

Elm Green Preparatory School



Anti-Bullying Policy

This policy applies to all pupils in the school including those in EYFS

**Reviewed January 2025
Ratified January 2025
Next Review January 2026**

ELM GREEN PREPARATORY SCHOOL

ANTI-BULLYING POLICY

This policy reflects the advice contained in the DfE documents 'Preventing and Tackling Bullying' (2017), 'Approaches to Preventing and Tackling Bullying' (2018) and 'Cyberbullying: Advice for Headteachers and School Staff' (2014). It should be read alongside the school policies and documents detailed under 'Other Relevant Documentation' (Page 4). This policy also follows anti-discrimination law detailed in the Equality Act 2010 in order to prevent discrimination, harassment and victimisation in school.

AIMS

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a secure and supportive atmosphere. The school aims to promote good behaviour, respect and tolerance for others together with the celebration of success in order to foster confidence and positive self esteem. Examples of appropriate behaviour and respect for others should be set by all staff, pupils and their parents and carers.

PHILOSOPHY

Elm Green School promotes good citizenship and we will not tolerate anti-social behaviour or bullying of any kind. Sanctions that reflect the seriousness of an incident and clear procedures for reporting are designed to give all pupils as much support as possible in order to prevent a recurrence of the behaviour. DfE guidance explains that all sanctions must also take account of vulnerable children and have regard to a student's disability or special educational need (SEND) for which reasonable adjustments should be planned.

OBJECTIVES of this policy are to ensure that all staff, students and parents/carers: -

- have an understanding of what constitutes bullying
- have an understanding of how to help to reduce the risk of bullying at any time or place
- know that the school will not tolerate bullying and that it will be taken seriously
- acknowledge the role of the bystander in supporting the reporting of bullying
- know the school policy and procedures on bullying and what to do if bullying is reported
- are reassured that they will be supported when bullying is reported

WHAT IS BULLYING?

Bullying is defined as:-

- deliberately hurtful or aggressive behaviour to an individual or group by an individual or group
- often repeated over time
- a single incident, which is intentionally hurtful to another pupil or group.

Bullying behaviour can be:-

- physically hurtful e.g: pushing, kicking, hitting or the use of any violence
- emotional e.g: tormenting, excluding, humiliating, hiding equipment, spreading malicious rumours
- verbal e.g. name calling, sarcasm, teasing
- racist e.g. racial taunts, graffiti, gestures
- cyber via social websites, mobile phones, text messages, photographs, email or internet use
- overt and intimidating

- hidden and subtle and/or involve complicity that falls short of direct participation

Bullying is often motivated by prejudice against particular groups and staff must be mindful of the ‘protected characteristics’ detailed in the Equality Act 2010. It is against the law to harm or humiliate on the grounds of age, race (colour, nationality, ethnic or national origin), religion or belief, culture, gender or gender reassignment or sexual orientation, pregnancy, special educational needs or disability or because of family circumstances - for example where a child is adopted or is a carer.

THE SERIOUSNESS OF BULLYING

The seriousness of bullying in causing physical, emotional or psychological damage and even suicide will not be underestimated. There are criminal laws that may apply and if staff believe that an offence has been committed e.g. violence, assault, theft, hate crimes, repeated harassment or intimidation such as threats, abusive phone calls, emails texts or name calling, they should report to and seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send 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.

It should be recognised that children are capable of abusing each other to a degree and in a manner that may be a safeguarding or child protection issue. Initial concerns of child on child abuse may be dealt with appropriately through the school’s Behaviour Policy or this Anti-Bullying Policy but in the event of a child protection concern, e.g. sexting, gender based abuse, the DSL should be informed immediately. Separate referrals to Children’s Social Care will be made for the victim and the child abuser.

BULLYING OUTSIDE THE SCHOOL PREMISES

Teachers have a responsibility to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. Where bullying outside school is reported to school staff, it should be investigated and acted on. More detailed advice is included in DfE “Behaviour and Discipline in Schools 2023 – Advice for Headteachers and School Staff”

STRATEGIES USED TO PROMOTE THE PREVENTION OF BULLYING

- Promoting our School Values and classroom rules that support the ethos of the school creating an environment of respect and good behaviour by setting helpful examples and celebrating success.
- Listening to, and taking into consideration, all pupils’ points of view in an attempt to ascertain the full picture and whether it reveals any concerns for the safety of the perpetrator.
- Encouraging a “telling” and “listening” culture, enabling pupils to speak to adults who they trust or feel comfortable with.
- Reminding the pupils of the “chatter boxes” which are available across the school (except in EYFS) to be used for reporting concerns. In EYFS verbal communication is encouraged.
- Recording of relevant information. The school’s ‘memo book’ is a useful tool to make all staff aware of each situation. The Incident Form should be used to record all details of an incident of bullying.
- Using the resources provided in National Anti-Bullying Week in PSHCEE, drama lessons and assemblies.
- Including anti-bullying matters in PSHCEE, drama lessons, stories, literature, assemblies and discussion especially of differences amongst people and the importance of avoiding prejudice-based language.
- Ensuring that the environment and general organisation of the school does not provide opportunities for bullying. The playground, toilets and all hidden corners must be regularly visited by school staff during break times.
- Teaching about acceptable use of the internet is incorporated into ICT and PSHCEE lessons.
- Ensuring that staff receive training to raise their awareness and understanding of the principles of the school’s anti-bullying policy, the e-safety policy and on-line safety, their understanding of legal responsibilities, the relevant action to take in order to resolve and prevent problems and sources of support. Where appropriate schools may need to invest in specialised skills to support the needs of their children including those with SEND or LGBT? students.

