



**Sunninghill**  
PREP SCHOOL DORCHESTER

# **ANTI-BULLYING POLICY**

## **Statement of Intent**

Sunninghill is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

At Sunninghill we recognise the seriousness of bullying and the impact it can have on a child's physical, emotional and psychological welfare.

Bullying of any kind is unacceptable at Sunninghill and will not be tolerated.

If bullying does occur, all pupils should know how to seek help and know that incidents will be dealt with promptly and effectively.

Our aim is to create a school ethos where there is a strong emphasis on mutual respect and caring and to be aware of the responsibilities and rights of all children. This will be result of consultation with all staff, members of Pupil Voice and the individual classroom charters.

This policy aims to ensure that the needs and rights of every one in the community are respected and upheld.

The Golden Rules and learning expectations will provide more specific guidance for staff and pupils where needed.

## **Golden Rules**

We have the following Golden Rules at Sunninghill:

- Be kind, gentle and caring
- Be helpful to everybody who shares your school day
- Listen to others and follow instructions carefully
- Be honest and open minded
- Be organised and look after your property
- Work to the best of your ability

The school aims to ensure its policies and codes of conduct are applied fairly and consistently. In order to achieve this it is necessary that children, parents and staff know and consistently abide by the school rules (please refer to Behaviour Management Policy).

However, the school acknowledges that some children with SEN or learning difficulties will find strict adherence to the rules very difficult and accommodation and flexibility in these cases is practiced. It is also important that school is a place where children can make mistakes and learn from their mistakes. Our approach to disciplinary matters is kindly, but firm and clear.

Good manners, obedience, courtesy and respect for others are very much the norm. A mutual respect between staff and pupils ensures the highest standards in both behaviour and work. Our belief is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. The emphasis in our policy is on reward and praise rather than sanction.

Parents have an important role in supporting Sunninghill in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together.

This policy is available to parents and pupils (on our website and on request). It is also communicated to all staff.

### **Classroom Charters**

Class contracts are drawn up within PSHCE lessons which support the UN Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.

Everyone has the right to:

- Feel safe
- Have opinions and be able to express them freely
- Ask for what they want
- Make mistakes and have a chance to try again
- Have successes
- Be themselves
- Do things their own way
- Private space and time
- A fair go
- Change their mind
- Choose whether they want to help others
- Have their own ideas and dreams
- Make decisions and choices
- Say no without feeling guilty or selfish

### **What Is Bullying?**

Bullying can happen anywhere and at any time and can involve anyone – pupils, staff and parents.

Bullying is the use of aggression or undermining behaviour with the intention of hurting another person. Bullying can be defined also as any discriminatory behaviour that victimises others on grounds of disability, race, sex, religion, culture, age or background. Bullying results in pain and distress to the victim.

We would categorise an event as bullying when the same person is subjected to the same or different offences on repeated occasions by the same person or group.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racial racial and cultural taunts, graffiti, gestures, hair colour
- Gender because of, or focusing on the issue of gender

- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Religious bullying for religious differences
- Verbal name-calling, sarcasm, spreading rumours, teasing, body shape
- SEND bullying because of special educational needs
- Cyber all areas of internet, such as e-mail & internet chat room misuse  
Mobile threats by text messaging & calls  
misuse of associated technology, i.e. camera & video facilities  
(see E-safety policy for further information on cyber bullying and preventative measures)

## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have a thorough understanding of bullying
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- Pupils and parents should be assured that they will be supported when bullying is reported because as a school we take bullying seriously
- Bullying will not be tolerated and there is a system of clear, fair and consistent responses to incidences of bullying

## **Signs and Symptoms**

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:

- is frightened of walking to or from school
- doesn't want to go on the school minibus
- begs to be driven to school
- changes their usual routine
- becomes school phobic
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night, has nightmares or wets the bed
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating

- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or over secretive when a cyber message is received
- psychological damage

