



Anti-Bullying Policy

(Including Early Years Foundation Stage)

This policy applies to:

Prep School

Person responsible for the policy:

Assistant Head (KS2)

Review Dates:

Last review date: June 2024

Next review date: June 2025

Aims:

The Prep School takes any bullying extremely seriously. It aims to treat each case individually and consider any exceptional circumstances when making decisions. The Prep School knows that pupils will learn best in a safe and supportive environment that is free from disruption and in which education and pastoral care is the primary focus.

The Prep School recognises that bullying can occur from staff to staff, from staff to pupil, from pupil to staff, and from pupil to pupil. While the School considers all forms of bullying unacceptable, this document focuses only on the last category.

Terms:

In this document the terms “bully” and “victim” are used. “Bully” is used of someone who has manifested bullying behaviour; “victim” is used of someone who has received bullying behaviour. The terms are used for ease of reference. There is no suggestion that these are discrete categories of people, or that their involvement in bullying behaviour is necessarily either pervasive or persistent.

Definition Of Bullying Behaviour:

Bullying behaviour is behaviour which hurts or causes distress by taking advantage of another pupil in some way, making another pupil feel uncomfortable or threatened.

Why Bullying is serious:

Bullying is a problem among children that can have devastating and long-term effects. Bullying is a serious health issue, not just a harmless part of growing up. Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally. As a Prep School, we will intervene if actions or remarks are intended or unintended to hurt a fellow pupil as only then can unacceptable behaviours be realised.

Examples of bullying behaviour are:**Physical Bullying:**

Physical bullies tend to dominate through force. Examples of bullying behaviour include, but are not limited to, hitting, kicking, pushing people around, and spitting but might also include intimidating someone and isolating or excluding them from the group. Taking, damaging or hiding possessions and demanding money is also considered to be physical bullying.

Taunting and Teasing:

This is a common type of bullying but no less hurtful and unpleasant. Such behaviour includes, but is not limited to: name calling, insulting, spreading rumours or writing unkind notes. Bullies often claim that they did not realise their actions and comments were causing offence but victims never find such assaults acceptable.

Sexual bullying:

Sexual bullying involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means. Any unwelcome behaviour of a sexual nature which creates an intimidating, hostile or offensive environment for the recipient may be regarded as sexual bullying. It affects all pupils.

Racial bullying:

Racial bullying is offensive action and behaviour, deliberate or otherwise, relating to race, colour, ethnic or national origin directed at an individual or group, which is objectionable to the recipient, and which creates an intimidating, hostile or offensive environment.

Emotional bullying:

Persistent emotional mistreatment towards another pupil such as to cause adverse effects on the pupil's well-being and mental health. It may involve conveying to another pupil that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. It may include not giving the pupil opportunities to express their views, not allowing them to join in with games, deliberately silencing them or 'making fun' of what they say or how they communicate.

Disability Bullying:

Bullying in respect of a person's special educational needs and disability or impairment. This could include teasing and taunting, physical bullying and emotional bullying as described above.

Religious or Cultural Bullying:

Bullying because of a person's religion, belief or culture. This includes a broad definition of belief and cultures and includes minority religions, humanists, atheists and people of different nationalities.

Homophobic or sexual orientation bullying:

This is bullying directed at persons or groups on the grounds of a perceived or actual sexual orientation (applying equally to LGBT+ pupils). In terms of sexual orientation, discrimination can occur because of an association with a member of the LGBT+ community (friend or relative etc.)

Cyberbullying:

The term refers to any form of bullying that takes place using electronic technology, for example text messaging, picture or video-clips, email, chat rooms, social networks, instant messaging, social websites, photographs, web logs, online personal polling sites, personal websites and so on. The opportunities for bullying within this sphere are growing as the technology becomes more powerful.