- Encouraging parents to approach staff and share their concerns if bullying is suspected.
- Celebrating our differences including those in race, gender, disabilities and religious beliefs.
- Using specific strategies in individual situations e.g. smiley face charts to monitor playground feelings and activities.
- Implementing disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect to the entire community. Strong sanctions, such as exclusion, may be necessary in cases of severe and persistent bullying.
- Ensuring that staff, pupils and parents/carers are aware of the relevant policies and clear about the part that they can play to prevent bullying especially when they find themselves as bystanders.

SIGNS AND SYMPTOMS OF BULLYING

A child may display signs or behaviour that he or she is being bullied. Adults should be aware of these signs and should investigate if a child:

- Is frightened of walking to or from school
- Becomes reluctant to attend school at all
- Changes their usual routine
- Becomes withdrawn or anxious or lacking in confidence
- Suddenly starts to stammer
- Cries themselves to sleep at night or has nightmares
- Regularly feels ill in the morning
- Begins to do poorly in academic work
- Has possessions which are damaged or “go missing”
- Becomes aggressive, disruptive or unreasonable
- Stops eating
- Has unexplained bruises or injuries
- Is bullying other children or siblings
- Is frightened to say what’s wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received
- Gives improbable excuses in explanation of the above
- Asks for money or starts to steal

These behaviours are not an exhaustive list and could relate to other problems but bullying should be considered and investigations started.

PROCEDURES TO FOLLOW WHEN BULLYING IS SUSPECTED OR IDENTIFIED

We aim to ensure ease of reporting incidents, including cyber-bullying and bullying incidents outside school, and that the threshold for reporting a bullying issue to external agencies e.g. police or social care is understood by all adults. Records are kept to evaluate the effectiveness of our approach and to enable patterns to be identified.

- The reported or suspected bullying incident will be dealt with immediately by the member of staff who has been approached or witnessed the incident.
- A clear account of the incident will be recorded using the school Incident Form - Appendix 1 (using the guidelines in Appendix 2) and given to the Principal or Deputy Head Teacher. All incidents must be recorded in the teacher’s Behaviour Log and by the Principal.
- All members of staff who teach the child will be made aware of potential problems.
- If appropriate, the Principal or Deputy Head Teacher will interview all concerned.
- Parents will be kept informed, involved and made aware of all relevant policies.
- Sanctions will be used as appropriate and in consultation with all parties concerned e.g. a ban from an area of the school.

- Pupils who have been bullied will be given an immediate opportunity to discuss the experience with the class teacher or member of staff of their choice. Every effort will be made to restore self-esteem and confidence and to monitor their well-being in a holistic way.
- Parents or guardians will be encouraged to help change the attitude of the pupil identified as the perpetrator.
- Pupils who have bullied others will be encouraged to discuss what happened in an effort to discover why they became involved, and to establish the wrongdoing and their need to change. . 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.
- Specific individual strategies i.e. smiley face charts, report cards, pastoral support may be used.
- A bullying incident where there is reasonable cause to believe a child is suffering or likely to suffer significant harm will be treated as a child protection concern and will be dealt with by the DSL or DDSL and involve ESCB if necessary.
- If appropriate, the school will invest in specialist skills to understand the needs of the pupil, including those with specialist educational needs or disabilities, and lesbian, gay, bisexual and transgender pupils.

FORMAL DISCIPLINARY STEPS

Despite intervention and actions taken, the following steps may be implemented when the bullying persists: -

1. Formal meeting with parents/carers and pupil with written warnings if appropriate.
2. Isolation from certain aspects of the school day.
3. Suspension for a minor fixed period (one or two days).
4. Suspension for a major fixed period (up to five days per term and fifteen days per year).
5. Permanent Exclusion

CYBER BULLYING

The school is aware of the increased availability of electronic devices that give unrestricted access to the internet and social media and the possible misuse of technology as a means of bullying and is vigilant of the need to safeguard pupils. The whole school community, including parents, has a role to play in ensuring on-line safety as part of safeguarding and anti-bullying arrangements whilst acknowledging that this technology has good as well as injurious potential and access cannot be denied. Records of the date, time of texts, emails and calls should be kept.

