



Walhampton

## **ANTI - BULLYING POLICY**

Drafted by: Deputy Head (Pastoral)      Approved by: Education Cttee  
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ISI Policy Nos.: A8 / B1

### **Aims**

The aim of this policy is to ensure that pupils, staff, parents and any other adults connected with Walhampton are aware of the school's anti-bullying policy and what procedures to take when faced with bullying behaviour.

Bullying is anti-social behaviour that affects everyone; it is unacceptable and will not be tolerated in any form. Only when all issues of bullying are addressed and dealt with will pupils be able to benefit fully from the opportunities available to them at Walhampton.

This policy has regard to the DfE guidance, 'Preventing and tackling bullying' (October 2014). It is designed to sit alongside other school policies including Safeguarding, E-Safety, and Rewards & Sanctions.

Strong sanctions for bullying such as exclusion may be necessary in cases of severe and persistent bullying.

### **Definition**

"Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take place in or out of school, and can be carried out by adults or pupils.

Examples of bullying are:

- Threats of violence, actual physical intimidation, verbal harassment, deliberate exclusion and interference with others' personal possessions.
- Activities of any kind which are motivated by racial, religious, cultural, sexual/sexist, homophobic, special educational needs or anti-disability prejudices, and which hurt, threaten or frighten others.
- Cyberbullying, misuse of social websites, mobile phones, text messages, photographs and e-mail which hurt, threaten or frighten others.

- Pupils' use of technology within the school setting is kept to a minimum and the school has its own mobile phone and e-safety policy.
- Bullies can operate anywhere, but the "hidden" areas are more common. These areas include toilet facilities, changing rooms and music practice rooms. All staff need to be aware of these areas and must be vigilant when moving around the school.
- Pupils and adults need to be aware that bullying can cause serious physical and psychological damage.

### **How to recognise Bullies and those being bullied**

- a. Anyone can be a bully.
- b. Adults can bully other adults or pupils.
- c. Pupils can bully adults or other pupils.
- d. Those who are being bullied might be recognised through physical bruises, performing less well in the classroom or on the games field. They may look worried, tired or withdrawn.

### **Procedures**

What should pupils and parents do if they recognise bullying?

- a. If any child or adult is being bullied or suspects that bullying is taking place then he or she must tell an adult (any adult that he or she trusts) and describe what has happened.
- b. Pupils may also contact the Independent Person, Kate Gollings whose name and telephone number is on display in the School Office.
- c. The role of the Independent Person is to act as an adult not connected with school who is able to be contacted by the children by telephone or through writing a note. This would be placed in a special box which is kept in the school library. The Independent Person acts as a listener to the children about any concerns that they may have and will inform the Pastoral Deputy Head if it is deemed appropriate.
- d. Pupils may also contact Childline (0800 1111)
- e. Parents should contact their child's tutor in the Prep School and the Head of Pre-Prep in the Pre-Prep School in the first instance.

## What should adults do if they recognise bullying?

### Step 1

- a. To prevent continuation of the bullying, immediate action must be taken in a consistent and effective way.
- b. The adult must tell the pupil's Tutor who will alert (Pastoral Deputy Head) in the Prep School who will inform the Headmaster if necessary and the Head of Pre-Prep in the Pre-Prep School. The rest of the staff will be informed via the Care Diary.
- c. The Care Diary kept in both Staff Rooms should be used to indicate cases of bullying and other instances of anti-social behaviour.

### Step 2

- a. The bullied child's Tutor /Pre-Prep Form Teacher should comfort and support the child in their care.
- b. The Tutor/ Pre-Prep Form Teacher should investigate by asking the child and any eyewitnesses to record events in writing.
- c. The Tutor/ Pre-Prep Form Teacher should devise strategies with the child in their care about how to deal with the particular situation.
- d. The Tutor/ Pre-Prep Form Teacher should inform the parents of the child who has been bullied what has occurred.

