Children Safe in Education (2021) and Working together to Safeguard Children (2018). It is important that staff intervene early and address any inappropriate behaviour.

This may prevent behaviour from progressing and deteriorating. Staff should be alert to the power dynamics that can exist between even very young children and be especially alert to individual and situational factors that can increase a child's vulnerability to abuse by their peers e.g. social isolation, SEND, home environment or contextual safeguarding concerns.

There should be zero tolerance of any such behaviour and it should not be viewed as "banter" or "boys will be boys." The school will respond to any incidence of peer on peer abuse in the following ways:

- effective implementation of the school's usual safeguarding and anti-bullying policies – investigation of any incident, treating all children as being at potential risk including the perpetrator, consider all safeguarding concerns and any actions needed to mitigate any further risks.
- Informing parents of both the victim and alleged perpetrator.
- seeking advice from statutory agencies as appropriate and ensure readiness to make a referral if an incident meets the referral threshold set by the local Safeguarding children's board
- effective information sharing with any agencies or other professionals involved
- good record keeping of related conversations, meetings and communications to establish if any patterns are occurring from what may begin as a one off incident.

If a member of staff believes for whatever reason, that a child may be at risk of or experiencing abuse by their peers, even when no allegation has been made, then they should discuss their concern with DSL without delay so that a course of action can be agreed. Often clues to an ongoing situation can become apparent in general conversations with children or overheard, in written work, through body language, social cues or power dynamics. If a child speaks to a member of staff about peer on peer abuse that they have witnessed or are a part of, the member of staff should use open language that demonstrates understanding rather than judgement following the procedure set out for receiving disclosures as set out in the safeguarding policy.

Bullying outside the school premises

Bullying can happen anywhere – in the classroom, in the corridor, in the toilets, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head Teacher is empowered by law to deal with such incidents but must do so to such an extent as is reasonable in accordance with the school's policy. Where bullying outside school is reported to school staff, it will

be investigated and the school will do what it can to address any bullying issues e.g. talk to the local community police officer about a specific problem outside the school premises, speak to the Head Teacher of other schools whose children may be involved in bullying off the school premises, talk to the children about how to handle or avoid bullying outside the school premises.

Cyber Bullying

Definition
"Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else."
Department for Children Schools and Families

Cyberbullying can have a serious impact because of a number of factors including:
 • Invasion of personal space
 • The anonymity (at least initially) of the bully
 • The ability to broadcast upsetting messages and images rapidly to a potentially social networking sites, like Club Penguin, Snapchat and Facebook, emails and mobile phones, used for SMS messages and as cameras.

Although the children in our care are often in some cases too young to be exposed to this type of bullying, there is an increased risk for young children to be bullied online. Two-thirds of all bullying is verbal, and increasingly this happens in un-moderated chat rooms or by instant messaging, or via text messages on mobile phones. Bullying can be subtle but most of the time, if a child is being bullied, they often know who is doing it to them. We work in partnership with parents, where necessary, to advise them on issues that need to be dealt with, supporting them if they inform us of any issue; this support is in line with our wider anti-bullying guidelines. At school, we will spend time educating the students about cyberbullying through PSHEE and Computing lessons, giving them the opportunity to raise issues and discuss them with staff as appropriate. Our designated safeguarding officers and other staff and parents to deal with issues about cyberbullying with regards to E-safety and safeguarding. For more detailed information, please read the E-Safety Policy.

What parents can do:
• encourage the children to show you any messages they have received or to tell you immediately if anything new happens
• tell them never to respond to an internet bully in a chat room, and never respond to abusive text messages
• make sure they stick to moderated chat rooms
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Cyber bullying – Preventative measures

WCPS:

- Expects all pupils and staff to adhere to its policy for the safe use of the Internet
- All e-communications used on the school site or as part of school activities off-site are monitored
- Certain sites are blocked by our filtering system and pupils' use is monitored
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- Children at WCPS are not permitted to bring mobile phones into school
- Staff must keep their mobile phones out of sight during the school day and they must be switched to silent during lessons and when on duty. Staff may not use mobile phones to take photos or record the children
- Only school cameras are to be used when taking photographs of the children. No personal cameras may be used at school. The school cameras may not be taken off-site unless needed for outings/sports fixtures
- All images on school cameras are required to be downloaded (on to the school's network) and deleted once they are no longer needed.

Sexual violence and harassment

This can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or harassing a single child or group of children. It can happen in any setting, outside of the setting as well as online.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.   Sexual violence in the context of this policy has the same meaning as those offences set out in the Sexual Offences Act 2003. Sexual harassment means unwanted conduct of sexual nature.   Being a victim of sexual violence or harassment may adversely affect a

child's educational attainment. Sexual violence and harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. Staff should:

- Make clear that sexual violence and harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Take all reports seriously and not tolerate or appear to dismiss sexual violence or harassment as "banter". This might include telling sexual stories, making comments, taunting or jokes of a sexual nature
- Challenge behaviours (which are potentially criminal in nature) such as grabbing bottoms and genitalia. Dismissing or tolerating such behaviours risks normalising them
- be aware that some groups are more risk: children with special educational needs and LGBT children.

If a child makes a report of sexual violence or sexual harassment, the matter is likely to be complex and require difficult decisions to be made, often quickly and under pressure. As with all safeguarding matters, it is important that the DSL is informed as soon as practicable.

When a child reports that they have been the subject of sexual harassment or violence, it is important that they are taken seriously and reassured that they will be supported and kept safe. They should not be given the impression that they are creating a problem by reporting the issue and should not be made to feel ashamed for making a report. It is important to recognise that how the school responds to concerns impacts on the confidence of others to report.

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be monitored and evaluated annually by SMT and staff. This will enable patterns to be identified and the effectiveness of the approach adopted will be evaluated. Incidences of bullying forms will be used to gauge the effectiveness of the policy. The policy will be annually updated to take into account any changes in legislation and/or statutory guidance. Following an annual review, any amendments will be made to the policy and all teaching and non-teaching staff will be informed.

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