

ANTI-BULLYING POLICY AND PROCEDURES

Legal Status:

- This is a Statutory Policy.
- Complies with Part 3, paragraph 10 of The Education (Independent School Standards) (England) Regulations 2014 in force from 5th January 2015
- Prepared with reference to: [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#), [Cyberbullying: Advice for headteachers and school staff \(DfE- November 2014\)](#), [Preventing and tackling bullying: Advice for headteachers, staff and governing bodies \(DfE- October 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#)
- Has regard to the Equality Act 2010 and the Public Sector Equality Duty

Applies to:

- The whole school including the Early Years Foundation Stage (EYFS) along with the out of school care including extra curricula activities and all other activities provided by the school, inclusive of those outside of the normal school hours and away from the school site;
- to all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), students on placement, The Proprietors and volunteers working in the school.

Related documents:

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

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the whole school including the Early Years Foundation Stage is the Principal who works in conjunction with the Heads of Senior and Prep Schools and Early Years and who has oversight of Pastoral Care at the school including Behaviour Management.

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the School website www.pattisons.co.uk, and on request, a copy may be obtained from the Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Principal. The Principal will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. This policy will be reviewed no later than September 2017, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date: September 2016

Mrs Elizabeth McConnell
Principal and Proprietor

Principles - Aims and Objectives

Pattison College is committed to providing a supportive, caring, friendly, safe and secure learning environment in which pupils feel safe and free from bullying and harassment. Implicit in our ethos is to instil in all members of the school community a sense of caring and kindness for one another. Incidents of bullying threaten this and cause enormous stress to victims. We seek to create a culture in which bullying of any kind; either against pupils

or adults is completely unacceptable and not accepted by any member of the school community. It can threaten both the mental health and educational progress of our pupils. We make clear to all connected with the school our opposition to bullying and each person's responsibilities with regard to the minimisation of bullying. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying and bullying outside of school. Head teachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. Records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

Where bullying outside school is reported to school staff it is investigated and acted on. We encourage openness in which children, staff and parents act immediately if there is any suspicion of bullying. Children are educated to resist bullying. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies whilst being dealt with firmly and swiftly may recognise and reform their behaviour. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. All pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Principal and other staff. This can be seen in the procedures we adopt. We aim to promote transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. This policy applies to all Pattison college activities both on and away from the school campus. In the event of bullying taking place among the staff, the Principal should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Accusations of bullying of a pupil(s) by members of staff will be investigated thoroughly. Each pupil is treated fairly and with respect.

The outcome of staff being respectful towards pupils at all times, is that the children will internalise and model these human encounters and thus treat each other respectfully. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance. We also recognise and understand that the adults in the children's world do not endeavour to diminish children so that they lose respect amongst their peer group, but rather enhance them so as to continue to develop their self-esteem.

The Principal sets the school climate of mutual support and praise for success, so making bullying less likely; ensures that **all staff** (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents or suspicions of bullying, arranges for all staff to receive sufficient training in order to be equipped to identify and deal with all incidents of bullying. The Principal also ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school and draws the attention of children to this at suitable moments.

Definition of Bullying

Bullying can be defined as a deliberate, unprovoked and a repeated (over time) attempt to intentionally humiliate, threaten, frighten or hurt an individual or group by means of verbally, physically, or emotionally. It is often motivated by a prejudice against particular groups, for example on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the *Equality Act 2010*), or because a child is adopted or a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email.

It might be motivated by actual differences between children or perceived difference. Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage, eating disorders, self-harm and can even lead to suicide.

Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If our staff consider that an offence may have been committed, we will seek assistance from the police.

As part of our Positive Behaviour Management Policy, the School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour. We treat bullying, including allegations of bullying, very seriously.

Bullying – Child Protection Related Issues

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

Bullying can be:

- **Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- **Physical harm or its threat including the abuse of personal property** – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.
- **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text specific ICT-Based forms of abuse (including Cyber Bullying) Policy.
- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- **Cultural** – focusing on and/or playing off perceived cultural differences or similar.
- **Sexist** – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- **Sexual** - is unwanted or inappropriate physical contact or sexual innuendo.
- **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying may be reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- **Religious** – Attacking faith, belief, religious practice or custom.
- **Special Educational Needs and Disability** – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).
- **Verbal** - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.
- **Written** – Spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. It can also take place between a parent and a pupil, a parent and another parent as well as a parent and staff. We consider the pastoral care of

the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Pattison College (see Behaviour Policy). All staff and volunteers at Pattison College are expected to treat each other with a professional level of respect.