The Elm Green e-Safety Policy is available on the school website or on request from the school office. Students, staff and parents receive regular training and guidance about appropriate use of electronic devices with regard to cyber bullying.

SUPPORT FOR STAFF WHO ARE BULLIED

The school takes measures to prevent and tackle bullying among pupils. But it is equally important that the school makes it clear that bullying of staff, whether by pupils, parents/carers or colleagues, is unacceptable. The DfE have published a separate advice note which provides advice for headteachers and all school staff on how to protect themselves from bullying/cyberbullying and how to tackle it if it happens.

MONITORING OF BULLYING INCIDENTS

Completed Behaviour Logs and Incident Report forms are held centrally by the Principal. They are reviewed on a regular basis by the Senior Management Team to ensure a satisfactory conclusion has been reached for each incident and to inform any necessary changes needed to policies and practices. Any changes to policy or practices are shared with the staff during staff meetings and staff briefings.

OTHER RELEVANT DOCUMENTATION

Further sources of information about anti-bullying and links to support organisations are contained in the DfE Guidance "Preventing and Tackling Bullying" (July 2017) and Cyberbullying: Advice for Headteachers and School Staff (2014).

This policy should be read and applied in conjunction with the following school policies;

- Behaviour
- PSHCEE
- Relationships Education
- Safeguarding, Child protection and Promoting the Welfare of Pupils
- e-safety
- SEND
- Health and Safety

HELP ORGANISATIONS: There are numerous agencies and include:-

Advisory Centre for Education (ACE)	0300 0115 142
Anti-Bullying Alliance	aba@ncb.org.uk
KIDSCAPE Parents' Helpline	0300 102 4481 07496 682785 (Whatsapp) www.kidscape.org.uk
Childline Child's Helpline	0800 1111
Family Lives	0208 7553 3080
Youth Access	admin@youthaccess.org.uk
Bullying Online Helpline	0300 323 0169 0845 225 5787 www.bullying.co.uk
Diana Award Strategy	www.diana-award.gov.uk
CEOPS	ceopeducation@nca.gov.uk

MONITORING, EVALUATION AND REVIEW

We are aware of the need to monitor and review the school's anti-bullying policy on a regular basis, in order to assess its implementation and effectiveness. We will therefore review this policy at least annually.

SAFEGUARDING STATEMENT

Elm Green Preparatory School is committed to maintaining a safe and secure environment for all pupils in accordance with its Safeguarding, Child Protection and Promoting Pupil Welfare Policy.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children in accordance with the School's Equal Opportunities Policy.

This policy is reviewed at least annually and is included in the School's policy review schedule.



**ELM GREEN PREPARATORY SCHOOL
INCIDENT REPORT SHEET**

ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT (delete as appropriate)

NB It is not always necessary to complete all boxes on all pages

Date of Incident:	Member of staff investigating:
SECTION ONE – STATEMENT FROM PERSON RAISING CONCERN	
Name:	Form:
Who was involved?	
What happened?	
When and where did it occur?	
Name of witness:	
Signature of pupil raising concern: Date: Time:	



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Date of Incident:	Member of staff investigating:
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SECTION TWO- STATEMENT FROM OTHER PERSON(S) INVOLVED IN INCIDENT

Name:	Form:
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Signature: Date: Time:	
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INCIDENT REPORT SHEET**

ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT (delete as appropriate)

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Date of Incident:	Member of staff investigating:
SECTION THREE – STATEMENT FROM WITNESS	
Name:	Form:
Who was involved?	
What happened?	
When and where did it occur?	
Signature of witness Date: Time:	



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INCIDENT REPORT SHEET**

ANTI-BULLYING/BEHAVIOUR/e-SAFETY INCIDENT (delete as appropriate)

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SECTION FOUR – SUMMARY FROM INVESTIGATING MEMBER OF STAFF	
Name:	Date of Incident:
Signature:	Date: Time:

Action Required:
Follow Up Plan
Referral (to whom):
SMT Signature: Name:
Date: Time:



Process for Dealing with Alleged Bullying Incidents

An Incident Report Sheet should be completed promptly i.e. within 3 days. SMT should be advised if this is not possible

1. Allegation received from pupil, staff or parent

Use special pro-forma on day of report or soonest opportunity and alert member of SMT. Delete other categories of incident

2. Alleged bully, victim and witnesses must be interviewed separately

Child should write their own statement wherever possible. If this is not possible the staff member investigating the incident should scribe using the child's own words. All forms must be signed.

3. A courtesy call should be made to parents

Staff may wish to consult with a member of SMT before phoning. Explain that the incident is being dealt with and try to give an indication on time frame for feeding back to parents.

4. Check contents and complete summary section

A further call should be made to parents with an update before the agreed date for feedback or an explanation of any delay should be given.

5. Inform a member of SMT of proposed action

Agree sanctions or support and provide a copy of all paperwork to Principal

6. Contact all relevant parents to confirm outcomes

Implement agreed proposals

7. Parent interview with a member of SMT may sometimes be necessary