



Walhampton

## **Anti-bullying Policy**

Drafted by: DSL  
Approved by: Education Committee  
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### **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.

Walhampton regards any form of bullying as entirely unacceptable. We do not accept "I was just ..." or "I was only ..." as excuses. No pupil at the school has the right to indulge in behaviour that produces such unhappiness. Abusive behaviour is taken seriously and should not be dismissed as 'banter', 'just having a laugh' or 'part of growing up'. Every pupil at the school has the right to live his/her life free from such interference. However, in any society incidents of bullying are likely to occur. Bullying can have extremely serious consequences for the victims, both physical and emotional, and often causes profound unhappiness. It would be unacceptable for the school to close its eyes to the issue of bullying, or to pretend that bullying does not happen.

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, gender/transgender, 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 increasingly 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**

- Anyone can be a bully.
- Adults can bully other adults or pupils.
- Pupils can bully adults or other pupils.
- 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. There also may be changes in their normal behaviour.

## **Procedures**

What should pupils and parents do if they recognise bullying?

- 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.
- Pupils may also contact the Independent Person, Fiona Clark whose name and telephone number is on display in the School Office. Telephone: 07453 279928 Email: clarkf@hazelwoodschool.com
- 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.

- Pupils may also contact Childline (0800 1111)
- 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

- To prevent continuation of the bullying, immediate action must be taken in a consistent and effective way.
- The adult must tell the pupil's Tutor who will alert Head of Juniors (HJ) and Head of Seniors (HS) or Head of Pre-Prep (HPP).

### Step 2

- The bullied child's Tutor /Pre-Prep Form Teacher should support the child in their care and devise strategies with the child in their care about how to deal with the particular situation.
- The HS, HJ or HPP should investigate by asking the child and any eyewitnesses to record events in writing. After investigation, parents will be informed by the appropriate member of staff. If it is a serious incident, the Deputy Head Pastoral will contact parents. Parents will be kept informed as much as possible, ensuring transparency.

### Step 3

- Depending on the nature of the case, the bully and the bullied will have an individual meeting with the Deputy Head or the Head of Pre- Prep to discuss both points of view from the situation.
- The bullied will be encouraged to talk about their feelings about the bully.
- 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. An apology will be made and the agreed action plan implemented about how to move forward from the situation.
- Support will also be put in place for the bully to help them reflect on their behaviour. Supportive processes will be put in place to understand why the bully has been behaving in an unacceptable way.

### Step 4

- 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.
- Sanctions may include in the Prep school:
  1. A verbal reprimand
  2. Debits
  3. Behaviour Report Card
  4. Black Book Detention
  5. Suspension or suspension from Boarding

- For the Pre-Prep, appropriate sanctions will be determined by the Form Teacher and the Head of Pre-Prep.

#### Step 5

- The bullied child's tutor will continue to monitor the child in their care closely over the next week and further if necessary.
- The bully's tutor/ Pre-Prep Form Teacher will continue to monitor the bully closely over the next week.
- 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.

### **Bullying linked to ICT and other technology**

If a bullying incident directed at a child, young person or member of staff occurs using email, social media or mobile phone technology whilst within the school setting these strategies will be used:

- Advise the child/young person not to respond to the message.
- Refer to relevant policies including e-safety, anti-bullying policy and apply appropriate sanctions.
- Secure and preserve any evidence.
- Inform the sender's e-mail service provider.
- Notify parents of the child or young person involved.
- Consider parent workshops.
- Consider informing the police depending on the severity or repetitious nature of offence.
- Inform the Local Authority e-safety officer.

If malicious or threatening comments are posted on an Internet or social media site about a child, young person or member of staff:

- Inform and request the comments be removed if the site is administered externally.
- Secure and preserve any evidence.
- Send all the evidence to CEOP at [www.ceop.gov.uk/contact\\_us.html](http://www.ceop.gov.uk/contact_us.html) and HSCB
- Endeavour to trace the origin and inform police as appropriate.
- Inform Local authority e-safety officer.

### **Positive steps for staff**

- Listen to all the evidence before making a judgement.
- Try to pre-empt bullying by spotting 'overly physical behaviour' and silencing 'the cutting tongue' before damage is done.
- Be prepared to take time not just with helping the bullied party but also helping the bully.

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

- 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.
- Support through the curriculum.
- Assemblies, House Meetings and Chapel Services can highlight acceptable and unacceptable behaviour.
- 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.
- Outside speakers on relevant topics can be brought in to talk to children.
- 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.
- Where appropriate specialised staff training will be implemented in order to understand the needs of those pupils with special educational needs.
- Staff training will be implemented in order to understand cultural diversity.
- Where appropriate specialised staff training will be implemented in order to understand needs or disabilities and lesbian, gay, bisexual and transgender pupils.
- 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**

- An allegation of bullying of children by a member of staff is a serious disciplinary matter and should be referred directly to the Head. It may become necessary to involve Governors.
- Where the member of staff is being bullied by children, the Deputy Head should be informed and it is important that full support is given to the member of staff concerned.
- Where two adults are involved, the incident should be dealt with in accordance with the school's Grievance and/or Disciplinary Policies.
- 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.

### **Parental Partnership Parents**

Parents are encouraged to contact us promptly when issues of bullying come to light. We have an established approach to working with parents. Parents' and children's need for privacy should be respected. We encourage parents to follow our Complaints Procedure if they feel the bullying issue is not being addressed.