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

## **Procedures**

- Pupils (either victims or witnesses) or adults (teachers or parents) should report suspected bullying incidents to the Form Tutor or another member of staff such as the Deputy Head (Pastoral)
- All incidents will be investigated thoroughly.
- We ensure that bullies and victims are interviewed separately.
- We obtain witness information (where appropriate)
- Incidents are recorded on 3sys and where necessary placed in the Serious Events file that is held by the Deputy Head (Pastoral)
- In every event of bullying parents are informed and they will be asked to come in to school for a meeting to discuss the problem with the Tutor, Deputy Head Pastoral and/or the Headmaster, as appropriate. This links directly into the school's Behaviour Management Policy
- An attempt will be made to help the bully/bullies change their behaviour, in the first instance (see appendix i).
- A number of sanctions are available and include strong sanctions such as exclusion in the worst case scenario
- We will listen to the pupil who has been bullied and agree the type of support they need.
- Victims of bullying will receive significant support and advice, and training where appropriate.
- If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the incidence will be treated as a child protection concern and reported appropriately.
- Where possible, the pupils will be reconciled.
- If appropriate external agencies will be involved.
- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Staff Training**

1. Read guidelines attached Appendix 1
2. New staff are inducted in their duty of care for pupils and how to recognise signs of bullying, the procedures to follow and when to seek advice from the Head of Pastoral Care.
3. Each year there is an item on the agenda for the staff on anti-bullying procedures.

4. At regular weekly staff meetings there is time given for discussing pupils of concern, which includes potential bullying cases, and strategies for resolving any issues are discussed and agreed.
5. Anti-bullying is incorporated into the Jigsaw PSHCE programme. (Please see PSHCE Scheme of Work).

## **The role of the 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 form teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and actively to encourage their child to be a positive member of the school.

## **Prevention**

We will use Sunninghill's and KIDSCAPE's methods for helping staff and pupils to prevent bullying. As and when appropriate, these may include:

- Staff training
- PSHCE teaching and learning
- School assemblies
- writing a set of school rules or agreed rights and responsibilities
- writing a log or diary
- assertiveness training
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- the introduction of the Rights Respecting Schools programme

Anti-bullying is incorporated into the Jigsaw PSHCE programme. (Please see PSHCE Scheme of Work). During PSHCE lessons and through strategies such as Class Charters we aim to build resilience in children and develop strategies to protect themselves.

### The Diana Award

In 2017 a number of children attended a course on bullying by the Diana Award, a nationally recognised charity. Through the training (including role play) the school now has a number of Anti-bullying Ambassadors. The role of the ambassadors is to provide support and guidance for children who may feel more comfortable to speak to another child rather than an adult. They also contribute to anti-bullying education by delivering assemblies.

## Monitoring

- Standing item on Governor's Education Committee agenda to monitor events/trends.
- Parents are sent a copy of the policy and invited to comment.

## Complaints procedure

Parents are encouraged to use our complaints procedure (published on the website) if they feel that any concerns about bullying are not being addressed properly.

## HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Anti-bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Childline	0800 1111
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.



## Anti-bullying information sheet for pupils

### Is it bullying?

**It is if you feel hurt because individuals or groups are:**

- calling you names;
- threatening you;
- pressuring you to give someone money or possessions;
- hitting you;
- damaging your possessions;
- spreading rumours about you or your family; or
- using text, email or web space to write or say hurtful things (cyberbullying).

**It is bullying if you feel hurt because of things said about your:**

ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

**Sunninghill Prep School does not tolerate bullying. This is what we do about bullying:**

- make sure that the person being bullied is safe;
- work to stop the bullying happening again; and
- provide support to the person being bullied.

### What should you do?

Talk to someone you trust, like your Tutor, and get them to help you take the right steps to stop the bullying.

**If you feel you are being bullied:**

- try to stay calm and look as confident as you can;
- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible; and
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil; perhaps a prefect;
- drop a note in the Problem Shared Box (Compass Lobby).

**If you have been bullied:**

- tell a teacher or another adult in your school (your tutor, Mr Stazicker, Mrs King, Mr Thorpe). Alternatively you can meet our independent listener, who will all be able to help via the Problem Shared box in Compass Lobby;
- tell your family;
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- keep on speaking until someone listens and does something to stop the bullying; and
- don't blame yourself for what has happened.

**When you are talking to an adult about bullying be clear about:**

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened; and
- what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on freephone **0800 1111**. This is a confidential helpline. You can also write to Freepost 1111, London N1 0BR. The phone call or letter is free.



