



# FALCONS PRE-PREPARATORY SCHOOL

## Anti- Bullying Policy

**Primary person responsible for updates to this policy:** Adel Thomson

**Job title:** Deputy Head Teacher

**Last review date:** July 2021

**Next review date:** July 2022

**Circulation:** This policy has been adopted by the governors and is available to parents on request. It is addressed to all members of staff and volunteers and applies wherever they are working with children.

'Parents' refers to parents, guardians and carers.

## **Aims and Objectives of this policy**

At Falcons Pre-Preparatory, parents and children work together to create a happy, caring, learning environment. Bullying, whether verbal, physical or indirect, will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s) or their parent(s)/guardian(s).

This policy aims to produce a consistent school response to any bullying incidents that may occur.

This policy is written in conjunction with the DfE Document 'Preventing and Tackling Bullying' (July 2017): <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

This policy should be read in conjunction with our Behaviour and Discipline Policy and our Safeguarding Policy.

This policy applies to all children in the school, including those in the EYFS.

## **Definition of Bullying**

As laid out in the DfE document 'Preventing and Tackling Bullying' (July 2017) the Government defines bullying as:

***'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.'***

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). It is often motivated by prejudice against particular groups for example on grounds of race, religion, culture, sex, gender homophobia, special educational needs and disability, or because a child is adopted or is a carer. Bullying can happen anywhere and at any time. We always treat it 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:**

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence; taking or hiding someone's possessions
- Racial - racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual - sexual violence or sexual harassment such as, forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. Sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Further details can be found in our Safeguarding Policy.
- Homophobic - because of, or focusing on the issue of sexuality, including lesbian, gay, bisexual and transgender (LGBT) pupils or family members
- Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies
- Verbal - name-calling, sarcasm, spreading rumours, teasing, threats
- Cyber Bullying – setting up 'hate websites', sending offensive emails or text messages
- Special Educational Needs and Disabilities (SEND) - any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs
- Related to appearance and health conditions
- Related to young carers or looked-after children or linked to home circumstances – providing care to someone in their family with an illness, disability, mental health or substance misuse problem.

In addition and to reiterate the examples of bullying above, no bullying of any kind is tolerated in relation to the protected characteristics (Equality Act 2010)

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

### **What bullying is not:**

It is important to understand that bullying is not the occasional falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, isolated incidents of name calling or a childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. This is reinforced in PSED (Personal, Social & Emotional Development) lessons in EYFS and Learning 4 Life (Personal, Social, Health, Emotional and Economic Education) lessons in KS1, and in assemblies, through stories and general class time.

### **Raising Awareness**

Whole school awareness will be raised via the use of Assemblies focusing on Bullying, and all classes will have either PSED (Personal, Social & Emotional Development) or Learning for Life (PSHEE) lessons, during which bullying issues will be covered. Our 3 core values (Courage, Curiosity and Care) are celebrated and encouraged in assemblies and in class discussions. We participate in annual events such as Anti-Bullying Week and Odd Sock Day.

Bullying can be by race, culture, gender, sexual orientation or disability, health conditions, home circumstances. Pupils will be reminded that bullying outside school can be raised as an issue in school, particularly cyber bullying.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

### **The role of the leadership team (Head Teacher and SLT)**

It is the responsibility of the SLT to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The school leadership ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. They draw the attention of the to this fact at suitable moments such as assemblies.

The SLT set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **Cyber Bullying**

Although the children in our care are often too young to be exposed to this type of bullying, there is an increased risk for young children to be bullied online. Two thirds of all bullying is verbal, and increasingly this happens in un-moderated chat rooms or by instant messaging, or via text messages on mobile phones. Bullying can be subtle but most of the time, if a child is being bullied, they often know who is doing it to them. We work in partnership with parents, where necessary, to advise them on issues that need to be dealt with, supporting them if they inform us of any issue; this support is in line with our wider anti-bullying guidelines. At school, we will spend time educating the students about cyber bullying through Learning for Life and Computing lessons, giving them the opportunity to raise issues and discuss them with staff as appropriate. Our designated safeguarding officers and other staff and parents to deal with issues about cyber bullying with regards to E- safety and safeguarding. For more detailed information, please read the E- Safety Policy.

