IPSWICH PREPARATORY SCHOOL
Anti-Bullying Policy
(Including EYFS)

Ipswich Prep School's anti-bullying policy aims to ensure that all its pupils feel safe and happy within our school community. Its objectives are that:

1. pupils, parents and staff understand what constitutes bullying in its various forms;
2. pupils, parents and staff know that bullying will not be tolerated within the school community;
3. staff know the ways in which they can help reduce or prevent bullying occurring;
4. staff understand how to respond to, and record, bullying incidents, and apply the necessary sanctions;
5. staff and parents are able to work together to safeguard victims of bullying and help the pupils causing the bullying to learn from their experience.

The Ipswich Prep School Anti-Bullying Policy incorporates the DFE guidance from *Preventing and tackling bullying (Revised July 2017).* It is available to all parents and pupils on the Ipswich School website and pupils regularly receive updates on the acceptable treatment of their peers from staff in a variety of forums.

Ipswich Prep School complies with The Equality Act 2010 which has 3 aims. It requires the School to have regard to the need to:

- eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimize a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

The effect of bullying is defined as *"intense unhappiness caused by verbal or physical abuse which is deliberately hurtful".*

Bullying of this kind is not allowed in any form. Proven cases of bullying within the school will be dealt with immediately and parents of all those involved will be notified.

To this end, we seek to create:

- ❑ a safe school

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- ❑ a school in which all aspects of bullying are taken seriously
- ❑ a school in which the pupils have the confidence to report bullying incidents
- ❑ an environment in which "bullies" come to know that their peers and the staff will not tolerate bullying. Pupils are actively encouraged to tell someone if they are being bullied, or if they see someone else being bullied
- ❑ a listening, caring, telling school

We say NO to bullying.
We say YES to being in a school where pupils feel safe.

What is bullying?

Bullying is
- Harmful actions, carried out by an individual or a group, whether intentional or not
- Repetitive or persistent
- Based on an imbalance of power, leaving the bullied feeling defenceless

Bullying can be:
- Physical
- Emotional
- Neglect
- Sexual/sexist/homophobic
- Racial
- Religious
- Cultural
- Disability
- Verbal
- Cyber – social websites, mobile phones, text messages and photographs

CYBERBULLYING
Cyberbullying by definition involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Cyberbullying can involve the use of Social Networking Sites like Facebook, Snapchat, Instagram, emails and use of mobile phones/tablets to send and receive messages electronically. Online gaming is also a popular area where pupils can communicate online with their peers.

Cyberbullying is covered further in the Ipswich School Online Safety Policy.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE
Under the Children Act 1989, 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, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Objectives

- All governors, teachers, support staff, pupils and parents should have an understanding of what bullying is. This is the responsibility of the Head.
- All governors, teachers and support staff should know what the school policy is on bullying and follow it when bullying is reported. This is the responsibility of the Head.
- To encourage pupils to tell a teacher or another adult that they are concerned about any aspect of bullying.
- To reduce incidents of bullying and create a climate in which bullying is unacceptable.
- To ensure that pupils are well-equipped and confident in the use of technology in a respectful and appropriate manner.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises. This is the responsibility of the Head, teachers and support staff.
- As a school, we take bullying seriously. It will not be tolerated.
- All staff working within the school should have an understanding of how to reduce bullying and when and where it is most likely to occur. This is done through staff INSET.

Signs and Symptoms

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

- is frightened of walking to or from school
- does not wish to travel on a school bus
- changes, or wishes to change, their usual routine to and from school
- is unwilling to attend school
- regularly feels ill in the morning
- standard of school work begins to decline
- returns home with damaged possessions
- has possessions which 'go missing'
- asks for money or starts stealing money
- regularly 'loses' money
- has unexplained bruises/cuts
- becomes aggressive, disruptive or unreasonable
- is frightened to say what is wrong
- becomes nervous about using any form of cyber communication
- is bullying other children or siblings

- becomes anxious, withdrawn, or lacking in confidence
- starts stammering
- cries themselves to sleep at night
- attempts/threatens suicide/running away
- stops eating

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. The school recognises that bullying is so serious that it can lead to psychological damage and suicide.

Key Features of Cyber-Bullying (different from other forms of bullying)
- Impact – the scale and scope of cyber-bullying has the potential to be greater than other forms of bullying.
- Targets and perpetrators –the people involved may have a different profile to traditional bullies and their targets.
- Access and Location –the 24/7 and any location nature of cyber-bullying.
- Anonymity – the knowing of who is behind the bullying is not always clear and those doing the bullying are not always aware of what they are doing.
- Evidence – unlike other forms of bullying, there is the ability to collect and share evidence of the bullying.

