



FALCONS PREP
RICHMOND

Anti-Bullying Policy

Primary person responsible for this policy: Sophie Wyatt

Job title: Deputy Head

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Circulation: This policy is available to parents on request. It is addressed to all members of staff and volunteers.

Definition

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'. It can range from ostracizing, name-calling, teasing, threats and extortion through to physical assault on persons and/or their property. It may be repeated over time and intentionally hurts another pupil or group physically or emotionally and 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 – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email); It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents which may cause psychological damage. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical. For any incidents relating to sexual violence and/or harassment, please refer to the Safeguarding policy for guidance.

At Falcons Preparatory Richmond , FPR parents and pupils work together to create a happy, caring, learning environment. Bullying, whether verbal, physical or indirect is not 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). When there is a reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm such abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being at risk and support will be given.

This policy aims to produce a consistent school response to any bullying incidents that may occur. This policy should be read in conjunction with '**Preventing and tackling bullying**' found at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Raising Awareness

Whole school awareness is raised through Assemblies focusing on bullying, and all classes have PSHEE (Life Skills) lessons, during which bullying issues are covered. Bullying can be by race, culture, gender, sexual orientation or disability, health conditions or home circumstances. Pupils are reminded that bullying outside school can be raised as an issue in school, particularly cyber bullying.

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

We 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. At all times further and more detailed information can be obtained from the Safe to Learn document which embeds anti-bullying work in schools.

Boys are taught through personal, social, health and economic education (PSHEE) known in our school as Life Skills, assemblies, invited guests, drama, stories, literature, to discuss differences between people and the importance of avoiding prejudice-based language. The discussions include making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. It can be a barrier to their learning and have serious consequences for their mental health.

Anti-bullying week provides opportunities for the boys to explore different scenarios and role play outcomes. It is reinforced that:

- Boys can go to any member of staff to discuss any bullying incidents, whether they have been a victim, bystander or a perpetrator- PSHEE Life Skills lessons and assemblies reinforce this message
- Form tutors will be informed if staff or pupils observe or have been informed of any incidents
- This will then be brought to the attention of the relevant member of middle management
- Strategy for dealing with bullying will be put in place (as detailed below)

Cyber Bullying

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 pupil is being bullied, they know who is doing it to them. We work in partnership with parents 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 spend time educating the boys about cyber bullying through PSHEE Life Skills and ICT, giving them the opportunity to raise issues and discuss them with staff as appropriate. Our safeguarding officers are available to boys, 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.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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 staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

The role of the Head and SMT

It is the responsibility of the Management 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 Management ensures that all boys know that bullying is wrong, and that it is unacceptable behaviour. They draw the attention of the boys to this fact at suitable moments, for example, if an incident occurs the Management may use assembly as a forum in which to discuss with other boys why this behaviour was wrong, and why a pupil is being punished.

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

What parents can do:

- encourage the boys 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 the boy 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 are investigated by a member of the school's senior management 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 are kept up to date with the process and the outcomes.

- Discussion at length with the victim. This requires 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 the Deputy Head: Pupil Welfare & Wellbeing.
- 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 the FPR.
- If they own up then sanctions need to be discussed with the Head and parents.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.

- Separate discussions need to take place with parents of the bully and victim.
- Sanctions 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 he can be praised for good behaviour. This will rebuild the boy'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.

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 and act.

Sanctions

- In all cases of bullying, parents of the bully are tactfully informed of the situation and they are expected to support the school's sanctions.
- Where bullying occurs as part of a larger behavioural problem, pupils become bound by a pupil 'contract', listing targets for expected behaviour and sanctions are applied should targets not be met. Sanctions are in the form of 'privileges' withdrawn, both at home and at school.
- For very young boys appropriate strategies are put in place.
- A detention may be given; this will normally only be given by a member of SMT or the Head.
- Loss of privileges, such as free time, etc.
- In severe cases, pupils may be temporarily or permanently excluded.

The role of parents

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

Parents have a responsibility to support the school's anti-bullying policy and actively to encourage their son 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.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control

or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

Recording Incidents

All incidences of bullying or alleged bullying are recorded in on sims as a behaviour or pastoral concern. Records of all discussions are kept include as the basic entry the pupil's name and year group, the nature and date of the offence, and the sanction imposed and to centralise the record, so that a holistic picture can be identified by the school and also by inspectors. Stand and shout staff meetings are an arena for staff to collaborate and discuss such incidents as required.

Monitoring

Where incidents of bullying have occurred, the Head will follow-up with the adults and children concerned within two weeks and again within the following half term to ensure that there are no repeat incidents.