### **Dealing with anti-bullying across the year group departments**

## **Dealing with Bullying in the Pre-Prep**

### **Approach:**

A rigorous and thorough approach is taken to any form of unkind or upsetting behaviour. In line with the anti-bullying policy the Pre-Prep will take the following steps to ensure that any form of bullying is identified and dealt with accordingly.

All incidences of unkind behaviour will be dealt with immediately by the teacher in charge and passed onto the class teacher of those concerned. The class teacher is responsible for talking to the children concerned to find out what has happened and hear both sides of the story including what happened before the incident. Time is made to ensure that all children's opinions are heard.

If appropriate, a restorative justice conversation will be instigated with the children concerned. Appropriate sanctions and support structures will then be put in place at the discretion of the class teacher and supported by the Head of Pre-Prep (HoPP). Strategies and sanctions might include incentive charts or loss of Golden Time,

Any incidents are logged on CPOMs which helps us to track actions and outcomes, and in the Care Diary to be raised at the pastoral meeting. Further steps and support strategies will then be discussed to ensure that each situation is treated, monitored and reviewed appropriately.

The HoPP will talk with individual children and revisit each situation at the following weekly pastoral meeting to review progress and the actions taken. Should a situation need continual monitoring the HoPP will liaise on a more regular basis with the class teacher, parent and child concerned.

### **Support Strategies used in the Pre-Prep**

- Visual reminders
- Assemblies
- ELSA
- Daily traffic light feelings charts
- Feelings cards
- Traffic light cards or smiley faces to be left on teachers desk in a special place (that only the teacher and child know for privacy)
- Peer support/ Year 5 mentors
- Designated TA to support in break time play situations
- Playtime support group (run by TA)
- Daily child meetings
- Parent meetings

All actions or support strategies are recorded on CPOMs for review by the class teacher and HoPP. HoPP informs the pastoral team at the weekly staff meeting of any interventions in place. These are reviewed continually (and raised formally at the weekly meeting).

## **Dealing with Bullying in the Juniors**

### **Approach:**

A rigorous and thorough approach is taken to any form of unkind or upsetting behaviour. In line with the anti-bullying policy the junior team will take the following steps to ensure that any form of bullying is identified and dealt with accordingly.

All incidences of unkind behaviour will be dealt with immediately by the teacher in charge and passed onto the form teacher(s)/ tutor(s) of the child(ren) concerned. The form teacher is responsible for talking to the children concerned to find out what has happened and hear both sides of the story including what happened before the incident. Time is made to ensure that all children's opinions are heard.

If appropriate a restorative justice conversation will be instigated with the children concerned. Appropriate sanctions and support structures will then be put in place at the discretion of the form teacher and supported by the HOD Juniors.

Any incidents are raised at the weekly year group pastoral meetings. Further steps and support strategies will then be discussed to ensure that each situation is treated, monitored and reviewed appropriately. CPOMS is used to log incidences and track actions and outcomes.

Depending on the severity of the situation the HOD Juniors will revisit each situation and individual children at the following weekly pastoral meeting to review progress and actions taken. Should a situation need continual monitoring the HOD Juniors will liaise on a more regular basis with the form teacher, parent and child concerned.

### **Support Strategies used in the Junior department:**

- Daily traffic light feelings charts (lessons or break times - situation dependent)
- Personal diaries/ feelings book
- Two stars and a wish book/discussions
- Traffic light cards or smiley faces to be left on teachers desk in a special place (that only the teacher and child know for privacy)
- Peer support/ Year 5 mentors
- Designated TA to support in break time play situations
- Playtime support group (run by TA)
- Daily child meetings
- Parent meetings

All actions or support strategies are recorded on CPOMs for review by the form teacher and HOD juniors. HOD Juniors informs the rest of the pastoral team at the weekly meeting of any interventions in place. These are reviewed continually (and raised formally at the weekly meeting).

## **Dealing with Bullying in the Seniors**

### **Approach:**

A zero tolerance approach will be taken to any form of unkind or upsetting behaviour. All incidences of unkind behaviour will be dealt with immediately by the teacher in charge at that moment and recorded in CPOMs. Serious cases of unkind behaviour should be verbally relayed to the Head of Senior Pastoral or if a teacher wishes to further discuss sanctions or next steps.

Recording the incident on CPOMs allows the tutor and Pastoral team to identify trends of consistent poor behaviour. If consistent unkind behaviour is identified action will be taken in line with the anti-bullying policy and debits allocated accordingly.

The teacher who recorded the incident should conduct any immediate remedial or restorative justice and/or comfort the victim in the first instance. Guidance from the Head of Senior Pastoral should be sought if further investigation or contacting of parents is required.

When investigating an incidence of bullying staff should ensure that all children's opinions are heard and recorded. Appropriate sanctions and support structures will then be put in place at the discretion of the Head of Senior Pastoral in accordance with the Behaviour Policy.

Incidences of bullying or pupils of concern are raised at the weekly pastoral meetings. Further steps and support strategies will then be discussed to ensure that each situation is treated, monitored and reviewed appropriately.

Depending on the severity of the situation and the total number of debits a pupil may have gained could result in a review into their progress, actions taken and strategies put in place in accordance to Annex A of the Behaviour Policy.

### **Support Strategies used in the senior department:**

- Tutor warning/restorative justice and strategies after 3 debits
- Short Break detention after 4 debits – opportunity to discuss reason for debits, strategies moving forward and reflection with the Head of Senior Pastoral.
- Long Break detention (8 debits) - offers pupils another opportunity to consider reasons for debits and ways to prevent them moving forward.
- At this stage TAC meetings are established and a triangle of care developed between parents, pupil and tutor.

All actions or support strategies are recorded on CPOMs.