### Step 3

- a. The bully's Tutor/ Pre-Prep Form Teacher should investigate fully the cause for complaint by asking the bully to record the incidents in writing.
- b. The two Tutors/ Pre-Prep Form Teachers should discuss the findings from their investigations and the bully's tutor should fill out a **Bullying Incident Report Form (green)** and give a copy of this to the Pastoral Deputy Head who will contact the bully's parents to make them aware of the situation.

### Step 4

- a. Depending on the nature of the case, the bully and the bullied will have an individual meeting with the Pastoral Deputy Head or the Deputy Head of Pre-Prep to discuss both points of view from the situation.
- b. The bullied will be encouraged to talk about their feelings about the bully.
- c. The bully will be encouraged to empathise with the bullied and understand what they have done wrong and how they can change their behaviour for the future.

- d. An apology will be made and the agreed action plan implemented about how to move forward from the situation.

### **Step 5**

- a. Depending on the nature of the case, sanctions will be imposed on the bully, however, incidents of bullying are dealt with as individual cases and sanctions that are appropriate for one case may not be appropriate for another.
- b. Sanctions may include in the Prep school:
  - i. Short Break Detention
  - ii. Behaviour Report Card
  - iii. Black Book Detention
  - iv. Suspension or suspension from Boarding
- c. For the Pre-Prep, appropriate sanctions will be determined by the Form Teacher and the Head of Pre-Prep.

### **Step 6**

- a. Once the investigation has been carried out, the Pastoral Deputy Head or the Deputy Head of Pre-Prep will contact the parents of the bully again to explain the actions taken.

### **Step 7**

- a. The bullied child's tutor will continue to monitor the child in their care closely over the next week.
- b. The bully's tutor/ Pre-Prep Form Teacher will continue to monitor the bully closely over the next week.
- c. A week later the Pastoral Deputy Head or the Deputy Head of Pre-Prep will meet with both children to see that bullying has not occurred again.

### **Positive steps for staff**

- a. Listen to all the evidence before making a judgement.
- b. Try to pre-empt bullying by spotting 'overly physical behaviour' and silencing 'the cutting tongue' before damage is done.
- c. Be prepared to take time not just with helping the bullied party but also helping the bully.
- d. Make sure the correct lines of communication have been used. In the case of any incident ensure that names and facts are available to the Headmaster, the

Deputy Head Pastoral, the Head of Pre-Prep, the Deputy Head of Pre-Prep, the Pre-Prep Form Teacher, the Tutor and Houseparents (where appropriate).

Use the Incident Report Form.

- e. Lessons such as PSHE can be used to involve whole year groups through discussion and circle time to promote considerate and respectful behaviour towards each other.
- f. Support through the curriculum, the five areas of Every Child Matters and promote positive attitudes towards everyone.
- g. Assemblies, House Meetings and Chapel Services can highlight acceptable and unacceptable behaviour.
- h. Tutor and Form time sessions can be used where the children have the opportunity to talk about their feelings in a small group or individually.
- i. Outside speakers on relevant topics can be brought in to talk to children.
- j. Raise awareness of staff through regular Staff INSET on countering bullying so that the principles of the school policy are understood, legal responsibilities are known and procedures are followed.
- k. Where appropriate specialized staff training will be implemented in order to understand the needs of those pupils with special educational needs or disabilities and lesbian, gay, bisexual and transgender pupils.
- l. Remember that every child, including the bully and the bullied need someone to turn to. No child should ever feel that they have no adult support amongst the staff.

### **Incidents involving adults**

- a. An allegation of bullying of children by a member of staff is a serious disciplinary matter and should be referred directly to the Headmaster. It may become necessary to involve Governors.
- b. Where the member of staff is being bullied by children, the Deputy Headmasters should be informed and it is important that full support is given to the member of staff concerned.
- c. Where two adults are involved, the incident should be dealt with in accordance with the school's Grievance and/or Disciplinary Policies.
- d. Where there is a conflict of interest regarding any bullying i.e. staff or governors' children, then a suitable member of the SLT will be designated to deal with the incident.