The Prep School has the following safeguards in place for Cyberbullying:

1. All members of staff are required to sign a statement of agreement as part of the Computer Access Policy.
2. All e-communications used on the school site or as part of school activities off-site are monitored.
3. All access to the Internet by pupils is filtered and bars are placed on a variety of unsuitable websites.
4. Prep Pupils are not allowed mobile phones on site unless express permission is given. Mobile phones found in school will be confiscated and returned to the pupil's parents

All aspects of bullying behaviour affect the victim. A victim may be bullied because of their age, an educational need, neurodiverse traits, physical appearances, nationality, colour, sexuality, gender identity, religion, out of jealousy or because a pupil is new in the Prep School, appears to be uncertain or has no friends. Pupils may also become a target because of an irrational decision by the bully.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual and even suicide. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

School Code on Bullying:

Aim: To do everything we can to prevent all forms of bullying and to deal effectively with it if it should occur.

All reasonable steps should be taken to ensure that, as far as it is possible, every pupil feels safe and happy at School and feels supported and always protected.

The Prep School expects all members of the School Community to uphold the School Code on Bullying:

1. Every pupil at Ardingly Prep School has the right to enjoy their learning and leisure time free from intimidation.
2. Our School Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
3. To stand by, when someone else is being bullied, is to support bullying.
4. If you are being bullied, or you know of someone who is being bullied you should report this to a member of staff or a responsible adult.

5. Bullying will always be taken seriously.

Ways of Preventing or Reducing Incidences of Bullying:

1. An open, positive, caring and trusting atmosphere is nurtured in the Prep School.
2. Staff:
 - a) Celebrate achievement
 - b) Provide support
 - c) Anticipate problems
 - d) Hold restorative conversations when problems arise, allowing children to talk through their worries, giving them an opportunity to hear an honest apology and to understand any necessary consequences.
 - e) Make opportunities to listen to pupils
 - f) Act as advocates of pupils
3. Pupils are encouraged to feel able to share problems with staff:
 - a) To turn to any adult they trust if they have a problem
 - b) To feel confident about airing complaints
4. Pupils are informed that bullying will not be tolerated in the Prep School and that it is a disciplinary offence. All Prep School sanctions may apply and a pupil may be excluded.
5. Equal opportunities practices are observed in School:
 - a) Discriminatory words and behaviour are treated as unacceptable
 - b) Positive attitudes are fostered towards people who have disabilities, additional educational needs and towards ethnic, cultural, religious and linguistic groups within and outside the Prep School
 - c) Positive attitudes are fostered towards all gender identities and sexualities through the curriculum and form time
6. In the Prep school, systems are in place to minimise bullying through our PSHE (Personal, Social and Health Education) and SMW (Shaping My World) programme, Form Periods, Circle Times, Assemblies and through cross curricular planning.
7. Appropriate training in all aspects of care is arranged, to ensure that all staff have the necessary professional skills, especially the risk and indications of child abuse and bullying, and how to deal with cases.

8. Parents have an important part to play in preventing bullying too. Staff should involve parents if there are any conversations with their child regarding bullying. Parents are also encouraged to notify the school if they feel their child is unhappy, whether it is because of bullying or for some other reason, so that the school can resolve the situation as soon as possible. Termly Parent Forums are available for questions to be raised more generally.

Monitoring Pupils' Behaviour, including Bullying

1. Members of staff are always vigilant, but particularly outside rooms before and between lessons, inside changing rooms, during break times, in the dining hall and in any areas of lesson transition.
2. Form Tutors regularly discuss relationships, including bullying, with their classes.
3. There is close co-operation between staff and the Form Tutors:
 - a) Tutors are informed of issues and incidents in the classroom and the wider school, and are informed of bullying incidents as soon as possible
 - b) Tutors report to other staff in the Prep School issues and incidents involving individual pupils through weekly sectional meetings.
 - c) There is effective and close liaison between medical and teaching staff.
4. Record-keeping on the welfare and development of individual pupils:
 - a) Is efficient and well-maintained through CPOMS
 - b) Is sensitive to individual changes
 - c) Includes all relevant information to always provide staff with information about welfare
 - d) Enables staff to spot changes in the well-being of individuals in time to take appropriate action.

