

ANTI-BULLYING POLICY

Statement of Intent

Sunninghill is committed to providing a caring, friendly and safe environment for all of our children 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, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where children are able to learn and fulfil their potential.

Bullying of any kind is unacceptable at Sunninghill and will not be tolerated. If bullying does occur, all children 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 a result of consultation with all staff, members of Pupil Voice and the individual classroom charters.

At Sunninghill the anti-bullying champion is Ian Stazicker, who in his role of Deputy Head (Pastoral) oversees the day to day running of pastoral concerns in the school.

This policy aims to ensure that the needs and rights of every one in the community are respected and upheld. This policy relates to all departments within the school including EYFS. The policy has been developed to embody best practice embedded in the school having regard to the Department of Education advice to Head teachers, Staff and Governing bodies entitled 'Preventing and Tackling Bullying' (July 2017) copies available from the DoE website. This policy also takes into account locally approved guidelines made available by the Dorset Safeguarding Children's Board and their 'We're all different' guidance.

Roles and responsibilities

The Anti-Bullying Champion will:

- develop the policy in line with national guidance
- review the progress the school is making in relation to the anti-bullying agenda

The leaders in our school will:

- support children who have experienced bullying
- respond to children who have bullied
- model appropriate, respectful behaviour

Children in our school will be supported to:

- embrace a culture that respects difference
- support children who have experienced bullying behaviours
- model appropriate, respectful behaviour

In 2018-2019 Children will participate in:

- the development of the policy
- the implementation of the policy
- the evaluation of the policy

In school the Governors are responsible for monitoring the above.

Objectives of this Policy

The aims and objectives of this policy should develop and maintain;

- a culture of respect where difference is valued
- All governors, teaching and non-teaching staff, children 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 children and parents should know what the school policy is on bullying, and what they should do if bullying arises
- Children 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

What Is Bullying?

Bullying can happen anywhere and at any time and can involve anyone – children, 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)

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headmaster, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. Under no circumstances should the image be forwarded to another device.

For more information on how to respond to cyber-bullying please refer to the e-safety policy.

Signs and Symptoms

A child 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 child:

- 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.

Tackling bullying

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website:

"...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principals of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child."

(UNICEF, 2010 website)

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by:

- Training to ensure a knowledge about diversity and issues associated with bullying
- Modelling of appropriate respectful behaviour by all people.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between children which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their children, depending on the particular issues they need to address.

Schools which excel at tackling bullying have created an ethos of good behaviour where children treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other children, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older children who set a good example to the rest.

We will use various methods including KIDSCAPE's <https://www.kidscape.org.uk/> methods for helping staff and children 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 Golden Rules and learning expectations will provide more specific guidance for staff and children 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 children 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 children 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 children (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

Procedures and intervention

- Children (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). We use a 'No Blame' approach.
- A number of sanctions are available and include strong sanctions such as exclusion in the worst case scenario
- We will listen to the child who has been bullied and agree the type of support they need. This can include:
 - ✓ people to talk to
 - ✓ advice
 - ✓ posters
 - ✓ parents support
 - ✓ listening and not judging
 - ✓ a kind, understanding approach
 - ✓ someone trustworthy to confide in
 - ✓ discuss what is best for the victims
 - ✓ talking to someone who won't be judgemental
 - ✓ a team around the one bullied
 - ✓ for the bully to be dealt with
 - ✓ refer to Child and Adolescent Mental Health Services (CAMHS)
- 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 children 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.

Intervention - Discipline and tackling underlying issues of bullying

The school should apply disciplinary measures to children who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the children may have and taking into account the needs of vulnerable children. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Bullying which occurs outside school premises

School staff members have the power to discipline children 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 children's 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 children's 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 Headmaster 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 child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Staff Training

1. Read guidelines attached Appendix 1
2. New staff are inducted in their duty of care for children 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 children 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.

The Diana Award

In 2017 a number of children attended a course on bullying by the Diana Award, a nationally recognised charity. Through training (including role play) the school now has a number of children who will be 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 will also contribute to anti-bullying education by delivering assemblies.

Vulnerable children

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all children who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that children that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some children are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the child.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Schools should ensure they make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

In July 2012 the cross Government *No Health Without Mental Health: Implementation Framework* was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

Child Protection

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, this will be reported to Children's Services Social Care.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

Monitoring and evaluating

Our school will decide how to evaluate the effectiveness of our anti-bullying policy.

- At present it is a standing item on Governor's Education Committee agenda to monitor events/trends.
- Parents are sent a copy of the policy and invited to comment.
- Talk to the children to find if they are more satisfied with how bullying is dealt with
- Talk to children to see if they feel safe

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	www.anti-bullyingalliance.org.uk
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	www.bullying.co.uk

Visit the Kidscape website 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);
- speak to an Anti-bullying Ambassador from Pupil Voice

If you have been bullied:

- tell a teacher or another adult in your school (your tutor, Mr Stazicker, Mrs King, Mr Thorpe) or 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 1

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 child knows he or she will be listened to. Always listen when a child 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 child'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 child 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 child 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 children to be assertive.
Explain how to be assertive rather than aggressive or timid. Encourage children to use this approach. This may mean we have to accept a child 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 children to understand issues through discussion. Reading an appropriate story or poem can help a child 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 child 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. They do 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 children 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 child 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.