



Reviewed September 2023 Rob Grosse

NUMBER OF BULLYING INCIDENCES 2022-23: 0

This policy applies to all pupils and staff at Herries Preparatory School, irrespective of their age and whether or not a pupil is in the care of the School when/if bullying behaviour occurs. While this policy focuses mainly on the bullying of pupils by other pupils, it is recognised that other forms of bullying may occur and this is addressed in Section 5.2.3. This policy has regard to The Education (Independent School Standards) Regulations 2014 which provide that the proprietor of an independent school should ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy. DfE Advice, Preventing and Tackling Bullying (2017) should be read in conjunction with the latest version of the 7a Herries Child Protection & Safeguarding Policy. It should also be read with 9a Behaviour Policy as some incidents may fall between the two. 7h E-Safety, Acceptable use of the Internet, Mobile Technologies & The Teaching & Learning of ICT Policy also give guidance about the safe use of mobile phones and cameras and devices.

1.1 Availability: This policy is provided to all parents, pupils and staff and it is also available on request in the School office. In addition, the policy is published on the School's website.

1.2 Policy aims:

- to maintain and drive a positive and supportive, inclusive and tolerant culture among all pupils and staff throughout the School
- to deter bullying behaviour, detect it when it occurs, and deal with it by counselling and/or disciplinary sanctions and, if necessary, by exclusion

1.3 We have zero tolerance towards bullying behaviour, which is never acceptable or tolerated at Herries School because:

- it is harmful to the person who is bullied, and to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage and even suicide
- it interferes with a pupil's right to enjoy his/her learning and leisure time free from intimidation
- it is contrary to all our aims and values, our internal culture and the reputation of the School.

2 Bullying behaviour

2.1 Meaning: The definition used in the 2017 DfE guidance on preventing and tackling bullying outlines 'behaviour by an individual or group, repeated over

time, that intentionally hurts another individual or group either physically or emotionally.' Bullying may be:

- physical - hitting, kicking, pushing people around, spitting; or taking, damaging or hiding possessions
 - verbal - name-calling, taunting, teasing, insulting or demanding money
- exclusionary behaviour - intimidating, isolating or excluding a person from a group
- general unkindness - spreading rumours, writing unkind notes, phone texts or e-mails
- cyberbullying - using the internet, mobile phones, texting, sexting sending photographs electronically social networking sites to deliberately upset someone else (see section 2.2 below).

Bullying may also be:

- sexual - talking to or touching someone in a sexually inappropriate way
- sexist - related to a person's gender
 - prejudiced, racist, or regarding someone's religion or culture - for example, making racial taunts, writing graffiti or making gestures
- homophobic - related to a person's sexual orientation because of, or focussing on the issue of sexuality
- related to a person's home circumstances
- related to a person's disability, health or appearance
- related to a person having special educational needs
- related to a person being adopted or being a carer

Cyberbullying: Cyberbullying is the use of information and communications technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. This type of behaviour is not acceptable. There is annual training for staff, pupils and parents about safe use of technologies – see training record held in the School office. Information sharing between parents, pupils and school about cyberbullying and sexting concerns will be treated with confidentiality in school. The school will always support families but is limited in its remit with regards to actions that take place externally.

2.2 Intention: Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of bullying are equally unacceptable but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions.

2.3 Responsibility: It is everyone's responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying.


2.4 A person may be vulnerable to bullying because of his/her age, physical appearance, nationality, skin colour, gender, sexual orientation, religion, culture,

disability or learning difference or because s/he is new in the School, appears to be uncertain or has no friends. S/he may also become a target because of an irrational decision by a bully.

3 Anti-bullying culture

3.1 **Ethos:** Our expectation of all members of the School community is that:

- Pupils will uphold our Herries Values' which promotes good behaviour and an anti-bullying ethos (this is found in the Behaviour Policy) and staff will uphold the Staff Code of Conduct Policy.
- Year 6 will periodically review the Herries' Values which are shared with all pupils and parents. Parents are asked to discuss our values with their child.
- Pupils are frequently reminded that if they have concerns about bullying behaviour in any way or at any time, they should speak to a member of staff.
- A pupil who witnesses or hears of an incident of bullying will report it to a member of staff
- All incidents of bullying will be recorded in the **Bullying Incidents folder** held by the Headteacher
- A complaint of bullying will always be taken seriously
- No one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