The Risks of Bullying to the Victims: Why is it important to respond to bullying?

Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even lead to suicide. Although bullying itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003 and the Public order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. As part of our Positive Behaviour Management Policy, the School believes that all children and adults have the right to live in a supportive, caring and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour. We treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide.

Signs and Symptoms of Bullying and Staff Awareness

The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by many pupils at some period during their school career. All staff must be alert to the signs of bullying. These may include:

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

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and the school. Classes have a worry-procedure chart called 'What to do if you are worried' which is discussed and referred to.

We listen, believe, act and give reassurance when a child(ren) communicates that they are being bullied.

We intervene to stop the child who is bullying from harming the other child or children.

We help and explain to the child doing the bullying why his or her behaviour is unacceptable.

Strategies

We will work to prevent and eliminate any form of bullying by:

- Promoting good behaviour and positive relationships based on mutual respect along with pupils being aware of the school's policy through, for example, a list of expectations.

- Ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend.
- Promoting anti-bullying using educational elements such as personal, social, health, economic education (PSHEE), assemblies, circle time, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice based language.
- Using the DVDs and online resources in school available through CEOP (The *Child Exploitation and Online Protection Centre*).
- Informing parents of the school's anti-bullying policy whilst encouraging them to support it.
- Informing parents about the CEOP website.
- Providing external counselling where necessary and help for victims of bullies and for bullies themselves.
- Imposing reasonable, proportionate and consistent sanctions as and when necessary.
- Developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week in November and peer mentoring.
- Familiarising all staff at Pattison College with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Pattison College's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. We implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on us to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils inclusive of the celebration of success. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified. Children are encouraged to share their concerns with the adults responsible for them. Staff will consult with the Principal, Mrs Matthews or Mrs Smith knowing that their response will be sympathetic and appropriate.

The Role of the Staff

The ethos and working philosophy of Pattison College means that **all staff**, no matter what their role, actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. Class codes of conduct are apparent in all classes and support the school's stance for RESPECT and hence commitment to anti-bullying practice. All staff:

- Take all forms of bullying seriously, and seek to prevent it from taking place.
- Need to be aware of any obvious or subtle hurtful conduct in lessons.
- To be continually vigilant, aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure pupils are appropriately supervised and report all cases of bullying to the Principal.
- Pay careful regard to their own supervision whilst on duty but at all times, to follow school discipline code etc.

Staff Training

We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

E-safety - Cyber-Bullying Preventative Measures Please refer to the E-safety policy

In accordance with legislative requirements we have a whole school approach to e-safety including online radicalisation. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents has an active part to play in the protection of pupils from Cyber-Bullying incidents. Pupils will have access to technologies that have both positive

and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with other safeguarding policy (please refer to safeguarding policy cited in related documents). There is clear guidance on the use of technology in the classroom and beyond for all users within the school's e-safety policy (please refer to e-safety policy including ICT acceptable use policy). The school's e-safety policy also delineates detail into the school's technical provision and infrastructure, including the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues (please refer to e-safety policy). Our staff receive training into the professional development of safeguarding techniques that include online safety (please refer to e-safety and safeguarding policies).

Preventative Strategies

Pattison College uses the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:

- Reminding pupils of the school rules and the expected standards of behaviour, assemblies.
- The curriculum including Personal, Social, Health Economic Education (PSHEE) and citizenship activities along with SEAL, drama, role-play, drawings, social stories about bullying etc.
- Providing emotional support to give each child the opportunity to express how they feel.
- In the Senior School confidence club via lunchtime group or via PSHEE.
- Prep School circle time using praise and reward to celebrate the success of all children, and thus to help create a positive atmosphere.
- Senior School Form period discussions.
- Peer support systems including the Prep School Buddies encourage cooperative play and friendships.
- In the senior school, Year 11 School Mentors assigned to each class are always available to discuss issues.
- Staff vigilance including awareness of issues between pupils which might provoke conflict.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various questionnaires, in their Friday diaries and in the School Council. In the case of cyber bullying, e.g messages on MSN, chat rooms, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it and bring it to Mrs McConnell, Mrs Matthews or Mrs Smith.

