Anti-Bullying Policy

This policy will be reviewed annually
Policy reviewed: June 2023 by ALMN
Next review: June 2024 by ALMN

This policy applies to all pupils 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;

This policy reflects the guidance in:

- *Keeping Children Safe in Education*
- *Working together to safeguard children*
- *Preventing and tackling bullying*

1   AIMS AND OBJECTIVES

The school's community is one based upon respect, good manners, and fair play. The school is committed to providing a safe and caring environment that is free from disruption, violence, and any form of harassment so that every one of our pupils can develop to their full potential. The school expects pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other, inside and outside school.

The school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour both at school, online and at home, and that the school and parents co-operate closely together.

This policy is available to parents of pupils and prospective pupils on our website and is communicated to all staff and pupils.

Bullying, cyberbullying, harassment, victimisation, prejudice-based bullying and discrimination of pupils or staff will not be tolerated by the school. The school will treat all pupils and their parents fairly, and with consideration, and expects them to respect all members of the community including staff, school and each other. All forms of bullying are unacceptable at the school (including cyberbullying, prejudice-based and discriminatory bullying which targets an individual's protected characteristic) and any instances of bullying will be recorded and, where appropriate, will result in disciplinary sanction in accordance with the school's *behaviour management policy*.

This policy applies to all in pupils in the school including those in EYFS and where appropriate applies to actions undertaken both inside and outside of the school.

2   DEFINITION OF BULLYING

Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally. Put another way, bullying is the intentional hurting, harming, or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including the sharing of nudes/semi-nudes), verbal (including cyberbullying via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video), and/or emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator(s) and the victim(s) whether that be a physical, psychological (knowing what upsets someone), or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the victim(s).

Bullying can sometimes amount to child on child abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information about child on child abuse, including the procedures to follow when an incident on child on child abuse is reported can be found in the school's *safeguarding policy*.

Bullying may be motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, sex, gender, sexual orientation, special education needs or disabilities (SEND) or certain health conditions, or because of a child's familial or financial circumstances. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, children outside school, staff and parents.

Where an incident of bullying causes or is likely to cause significant harm to a pupil, the school will follow the procedures set out in the school's *safeguarding policy*.

Bullying is not the odd occasion of falling out with friends. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise the school will help guide the pupils through this important part of children's development and assist them in learning the social skills to deal with friendship breakdowns and arguments.

3   SPECIFIC TYPES OF BULLYING

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 which can happen at all times of day with a potentially bigger audience. The school's PSHE and computing schemes of work cover the ways in which pupils can remain safe online and avoid being a victim of cyber bullying. All staff have taken part in E-Safety training relating to topics such as grooming, avoidance of websites containing violent or adult content and dangers of sharing personal information and photographs. All children take part in E-safety workshops.

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.

Cyber bullying – Preventative measures
The school:

- Expects all pupils and staff to adhere to its policy for the safe use of the Internet.
- Monitors all e-communications used on the school site or as part of school activities off-site

- Blocks certain sites through the internet filtering system and pupils' use is monitored.
- Teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely including personal rights
- Prohibits pupils from brining mobile phones into school.
  Requires staff to keep their mobile phones out of sight during the school day and switched to silent during lessons and when on duty. Staff may not use mobile phones to take photos or record the children.
- Requires that only school cameras are to be used when taking photographs of the children. And that 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.

4 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;
- 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;
- comes home hungry;
- 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

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported / recorded, as appropriate, in accordance with this policy.

5   THE SCHOOL'S RESPONSE TO BULLYING

The school always takes bullying very seriously. It conflicts with the school's ethos will not be tolerated. When incidents of bullying do occur, they will be dealt with quickly and taken seriously. The school will never dismiss or downplay bullying as banter, teasing or a game. All reported incidents of bullying will be dealt with by staff in accordance with this policy. Staff will reassure any victim(s) that they are being taken seriously and that they will be supported and kept safe.

The school understands that bullying can be so serious that it may cause physical, emotional, and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the school's first priority. However, the school acknowledges that emotional bullying may be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy and the *behaviour management policy*. Whilst bullying itself is not a specific criminal offence, there are criminal laws which apply to harassment, sexual violence and assault, sexting, the sharing of nudes/semi-nudes (in certain circumstances), upskirting and to violent and threatening behaviour. No one deserves to be a victim of bullying; everybody has the right to be treated with respect.

The school recognises that children with SEND or certain health conditions can face additional safeguarding challenges and may be more prone to child on child group isolation or bullying (including prejudice-based bullying) than other children. The school also recognises that certain children may face additional barriers to reporting an incident because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Pupils who are victims of bullying will always be supported and will be reassured that they will be kept safe. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving and offered support for their own circumstances, where appropriate.