## Appendix i

### Anti-Bullying Guidelines for Staff

What can you do as a member of staff to stop bullying?

1. Listen. It is very important that the pupil knows he or she will be listened to. Always listen when a pupil wants to tell you he or she has been hurt or upset by someone. This can be very time consuming, but experience suggests that the number of reports will eventually reduce. This will be because of the pupil's social learning rather than because they think there is no point reporting things. It may be necessary to postpone the report because of other priorities, for example, getting the class started on work. Sometimes a pause for a few moments can even help the pupil to put the incident into perspective – but the delay should not be longer than a teaching session.
2. Be alert to the possibility of bullying. It might be a clue that a pupil is being bullied if she or she is:
  - Reluctant to come to school, or wants to be escorted
  - Becoming withdrawn, isolated, self-conscious, avoiding contact or stammering
  - Becoming anxious for approval and over sensitive to criticism
  - Not eating properly or being hungry because someone else has his or her dinner
  - Going home with damaged or missing clothes, books etc
  - Having unexplained cuts, scratches or bruises
  - Doing poorly at school work
  - Crying at night, having nightmares
  - Having any sudden change in behaviour or personality
  - Refusing to say what is wrong or giving implausible excuses for any of the above.

The difficulty for the teacher is that these signs could also result from anxiety about problems at home, illness, bereavement, etc.

3. Keep records. Record incidents of bullying, particular when it is persistent or causes serious distress on 3Sys.
4. Inform and seek advice. Tell the Form teacher if you become aware of bullying. Form teachers should inform the Deputy Head (Pastoral) and/or the Headmaster of any bullying. All staff will need to be alerted if a child is particularly at risk from bullying.
5. Liaise with parents. Close liaison with parents is important. The victim's parents will almost certainly welcome this contact. The bully's parents may at first be defensive, but will probably also welcome involvement with the school when they realise we are trying to help the bully as well as the victim.

6. Have an open mind. Never make up your mind what happened until you have heard both (or more) sides of the story. People's perceptions of events are bound to be affected by their emotions at the time.
7. Focus on future rather than the past. It may be necessary to investigate an incident carefully, but what really happened may not become known. This is a strong argument for the recommended emphasis on peoples' feelings rather than establishing guilt or innocence.
8. Teach the pupils to be assertive. Explain how to be assertive rather than aggressive or timid. Encourage pupils to use this approach. This may mean we have to accept a pupil telling us how they feel about something even if it is not what we want to hear. We can, however, insist that views are expressed politely.
9. Use the no Blame Approach (see below)
10. Discuss bullying. Help pupils to understand issues through discussion. Reading an appropriate story or poem can help a pupil to realise that others have been through similar experiences (or worse) and have come through them safely.
11. Raise self- esteem. Anything that will make a pupil feel good about themselves will reduce the likelihood of being selected as a victim, or of being a bully.

### **No Blame Approach**

The traditional method has been to punish the bully. Research shows that the bully feels more aggrieved and therefore seeks revenge on the victim. It therefore becomes even less likely that the victim will report any further incidents and the victim will not feel more secure. It is necessary to work with the bully/ies positively in order to change their behaviour in a way that makes them feel more adequate, while making the life of the victim more secure. A tested method is as follows:

**Step 1:** - interview with the victim.

When the teacher finds out that bullying has happened he or she starts by talking to the victim about the bully/ies feelings. She does not question the bully about the incidents but does need to know who was involved.

**Step 2:** - convene a meeting with the people concerned.

The teacher arranges a meeting with the group of pupils who have been involved. This will include some of the bystanders or colluders who joined in but did not initiate any bullying.

Step 3: - explain the problem. The teacher tells them about the way the victim is feeling and might use a poem, a piece of writing or a drawing to emphasise his or her distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

Step 4: - share responsibility

The teacher does not attribute blame but states that he or she knows that the group is responsible and can do something about it. The group should understand that what has been happening is unacceptable.

Step 5: - ask the group for their ideas. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

Step 6: - leave it to them

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher then arranges to meet with them again (about a week later) to see how things are going.

Step 7: - meet them again

About a week later the teacher discusses with each pupil individually, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.