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

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a playground lady or school mentor at break.
- Expensive items and large sums of money should be left at home.
- Try not to show you are upset.
- Try to ignore it at the time of the incident - Stay calm - walk away to safety. Find friends and if possible, tell an adult straight away.
- Bring any inappropriate text messages or email to Mrs McConnell, Mrs Matthews or Mrs Smith.

For children who see someone being bullied

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

For children who are using bullying behaviour

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

Involvement of Parents (including clear policies communicated to parents)

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

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact Mrs McConnell if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come in to a meeting to discuss the problem.
- Allow the school to resolve the problem with the bully/ies and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site.
- The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.

Procedures to follow if bullying occurs

Involving Others

If possible, in the first instance, refer the incident to the Form Teacher, who should inform Mrs McConnell, who depending on the gravity of the situation, may inform both sets of parents, reassuring them that the incident will not linger on or be held against anyone. Our belief is that if you were the parent and your son or daughter was involved in bully, you would expect to be informed.

Working with victims:

Take them to a safe place to recover and to record their version of events. In the Senior School this should take the form of a written account. If appropriate, witnesses should be asked to record their account of the situation, without collusion. Be calm and non-judgemental. If it is necessary to restore self-esteem, explore positives with the pupil. Assertiveness and deflection techniques may need to be taught. Try to offer the victim a choice in the way forward. Maintain contact during the coming weeks to assess the success of the strategy.

Working with bullies:

Bullies should be seen to be dealt with, but stress that it is the behaviour that is wrong not the whole child. Do not mirror the aggression by shouting at them. The bully should record his/her version of events. Any damaged property should be retained to show parents. Do not dwell on the incident; move the situation forward by emphasising the distress of the victim. Do not use the threat of parents as a form of punishment for bullies, as this undermines the co-operative ethos that parental involvement may foster.

Resolution of Bullying Incidents – No blame policy

The parents of the perpetrator and also the victim, may be questioned about the incident or about their general concerns. With the victim's permission bring together the victim and bully to genuinely apologise, plan the way forward and make a fresh start. The bully will be sanctioned but also supported, in response to the incident/s and encouraged to empathise with the victim. Foster genuine understanding of how hurtful the behaviour has been. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Make the bully and victim aware that they may be under pressure from

their peer group to reignite the issue. It is the bully and victim's responsibility to declare the matter resolved and move on. Reassure the victim that it is not their fault.

Suggested sanctions:

Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include asking the bully to hear the victim's anxieties and to think how the situation could be rectified, apologising to the victim (verbal or a letter of apology), withdrawal of break/lunchtime privileges, detention, removal from class and in extreme cases exclusion. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that pupils may have and taking into account the needs of vulnerable pupils. The above process and sanctions should impress on the person instigating any act of bullying that:

- Their action is totally unacceptable.
- It is meant as a deterrent to enabling repeat behaviour.
- It is a signal to other members of the community that bullying is not tolerated.

Pupils' Response to Bullying

Pupils mainly respond to bullying behaviour in one of four ways. They can:

- Actively encourage the bullying behaviour.
- Passively support the bullying behaviour.
- Passively reject the bullying behaviour.
- Actively challenge the bullying behaviour.

Classroom Management

Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

All staff to be aware of any obvious or subtle unrest and act upon it whatever the lesson. Ignoring the unrest gives the wrong signals.

Playground Management

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Form Teacher who in turn will act in accordance with the agreed policy and inform the Principal, Mrs Matthews or Mrs Smith.

Teachers will be aware that they can radically affect the incidence of bullying and that it must **always be taken seriously.**

Recording and Monitoring of Bullying Incidents

Mrs Matthews, Head of Senior School and each class teacher in the Prep School, has an incident file to record all instances of bullying and staff are informed of any incidents.

Complaints Procedure

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

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