Bullying which occurs on s school trips, online, or outside of the school's premises will not be tolerated any more than bullying on school premises. Staff will, where appropriate, discipline pupils for misbehaviour online, outside school premises and outside school hours in accordance with the *behaviour management policy*.

Preventing bullying
The school's response to bullying does not start at the point in which a pupil has been bullied. Pupils are encouraged to report bullying when it has happened to them or they have seen or suspect it is happening to someone else.

The school also takes the following preventative measures in order to create an environment that prevents bullying from becoming a problem at the school in the first place:

- 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 including unkind behaviour online.
- Using teaching methods which encourage co-operative work and a variety of groupings.
- 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.
- 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.
- Reviewing data from Secure Notes to understand trends in behaviour and risk areas.

- Encourage communication with parent and form teacher.

Staff response to reported incidences of bullying

The school ensures that all instances of, or concerns about bullying and cyberbullying, both on and away from school premises are easy to report and that they are recorded properly. Records of instances of bullying and allegations of bullying will be kept on secure notes and on the bullying log in order to enable the school to identify patterns of behaviour and to evaluate the effectiveness of this anti-bullying policy.

The school recognises that pupils are likely to report bullying to someone they trust: this could be any member of staff. The school also recognises that children may not find it easy to tell staff about bullying verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. All staff will be trained in handling an allegation and will be aware that they must listen to the pupil, not ask leading questions, and make a written record of the allegation to the best of their ability.

The school also recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim(s) when they raise a concern.

Process for investigating an allegation of bullying

When an incident of bullying is reported the following procedure will be adopted:

i. The member of staff to whom the incident was reported, or who first discovers the situation, will reassure and support the pupil(s) involved, without promising absolute confidentiality;

ii. The staff member receiving the report of or discovering the bullying will inform the head teacher about the bullying allegation as soon as possible. They will allocate an appropriate member of staff (the "lead teacher"), to investigate the matter;

iii. Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures set out in the school's *safeguarding policy* rather than the procedure set out below.

iv. The victim(s) and the alleged perpetrator(s) will be spoken to about the incident(s) by the lead teacher on their own (or, if appropriate, with a suitable person present for support) and asked for their account of events;

v.   Where the lead teacher considers that the reported bullying behaviour may be criminal, or considers that there may be a risk of harm to someone, the lead teacher will report this to the head who will liaise with the DSL and inform the relevant external agencies as appropriate. The school will then follow the procedures set out in the *safeguarding policy* as well as any external agency advice. ;

vi.   The incident/s should be recorded by the lead teacher on the   bullying log and secure notes and relevant key staff will be informed;

vii.   A pupil's form teacher will monitor the pupils involved to offer support and to assist in managing and modifying behaviours as appropriate.

viii.   The   school's *behaviour management Policy* may also be invoked including the deployment of sanctions under that policy.

ix.   The parents/ guardians of all parties will be informed and may be invited into school to discuss the matter, and/or the sanctions imposed as appropriate. Parental support will be sought in respect of preventative measures, and any concerns of either party will be addressed;

x.   In serious cases, and only after the head has been informed, it may be necessary to make a report to the Police, or to Children's Services. However, in many cases it will be possible to resolve such issues internally under this policy and the school's *behaviour management Policy*.

6   EARLY YEARS FOUNDATION STAGE (EYFS) CHILDREN

Even the school's youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to after their own possessions and have respect for others. They should respect everyone and learn to value the differences and diversity at the school. The school explains to its EYFS children why some forms of behaviour are unacceptable and hurtful to others. The school rarely needs to impose sanctions on pupils in reception but pupils may have privileges removed for hurtful behaviour. Occasionally a child may be sent to see the head of EYFS, other senior teacher or the head who will explain the inappropriateness of an action and offer the pupil alternative responses to learn from.   Parents are always informed when any sanction or reproof is given to their child and in cases of repeated instances of hurtful or inappropriate behaviour parents will be invited into the school to discuss the situation with the child's teacher and/or other senior teacher to agree a strategy for managing the child's behaviour.   This will also be in accordance with the behaviour management strategy.

7   MONITORING

The school will record all incidents of reported bullying in accordance with this policy.

The headteacher and DSL will review the bullying log to help identify patterns of behaviour, so that the school can take appropriate steps to address trends in bullying behaviours within the school. Records of bullying

incidents will also be used to evaluate the effectiveness of the school's anti-bullying procedures, and to highlight any necessary amendments. The bullying log is reviewed by the on a termly basis.

This policy is updated annually.

8   COMPLAINTS

Parents are referred to the school's *complaints policy* (which is published on our website) if they feel that any concerns about the school's approach to a bullying incident involving their child.