### **What parents can do:**

- encourage the children to show you any messages they have received or to tell you immediately if anything new happens
- tell them never to respond to an internet bully in a chat room, and never respond to abusive text messages
- make sure they stick to moderated chat rooms
- tell them that bullying usually stops once they tell other people about it
- if bullying or abuse starts in a chat room, encourage your children to leave immediately and tell you - you can then contact the moderator or the site manager/editor
- tell them never to give out personal contact details online or put photographs of themselves up on websites

### **Strategy for dealing with bullying**

All incidents/accusations of bullying will be investigated by a member of the school's senior leadership team. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully. The aim of the investigations is to resolve the situation as quickly as possible. At all times parents of both the bully and victim should be kept up to date with the process and the outcomes.

- Discussion at length with the victim. This will require patience and understanding. Remember – listen, believe and act. Ensure that pupils are aware that some information may need to be disclosed to others and how that information may be used.
- Identify the bully/bullies. Obtain witnesses if possible. Advise a member of the SLT or Head Teacher.
- Discussions with the bully. Be honest with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Falcons.

- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying
- An attempt will be made, and support given, to help the bully (bullies) understand the seriousness of their behaviour and that it must change for the better
- Separate discussions with parents of bully and victim.
- Consequences for the bully will depend upon the perceived severity of the incident(s) and the age of the boy.
- Continue monitoring the situation by observing at playtime/lunchtimes and having discussions with the victim to ensure that there is no repetition.
- As the behaviour of the bully improves, then favoured activities etc., can be reinstated and the child can be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- Where appropriate, and with consent from the parents, bullies may be referred to an Educational or Behavioural Psychologist.
- If necessary and appropriate, Local Child Protection or the Police will be consulted. This will be done if there it is a serious case of bullying where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. (refer to Safeguarding Policy)
- Manage transitions to new school years and classes to ensure that support is given to both victims of bullying and bullies. Support should be given through the PSHE programme, pastoral care and ensuring comprehensive 'handover' sessions for each new academic year take place.
- For any identified bully or victim leaving the school, the DSL will contact the destination school and provide records of behaviour and/or support.

In order to identify incidents of bullying and the identities of bullies, we agree to carry out the following strategies:

- All staff watch for early signs of distress in pupils.
- All staff listen, believe, act.

### **Monitoring**

Where incidents of bullying have occurred, the Head Teacher or a member of the SLT will follow-up within two weeks and again within the following half term to ensure that there are no repeat incidents.

## **Recording Incidents**

All incidences of bullying or alleged bullying will be recorded in MyConcern (secure online safeguarding software) by staff members. Records of all discussions will also be kept on MyConcern. The Head Teacher, DSLs and Deputy Head Teacher are notified of recorded incidents on MyConcern via email.

Concerns are flagged and categorized. The school pays particular attention to monitoring and evaluating incidents related to the protected characteristics.

## **Possible Consequences**

- In all cases of bullying, parents of the bully will be tactfully informed of the situation and they will be expected to support the school's sanctions.
- Where bullying occurs as part of a larger behavioural problem, pupils may be bound by a pupil behavioural plan, listing targets for expected behaviour and specific age-appropriate consequences will be applied should targets not be met. Consequences will be in the form of 'privileges' withdrawn, both at home and at school.
- Loss of privileges, such as the missing free time, after school clubs or not being able to attend non-essential events
- Continued monitoring of the situation by staff members
- In severe cases, pupils may be temporarily or permanently excluded.

## **The role of parents**

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school

This policy should be read in conjunction with the Behaviour, Discipline and Exclusions and E-Safety policies.

## **Monitoring and review**

This policy is monitored on an annual basis.

For further information on Safeguarding and peer-on-peer abuse please see our Safeguarding Policy available on the policy portal.