Procedures:
1. If a pupil reports an incident to an adult that adult will:
   - listen carefully (make notes if practical),
   - pass no immediate judgement
   - make it clear that the matter will be taken seriously and looked into as a matter of urgency.
   - If a cyber-bullying incident, will ask if there is any evidence of the bullying.
2. As soon as possible after the pupil reports the incident, the adult will complete a Pupil Concern Form (copies in the staff room) and ensure the form teacher has a copy of the concern form (keeping the original for their own file).
3. Form teachers will keep all Pupil Concern Forms relating to pupils in a specific class in a confidential file/folder in the classroom.
4. The concern forms will be discussed at weekly staff meetings where all staff and support staff are present. The outcome of these meetings is to ensure that all members of staff are clear as to what action has been taken. Notes of the meetings will be taken.
5. SEE IT, STOP IT! Pupils know that they can be proactive.

A consistent approach is an effective approach. It is also an effective tool if the pupil(s) responsible for bullying is aware that all staff have been involved in discussing incident and action.

Courses of action

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- ❑ Support and teach the pupil affected how to deal with bullying
- ❑ Protect the bullied
- ❑ Work with those who are perpetrating the bullying to help them understand the impact of their behaviour and engage in restorative action i.e. support the bully and continue to monitor the situation
- ❑ As soon as possible (according to the when situation is resolved), arrange meeting between bully and bullied and establish genuine apology – preferably in writing
- ❑ There may be occasions where it is appropriate to restrict the movements of the bully or to move the bully temporarily to another class.
- ❑ Keep pupil's parents informed of action taken (for both bullied and the bully) – the Head must be informed prior to such communications.

PUPIL-ON-PUPIL ABUSE

If an allegation about pupil-on-pupil abuse is made, this should always be treated with the utmost urgency and be referred to Children's Services in line with normal procedures.

Support for Pupils

A pupil may be reluctant to talk to an adult about being bullied even with the school encouraging 'telling'. We therefore provide another avenue for these pupils. Each form room has a worry box situated clearly, but not conspicuously, in the classroom. Worry box slips are also available in the classroom. Worry slips can also be placed in the office letterbox which is emptied daily. (See copy in appendix). *It is the form teacher's responsibility to follow up these 'worries' and pass on concerns to the Deputy Head, if the matter is urgent.* Worry box slips should be filed alongside Pupil Concern Forms.

A Friendship Stop is situated in the playground. If pupils are feeling isolated, excluded or vulnerable they wait by the Friendship Stop and other pupils will recognise that they need befriending and will invite them to join their group.

The Buddy system is used when new pupils join the school and can be used if a pupil is feeling the need of support from someone within his or her peer group (both concerned parties need to be completely happy with this arrangement and this should be used over a short period of time).

At appropriate intervals, pupils are invited to fill in a "pupil's questionnaire". This is an anonymous survey which can be completed on paper or electronically. The findings of this survey will help staff to deal more effectively with bullying inside the school. The findings of the survey will be discussed with pupils in PSHE lessons and also with the School Council, so that pupils have a voice in ensuring the maintenance of an effective anti bullying policy.

Annual Online Safety discussions in Computing and in PSHE lessons. Pupils will also have a workshop to discuss and learn about the latest online issues and be given strategies to help to learn about internet safety, cyberbullying and the effects and consequences of both. We also survey pupils about their online activity from time to time to keep our training and discussions relevant to current trends and technological changes.

Awareness and Training of Staff

Appropriately targeted information and professional development is addressed to all staff across the School. Staff are regularly updated about awareness and training in relation to anti-bullying/anti-cyber-bullying measures and in the reporting of bullying incidents. Staff are trained about how to respond to such allegations in their induction training. Staff work collaboratively for ways in which to reduce the risk of bullying and we have a strong Pastoral team who regularly meet and discuss ideas to support staff, parents and pupils involved. This team supports the Deputy Head and are trained to handle any incidents as a matter of priority, and are alert to the possible signs of bullying.

Prevention of Bullying

Awareness of bullying and how to deal with it takes place through:
- ❑ Form teacher pastoral role
- ❑ Assemblies
- ❑ Participation in Anti-Bullying Week
- ❑ PSHE lessons
- ❑ Displays
- ❑ Curriculum work (e.g. in lessons such as English, History and RE in particular)
- ❑ Circle Time
- ❑ Use of buddy system
- ❑ Reinforcement of Golden Rules / Our Rules
- ❑ Active promotion of co-operative behaviour and citizenship at any appropriate opportunity during the school day
- ❑ Computing/PSHE cyberbullying and Online Safety lessons
- ❑ External Online Safety Workshop for pupils, staff and parents.
- ❑ Staff training

Summary of Outcomes
- ❑ Action against those doing the bullying will be swift and firm.
- ❑ The aim is always to reconcile the pupils involved.
- ❑ The bully should always be expected to give a genuine apology.
- ❑ Action will show that victims of bullying will be helped.
- ❑ Appropriate support for the bully will help to show we care about all children and will accept genuine forgiveness.
- ❑ In serious cases, suspension, or even exclusion, will be considered.