<p>Respect</p> <p>I know when it is not OK to talk in lessons and when I move around the school.</p> <p>I respect school property and other people's property.</p> <p>I have good manners and remember to say please and thank you.</p> <p>I show respect to others by ...</p>	<p>Resilience</p> <p>I take turns to share ideas and accept that not everyone will agree with me.</p> <p>When someone is sorry I can accept their apology.</p> <p>I take responsibility for my actions.</p> <p>When things go wrong, I can learn from the experience and have another go. This happened to me when...</p>	<p>Independence</p> <p>I recognise my strengths and the areas where I need to improve.</p> <p>I can come up with different ways to solve a problem.</p> <p>I read my pink feedback and use it to improve my work.</p> <p>I learn independently by ...</p>
<p>Excellence</p> <p>I persevere to achieve my best in everything I do at Herries.</p> <p>I read my green feedback and am proud of what I can do.</p> <p>I complete homework to the best of my ability and hand it in on time.</p> <p>I was proud of my achievements when I...</p>	 <p>HERRIES' VALUES Personal Development</p> <p>I promise to do my best to uphold the values of my school and to help others to do the same.</p> <p>Signed</p> <p>Post</p>	<p>Enthusiasm</p> <p>I am able to work effectively in a group and in pairs.</p> <p>I take an active part in lessons and try to join in with activities.</p> <p>I am enthusiastic about...</p> <p>The best thing about Herries is...</p>
<p>Happiness</p> <p>I include other children in my games and activities.</p> <p>I am a good friend.</p> <p>I feel good about myself when...</p> <p>I am happy at Herries because...</p>		<p>Sincerity</p> <p>I understand that some children find some activities more difficult than I do.</p> <p>I can be honest and accept when I have made a mistake.</p> <p>I can say sorry and show that I mean it by making things better.</p> <p>I show that I am honest and that I care by...</p>

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Equal opportunities:

Promoting equal opportunities is fundamental to the aims and ethos of our school. We encourage respect for other people with particular regard to the protected characteristics set out in the Equality Act 2010. We concentrate on educating the individual, providing a comfortable and welcoming atmosphere where each pupil feels valued and can flourish.

The school is committed to meeting the needs of each of our pupils through the fair and appropriate treatment of all, regardless of an individual's race, religion or belief,

sex, sexual orientation, gender identity, disability, learning difficulty or other specific educational need. Discriminatory words and behaviour are treated as unacceptable. Our Positive Behaviour Ladder may also be referred to (this can be cross referenced in our Behaviour Policy) as a means to support children to demonstrate desirable behaviour. All behaviours of a bullying nature are sanctioned and carry consequences designed to help children to reflect and change their behaviour for the better.

3.2 Staff: Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- celebrating achievement
- anticipating problems and providing support
- disciplining sensibly and fairly
- making opportunities to listen to pupils
- acting as advocates of pupils.

3.3 Pupils: Through our pastoral care systems, pupils are informed and taught that all types of bullying will not be tolerated in the School. Pupils are encouraged:

- to celebrate the effort and achievements of others
- to hold and promote positive attitudes
- to feel able to share problems with staff
- to turn to someone they trust, if they have a problem
- not to feel guilty about airing complaints
- to treat meals as pleasant social occasions.

4 Anti-bullying systems

4.1 Approach: Our systems for detecting and dealing with bullying are designed to operate

- vertically, through all year groups
- horizontally, age-specific within year groups and in the classroom and other activities.

Our anti-bullying systems are implemented and driven in the way described below.

4.2 Vigilance: Members of staff are vigilant at all times but particularly:

- before lessons
- in the queue for the Dining Hall and in the Dining Hall itself; ● in classrooms
- in the playground
- on school transport.

4.3 Meetings: Any concerns about bullying are regularly discussed in the staff meetings. Similarly, throughout the year strategies to promote intolerance towards bullying are discussed. Any parental concerns that have been raised with form tutors will also be discussed at these meetings to ensure that staff are aware and can be vigilant.

The purpose of these meetings is to give feedback about friendship groups and patterns, particular incidents, any pupil who seems to be isolated and any known conflict between a member of staff and a pupil, or between pupils.

4.4 Education: Measures are taken throughout each year to educate pupils about bullying. This includes

4.4.1 PSHEE: The PSHEE curriculum includes discussion about bullying which covers:

- Who is the "bully"? Who is the "victim"?
- Why are some people "bullies" and others "victims"?
- What should a pupil do if s/he is bullied?
- What constitutes bullying? Where are the boundaries?
- What should be done if bullying is confirmed?
- Videos are shown to stimulate discussion.

- Anti-Bullying 'who can I speak to' posters are placed around the School.
- Anti-Bullying messages are given in assemblies.
- Anti bullying week- usually in November may be used as a time to promote anti bullying behaviour.