Procedures to deal with alleged incidents of Bullying:

Any pupil being bullied or knowing that someone is being bullied should report what is happening to their parents, carers, guardians or to someone in authority within the College, in accordance with the College Code on Bullying. The following people are available:

- Form Tutor or any other teacher,
- Assistant Head (KS2), Assistant Head (Pastoral) and Assistant Head (EYFS&KS1)
- The Head and Deputy Head (Academic)
- Matron
- The Chaplain

- A Counsellor (contactable through the Health & Wellbeing Centre) or the Independent Listener (Jim Sloane 01444 892681)
- A School Doctor or a Nurse in the Health Centre
- The Designated Safeguarding Lead
- Any of the Deputy Designated Safeguarding Leads
- Any member of the Senior Leadership Team.

They may also wish to contact:

- Social Services Childcare Helpdesk: 01293 572444
- Office of the Children's Commissioner: 02077838330
- ChildLine: 0800 1111.

Any person in authority who learns of alleged bullying behaviour should offer support to the alleged victim and then report the allegation to the Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) of the pupils involved (i.e. both victim and bully) as soon as possible.

The Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) will record this and, if they consider it appropriate, hold conversations with both the alleged victim and bully and any witnesses from their Form or friendship groups. These conversations will be recorded, together with action taken in the case. Records will be kept by Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) and entered to CPOMS along with other actions taken. Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) must notify the Head of Prep School of all alleged bullying incidents and provide records of how the incident has been dealt with. The Head of Prep School becomes involved in the more serious of these incidents and keeps a record of the event and the resulting sanctions. This record is used to evaluate the effectiveness of the College's policy and to identify any patterns or trends. Records will distinguish if any of the incidents of bullying are based on protected characteristics. This will also enable the College to monitor the success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of pupils.

If a bullying incident is serious enough to justify such a referral, it will be reported to the appropriate external agency (e.g. the police or children's social services).

Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) will be in contact with parents of both the victim and the bully about the case and any action taken.

Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) should consider sharing information with some or all colleagues, especially the Form Tutors of the pupils concerned.

The welfare of the victim should be considered of paramount importance. The pupil should be informed of any actions taken. They might need help to deal with their feelings and to understand and overcome their vulnerability.

The bully should be given help and support in trying to change their behaviour as well as in understanding their own feelings and motivations.

It is essential that the Assistant Head (Pastoral), Assistant Head (KS2) or Assistant Head (EYFS&KS1) continue to monitor the situation regularly.

Procedure to be followed when the Designated Safeguard Lead is asked to investigate an alleged incident of bullying

The Designated Safeguard Lead interviews the alleged victim, bully and any witnesses separately, to establish the facts of the case. The Form Tutor, Assistant Head (KS2), Assistant Head (Pastoral) or Assistant Head (EYFS&KS1) may or may not be asked to be present.

A summary of the findings should be sent to the Head.

The Designated Safeguard Lead or Head may notify the parents of the pupils concerned, informing them of action taken.

Relevant Form Tutors and Assistant Head (KS2), Assistant Head (Pastoral) or Assistant Head (EYFS&KS1) monitor the situation and raise staff awareness of the specific situation.

The Assistant Head (KS2), Assistant Head (Pastoral) or Assistant Head (EYFS&KS1) will ensure that the alleged victim and the alleged bully will have the opportunity of an interview with them or an experienced member of staff when a reasonable length of time has elapsed after the incident. They may also decide that a specific group of pupils need further follow-up to address their behaviour patterns.

If the victim does not feel that the procedure set out above has resolved the issue, they should inform either their Form Tutor, Assistant Head (KS2), Assistant Head (Pastoral) or Assistant Head (EYFS&KS1).

Visit the websites www.kidscape.org.uk or www.wiredsafety.org for more suggestions and names of organisations that can help.

A handwritten signature in black ink, appearing to be 'B. D. S.', written in a cursive style.

Signed: Head of College

A handwritten signature in black ink, appearing to be 'Jimmy Mack', written in a cursive style.

Signed: Chair of Council