❑ After the incident, each case will be monitored to ensure repeat bullying does not take place.

Reviews of lines of communication between children, parents and staff will take place to ensure that communication has been as helpful as possible. We believe in the importance of good communication and the development of working partnerships in such matters. School rules and expectations are shared in written form with pupils and parents.

Conclusion

We seek to develop excellent relationships at all levels and to ensure that pupils' good behaviour has a positive effect on standards of achievement within the school. The processes that have been outlined provide a balance between praise and deterrents and provide a clear structure for all within our community. The children are actively encouraged to take responsibility for their learning environment and for each other.

Useful websites:
www.childline.org.uk
www.kidscape.org.uk
www.dfes.gov.uk/bullying
www.bullyfreezone.co.uk
www.anti-bullyingalliance.org.uk/

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IPSWICH PREP SCHOOL

BULLYING QUESTIONNAIRE

YEAR GROUP _____   BOY ☐   GIRL ☐
(Please tick)

1.   Which of these do you think of as bullying?

	Yes	No	Unsure
Name calling			
Kicking, hitting, punching etc			
Picking on people			
Falling out with friends			
Hurting peoples feelings			
Teasing and laughing at people			
Regularly leaving people out			
Saying nasty things about someone to others			
Making threats			
Stealing			
Nasty text messaging			

2.   Do you think bullying goes on in this school?

A lot	☐	A little	☐	Unsure	☐

3.   Do you think bullying in school is a crime?

Always	☐	Sometimes	☐	Never	☐

4.   Have you ever been bullied at school?

Yes	☐	No	☐	Unsure	☐

4a   If you have been bullied, what did you do?

Talked to a friend		Talked to a member of staff		Talked to a parent/carer	

Kept it to myself		Stayed away from school	

5.   If you were being bullied, how easy would it be to tell an adult at school?

Very easy		Quite easy	
Not very easy		Not easy at all	

I would not feel able to tell an adult at school	

6.   Whereabouts in the school do you feel you could be bullied?

Playground		In class	
Toilets		Corridors	

7. When is bullying most likely to take place?

Before school		Break		Lunchtime	
During lessons		Between lessons		After school	

8.   Whereabouts in school do you feel safe and are less likely to be bullied?

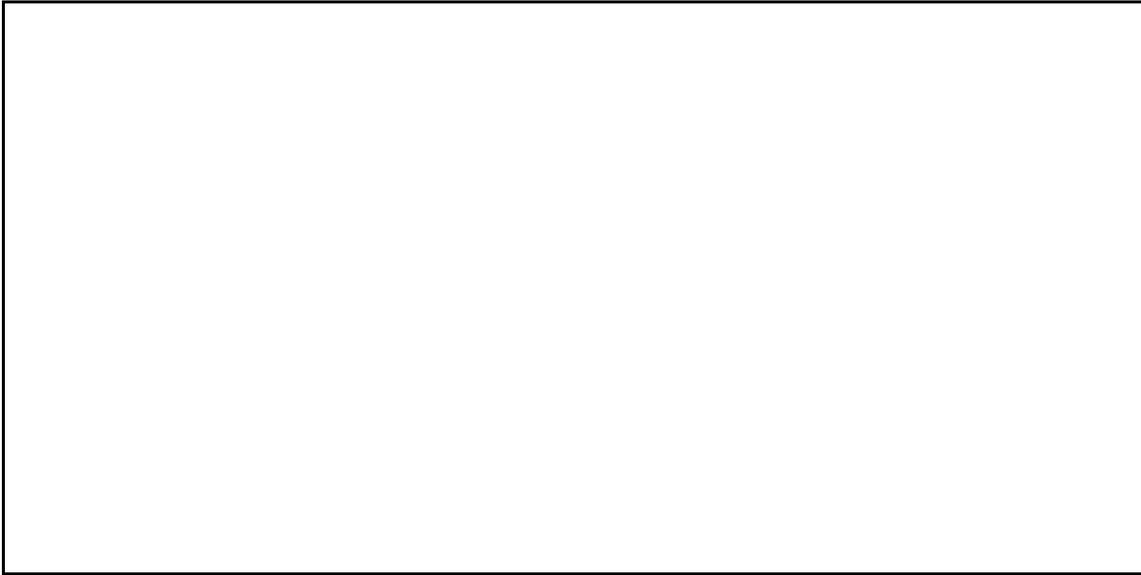| Playground		In class	
Toilets		Corridors	

Other-please state

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9. How often do you feel safe at school?

Always		Most of the time	
Sometimes		Never	

10.   Can you suggest any ways that would help you feel safe at school?