4.5 Staff training: Appropriate training in all aspects of care is arranged to ensure that Class Teachers and other staff have the necessary professional skills, especially with regard to the risk and indications of child abuse and bullying, and how to deal with cases and also to ensure that:

- there is an adequate presence of staff
- measures are taken to avoid opportunity and lack of purpose among pupils
- there is space available for pupils' quiet withdrawal
- good behaviour and discipline is maintained.

4.6 Pupil responsibilities: We explain our expectations in terms of the role of older pupils in setting a good example and being helpful to younger pupils and each other. Older pupils are encouraged to keep an eye on younger ones and offer support, where it is needed, and in particular:

- all senior pupils have the opportunity for year group duties but senior pupils who do not wish to have extended pastoral responsibilities are not coerced

- the responsibilities of senior pupils are appropriately allocated
- members of staff expect senior pupils with positions of responsibility to offer support to younger pupils where appropriate

4.7 Record Keeping and monitoring: The Assistant Head Pastoral maintains behaviour records and in Pastoral meetings monitors the welfare of pupils. Staff monitor personal development through the toolbox and booklet and keep records of conversations or concerns in Pupil Profiles. In addition, every complaint or report of bullying must be reported to the Headteacher. There is a full annual review of the policy.

4.8 Why incidents might not be reported

4.8.1 Victim: There are many reasons why a pupil who has suffered bullying may be reluctant to report it. S/he may become demoralised, for example:

- It is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular
- the things they are saying and doing are too embarrassing to discuss with an adult
- it is all my fault anyway for being overweight/too studious etc
- there are too many of them; there is nothing the staff can do
- it will get back to my parents and they will think less of me
- I will just try and toughen up and grow a thicker skin
- I will lay low and not audition for a part in the school play etc.

4.8.2 Witnesses: There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. S/he may say:

- it is "snitching" and I will become unpopular
- it is not my concern anyway
- I don't like the victim and I would find it embarrassing to be associated with him/her.

4.9 Culture: Any of these responses would be contrary to our culture at the School. In implementing this policy, we encourage every pupil to understand that:

- every complaint of bullying will be taken seriously
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- there is a solution to nearly every problem of bullying
 - a pupil who complains will receive support and advice and in many cases the problem can be dealt with on a no-names basis
- the primary aim will be for the bullying to cease, not the punishment of the

bully unless this is necessary.

5 Procedures

5.1 Guidelines: The following procedures are a guideline except where expressed in the terms "should" or "must". **The best guide is the experience and training of the staff.**

5.2 Reporting bullying complaints

5.2.1 Pupils: A pupil who is being bullied, or who is worried about another pupil being bullied, should be encouraged to report incidents without delay and can do so in several ways. S/he can:

- tell his/her parents, the Class Teacher or another member of staff or a responsible older pupil; alternatively
- contact Childline (0800 1111); or the NSPCC: 0808 8005000

5.2.2 Parents: Parents who are concerned that their child is being bullied should inform the Headteacher or their child's Class Teacher without delay.

5.2.3 Staff: This policy mainly focuses on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should contact the Headteacher. Pupils and parents who feel that a member of staff is bullying should report this in accordance with the procedures set out above in section 5.2. Complaints against teachers will be dealt with in accordance with staff disciplinary procedures.

5.3 Initial complaint: A person in authority who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering advice, support and reassurance to the alleged victim, then
- report the allegation to the Headteacher as soon as possible.

The Headteacher must:

- record the complaint in the Bullying Incident Folder
- inform the appropriate staff to agree on a strategy, and on who will take the lead.

5.4 Assessment:

The victim's Class Teacher will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:

- the nature of the incident/s - physical? verbal? exclusionary? etc ● is

it a "one-off" incident involving an individual or a group? • is it part of a pattern of behaviour by an individual or a group?

- has physical injury been caused? Who should be informed - Headteacher? Parents? The School's Designated Safeguarding Lead? Social Services? The police?
- can the alleged bully be seen on a no-names basis?
 - what is the likely outcome if the complaint proves to be correct? At this

stage, the possible outcomes for an incident which is not too serious

includes

- there has been a misunderstanding which can be explained

sympathetically to the alleged victim with advice to the alleged bully

- the complaint is justified in whole or in part, and further action will be needed (see Range of Action, below).

5.5 Serious incident: If a Class Teacher believes that bullying behaviour:

- has occurred involving a pupil in his/her class
- has recurred after issues have been addressed with the "bully"

S/he must inform the Headteacher and the School's Designated Safeguarding Lead, the Headteacher and, in the absence of the Headteacher, the Deputy Designated Safeguarding Lead, Mrs Katrina Sands. A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Safeguarding Lead or a member of the Senior Leadership Team will then:

- interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. S/he may decide to ask the Class Teacher to be present.
- confirm the facts of the case, if considered necessary; and
- decide on the action to be taken in accordance with the Range of Action set out below.

