Anti-Bullying Policy
(Incorporating EYFS)

Schedule for Development / Monitoring / Review

Author:	Assistant Head
Approved by Trustees on:	Spring 2021
The implementation of this policy will be monitored by:	LMT
Review Date:	Spring 2022
Should serious incidents take place, the following person/s should be informed:	Headmaster Deputy Head Assistant Head Head of Pre-Prep/Kindergarten
THIS POLICY APPLIES TO THE PREPARATORY SCHOOL INCLUDING EYFS	

Anti-Bullying Policy

Introduction

This policy outlines the prevention and management of bullying in St Edward's Preparatory School. This policy has been drawn up as a result of staff discussion and has been presented to the School Trustees. The implementation of this policy is the responsibility of all the teaching staff. It must be reviewed annually. The School Trustees quality assure the effectiveness of the policy on an annual basis by auditing the processes including interviews with staff and pupils.

This policy complies with our duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

The document, Preventing and Tackling Bullying (October 2014) was referred to in the development of this policy. This policy also reflects the DFE statutory requirements within Keeping Children Safe in Education (KCSIE January 2021), the Prevent Duty Guidance: for England and Wales (April 2019) and Prevent Duty (June 2015).

This policy should be read in conjunction with the School's Safeguarding Policy (which includes Child Protection Procedures and reporting bullying issues to external agencies, Prevent Duty and Radicalisation concerns), Prevent Policy, Well-Being Policy, Distance Learning Safeguarding Guidance, Behaviour, Rewards and Sanctions Policy, PSHE Policy (which references to British Values and the School's Ethos), Exclusion Policy, e-Safety Policy and the School's CPOMS (Child Protection Online Monitoring System) Policy (Management Information System for recording incidents).

Corporal punishments, or the threat of them, are not to be used under any circumstances.

The disciplinary action that will be taken against pupils who are found to have made malicious accusations against School staff is detailed in the School's Safeguarding Policy.

Aims

St Edward's Preparatory School is committed to a policy of inclusion, equality and justice. We aim for all pupils to demonstrate excellent behaviour by promoting self-management of their own behaviour (please see Behaviour, Rewards and Sanctions Policy). Bullying is rare at St Edward's Preparatory School and our priority, in the first instance, is to prevent bullying, of any form, from taking place, and, in the second instance, should it take place, to manage the bullying effectively. St Edward's Preparatory School will not tolerate bullying of any kind and we aim to do everything possible to ensure that the pupils that attend our School do so free from fear. A bullying incident should be treated as a Child Protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm and, as such, may be reportable to the Police and/or Social Care.

The aim of this policy is to assist in the creation of an environment where we enable our pupils to be:

- Happy and Resilient
- Ambitious and Respectful
- Appreciative of self and other
- Equipped with a spiritual foundation and a strong moral code; ready to become positive and life-long contributors to society.

The Nature and Definition of Bullying
The School recognises the seriousness of bullying in causing psychological and emotional damage.

There are many definitions of bullying, but it is generally accepted to be:

- Deliberately hurtful physically or emotionally (including aggression)
- Repeated often over a period of time
- Difficult for victims to defend themselves against.

It is important to note that if actions are perceived by an individual child as bullying, and these actions continue following knowledge of the perceived bullying, the School will act in accordance with this policy.

Bullying can take many forms, but four main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading negative stories, unreasonable exclusion from social groups, being made the subject of malicious rumours
- Cyber – social websites, mobile phones, text messages (including sexting), photographs, sextortion and email.

Research shows that name calling is the most common direct form. Pupils may be called names for a variety of reasons including: individual characteristics, ethnic origin, religion, nationality, gender, a form of disability, because a child is adopted or is a carer or it may be of a homophobic nature.

The School seeks to protect children and young people against the messages of all fundamentalist, extremist, supremacist and violent ideologies.
The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities (see the School's Safeguarding Policy for these indicators).

As a result of technological advances and the increased availability/access to various technological devices, the School recognises that the pupils now have an increased risk of Cyber bullying. The School must make sure that the pupils are safe from terrorist and extremist propaganda material when accessing the Internet at school. Suitable filters must be in place (see eSafety and Safeguarding Policies). Pupils' understanding of bullying varies with age. Pre-Prep and, in some cases, Prep pupils may confuse bullying with an individual experience of inappropriate behaviour. In general, as pupils get older they tend to develop a more mature understanding.

School Arrangements for Preventing Bullying

At St Edward's Preparatory School, we aim to prevent bullying by promoting self-management of own behaviour and by following a clear and structured set of sanctions should a pupil display unacceptable behaviour (please see Behaviour, Rewards and Sanctions Policy). In addition to this, we engage a number of further strategies/arrangements to help prevent bullying including:

- Using training services to provide identification of cyber bullying to staff, pupils and parents (visits take place annually)
- Using Sonicwall's internet security appliance as a filtering technology system is the School's attempt to prevent pupils from accessing inappropriate material online (please see e-Safety Policy)
- Teaching pupils about effective anti-bullying strategies in P.S.H.E. lessons, IT lessons, circle times, form time and assemblies
- Having a strong, monthly themed Ethos message delivered through assemblies
- Inviting different outside agencies in to School such as the NSPCC and The Police to deliver assemblies and/or workshops to the pupils
- Making use of curriculum opportunities to raise pupil's awareness e.g. through R.E., drama, story writing, literature etc.
- Listening carefully to pupils and taking a proactive approach
- Displaying posters to increase awareness of bullying and the help available
- Ensuring that the Anti-Bullying Policy is closely linked to the Behaviour, Rewards and Sanctions Policy
- Checking historical information recorded on CPOMS
- Well-being nurse sessions available to all- initiated by staff, parents or pupils
- Think Good, Feel Good sessions to build on a child's resilience, confidence, self-esteem
- Leadership and Resilience programme delivered by the Head to pupils in Years 5 and 6 to help develop their self-esteem, resilience and confidence

Procedure for identifying and managing bullying

Bullying can take place anywhere and at any time. The School ensures that the pupils are aware that we have the same behavioural expectations out of school as we do in school.

During the School day, staff are vigilant in all areas of the School site but have an increased focus on the playing fields and playgrounds at break and lunch times to optimise the chance of identifying any inappropriate behaviour.

The School ensures that the pupils are aware that if they feel they are being bullied they need to report it to their class teacher or any teacher they feel able to.

If bullying is reported to a member of staff the following steps are followed:

1. Record on CPOMS alerting the Leadership and Management Team (LMT) and the relevant members of staff.
2. Reassure the pupil that the School will deal with the incidents appropriately and in a timely manner.
3. Advise the pupil that the Assistant Head would like to discuss the incidents with them and arrange a time for the Assistant Head and pupil to meet in the Pastoral Suite (the member of staff who the incident was reported to may also attend the meeting).

Steps to follow after the meeting with the pupil who has reported the bullying:
1. Assistant Head to meet with the pupils identified in the conversation.
2. Review all known and disclosed information.
3. If bullying has been/is taking place*, arrange for the pupil who has been bullied to meet with the Headmaster and Assistant Head to provide reassurance and establish whether the pupil requires pastoral support.
4. Arrange for the pupil/s who have been/are carrying out the bullying to meet with the Headmaster.
5. Place the pupil/s on a Headmaster's Report Card.
6. Assistant Head to notify all parents of the pupils involved.
7. Record on CPOMS.
8. Headmaster to meet with the pupil/s on the Headmaster's Report Card at the end of one week and decide whether the pupil/s need to remain on a Headmaster's Report Card.
9. If the pupil/s remain on the Headmaster's Report Card, a meeting is requested with the parents.
10. Headmaster explains the next steps to the parents.
11. Record on CPOMS.

Behavioural expectations and sanctions are age and stage appropriate.

*If bullying has not taken place but inappropriate behaviour towards the pupil has, then refer to the sanctions detailed in the Behaviour, Rewards and Sanctions Policy and provide appropriate pastoral support to the pupil who feels like they have been bullied, if required.

In cases of severe and/or persistent bullying, strong sanctions such as exclusion may be necessary.

Record Keeping and Monitoring
Information and communication related to any bullying or suspected bullying is recorded on CPOMS.

The Leadership Management Team (LMT) are alerted to all bullying or suspected bullying incidents recorded on CPOMS and there is an opportunity to discuss the information further at the LMT meetings. All historical information on CPOMS can be viewed by the LMT.

CPOMS is also used as a record to assist with the pupils' transition between year groups within our School and the transition to Senior Schools.

During our annual Self Evaluation Week, the pupils are asked to report on bullying which results in the generation of statistical information. Every two years the Gloucestershire Healthy Living and Learning (GHLL) carry out an Online Pupil Survey (OPS) linked to all areas of a child's pastoral needs. St Edward's have opted in to this service and from this data, we can analyse behaviours, patterns, concerns and act on them This information can be used to identify areas that need to be improved and to assist in the review of the policy.

The Role of Parents
Parental support is one of the keys to the success of our Anti-Bullying Policy.
We aim to consult and communicate with parents on a regular basis.

We ask parents to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- Inform School immediately if they feel their child may be a victim of bullying behaviour. Trust that their complaint will be taken seriously and appropriate action will follow
- Not approach an identified child or involve an older child to deal with bullying if their child has been bullied but to inform School immediately
- Advise their child not to fight back as it can make matters worse
- Tell their child that it is not their fault that they are being bullied
- Reinforce the School's policy concerning bullying and make sure their child is not afraid to ask for help
- Discuss issues with their child if they know their child is involved in bullying and to inform the School. The matter will be dealt with appropriately.

Any parent contacting the School with a particular concern will always be taken seriously.
The first point of contact for the parent is the pupil's teacher.

Teachers will:

- Recognise that the parent may be angry or upset
- Keep an open mind – bullying can be difficult to detect. A lack of staff awareness does not mean that no bullying has occurred
- Remain calm and understanding
- Make it clear that the School does care and that appropriate action will be taken
- Explain the agreed School procedures and policy and ensure these are followed

The teacher will follow the numbered steps detailed for identifying and managing bullying.

If a parent does not feel that the situation has been dealt with adequately by the class teacher then the next stage of the complaints procedure is to contact the Assistant Head.

If a parent does not feel that the situation has been dealt with adequately by the Assistant Head then the next stage of the complaints procedure is to contact the Head.