Where appropriate, parents of the victim and bully will be notified and given details of the case and the action being taken.

NB Third parties will not be informed what steps are being taken in an individual case but to reassure as necessary, they will outline the sort of approaches that might be used.

5.6 Range of action: When a complaint is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim
- advice and support to the bully in trying to encourage fairness and honesty to change his/her behaviour.
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict
- a disciplinary sanction against the bully, in accordance with the School's Behaviour Policy. In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently in accordance with the School's Exclusions Policy
- action to build positive relationships
- involving Social Services or the police
- notifying the parents of one or both pupils about the case and the action which has been taken
- such other action as may appear to be appropriate.

Where either the victim or the bully has learning differences or a disability this will be taken into account when the appropriate action is decided upon

5.7 Monitoring: The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with pupils so that they may be alert to the need to monitor certain pupils closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the School.

5.8 Formal complaint: If the victim or his/her parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure made available to parents.

6 Review

6.1 This Policy will be reviewed every year to assess its effectiveness, and will be updated as necessary. In undertaking the review the Headteacher will take into account the results of the monitoring as set out at section 4.7 above, as

well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through a bullying survey).

ANTI-BULLYING HELPLINES

Additional sources of guidance and information:

Outside agencies who can offer support are:

Childline: 0800 1111

NSPCC: 0800 800 5000

Samaritans: 08457 90 90 90

Connexions: 0800 8001 3219

Map safe routes to school (software available from MAP IT Ltd 01487 813745)

Royal Borough of Windsor and Maidenhead Anti bullying helpline

01628 685609

ACE - Advisory Centre for Education (an advice line for parents on all matters concerning schools).

1c Aberdeen Studios, 22 Highbury Grove, London N5 2DQ

Tel: 0207 704 5793. Tel helpline: 0207 354 8321 (Mon-Fri 2-5pm)

Anti-Bullying Campaign

185 Tower Bridge Road, London SE1 2UF

Tel: 0207 378 1446 (9.30am-5.00pm)

Advice line for parents and children

Children's Legal Centre

Tel: 01206 873820

(Mon-Fri: 10.00am-12.30pm and 2.00pm-4.30pm)

Publication and free advice line on legal issues.

Parentline Plus

520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL

Tel: 0808 800 2222

National helpline for parents: (Mon-Fri 9.00am-9.00pm; Sat 9.30am-5.00pm; Sun 10.00am-3.00pm)

Government website:

www.dcf.gov.uk/everychildmatters

www.dontsufferinsilence.com.

Kidscape

2 Grosvenor Gardens, London SW1W 0DH

Tel: 0207 730 3300. Fax: 0207 730 7081

Has a wide range of publications for young people, parents and teachers. Bullying counsellor (available Monday to Friday, 10.00am-4.00pm)

Useful reading:

Kidscape Founder, Dr Michele Elliott, has written much on the subject of

bullying: *101 ways to deal with bullying: a guide for parents*, Michele Elliott,

Hodder

Keeping safe, a practical guide to talking with children, Michele Elliott, Coronet Books, 1994

Bully Wise Guide, Michele Elliott, Hodder, 1999

501 ways to be a good parent, Michele Elliott, Hodder and Stoughton, 1996

Bullying: a practical guide to coping for schools, Michele Elliott, FT Prentice

Hall Other references:

Gangs and Bullies, Rosemary Stone, Evans Brothers, 1999

Don't Pick on Me: How to Handle Bullying, Rosemary Stone and Belinda Evans

When your child is bullied, Jenny Alexander, Pocket Books, 2006 *Confident Children: Help children feel good about themselves*, Gael Lindenfield, Thorsons, 2000

Bullying and how to fight it, Andrew Mellor, The SCRE Centre, 1993

Fighting, teasing and bullying: simple and effective ways to help your child, J Pearce (1989). Thorsons, Wellingborough

The Bullying problem, Alan Train, Souvenir Press 2009

ABC BULLYING BEHAVIOUR LOG

DATE & TIME	PUPIL	TEACHER INITIALS	ANTECEDENTS	BEHAVIOUR	CONSEQUENCE	ANALYSIS
			<i>Background, previous concerns and circumstances, triggers, previous reminders, support, procedures, activities & resources</i>	<i>Main concern & account of bullying behaviour. Pupils and staff involved.</i>	<i>Detailed outcome of the bullying behaviour e.g. responses, reactions, support, interaction, sanction etc.</i>	<i>Changes to strategies, procedures and support?</i>