NOTRE DAME PREP SCHOOL ANTI BULLYING POLICY

NOTRE DAME SCHOOL

In line with our Mission Statement we believe that all pupils have the right to be safe and happy in school, and protected when they are feeling vulnerable.

Aim

It is the aim of the school to eradicate distress suffered by any pupil as a result of bullying from any source. Bullying (physical or emotional) is always a serious issue and if not dealt with can cause psychological damage. **This policy therefore aims to help all staff to deal with bullying when it occurs, and more importantly to prevent bullying. Bullying will not be dismissed as banter or teasing.**

This policy applies to all pupils in the Prep school, including in EYFS.

Due regard has been paid to 'Preventing and Tackling Bullying 2017' and 'Cyberbullying: advice for head teachers and school staff 2014'

Definition of bullying

Bullying is behaviour by an individual or group, which is usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often but not always motivated by prejudice against particular groups or those with protected characteristics, or because a child is adopted or has caring responsibilities. For the purposes of this policy protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

a. Age
b. Disability
c. Gender reassignment
d. Marriage and civil partnership
e. Pregnancy and maternity
f. Race
g. Religion or belief
h. Sex
i. Sexual orientation.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously Notre Dame's first priority but emotional bullying can be more damaging than physical; teachers have to make their own judgements about each specific case.

Although the above definition of 'bullying' references behaviour that may be 'repeated over time', this does not mean the School will not to take action in response to a single incident. An appropriate response and record will be actioned in line with the Behaviour Management Policy. This will assist the School with spotting patterns and to ensure the single incident does not become the first of a series.

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 school will adopt a **zero tolerance** approach to any cyber bullying issues, that all staff will challenge any abusive behaviour between pupils that comes to their notice and will report on to the DSL immediately any issues of this nature.

The Schools' ICT and PHSEE curriculum covers e-safety and includes age appropriate guidance and teaching on cyber-bullying, including (where appropriate) sexting and takes into consideration the guidance in *Advice for parents and carers on cyberbullying (2014)*.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. There is no need to obtain parental consent to search through a young person's mobile phone.

Students are not allowed to bring in their own computers and mobile phones must be handed into the office on arrival each morning. Staff are required to be vigilant when students are using computers in a learning context.

The e-safety policy (which covers the acceptable use of IT) give more details of processes and procedures.

For more information on this please consult the Department for Education's 2014 document: 'Cyberbullying: Advice for head teachers and school staff'

Reporting Bullying
If a child, member of staff or parent suspects that bullying may be happening, they should report it to the school in any of the following ways:

- emailing the class teacher and copying in the Pastoral Director
- speaking to the class teacher or Head of Phase directly
- if a child is reporting, they can use the post box on the Pastoral Director's office door or speak to a trusted member of staff

The Pastoral Director (Rebecca Golding) is the Anti-Bullying coordinator and named point of contact.

Procedure and Response
When a bullying incident is reported it should be taken seriously and dealt with according to the immediate response chart and using the ABA's 'Roles involved in bullying' guidance. (Appendix 1 and 2)

Records of the complaint, interviews and any follow up actions of sanctions should be kept either on CPOMs (where a safeguarding concern has been identified) or in the profile folders of pupils involved, and a copy should be given to the DSL/Pastoral Director (Rebecca Golding) so that patterns or further incidents can be identified and dealt with immediately. A referral may also be made to the Head of Learning Support (SENCO). Details remain confidential, but it is essential that any staff dealing with children involved should have a clear picture of events so that they can be aware of how best to support the victim, and indeed the bully.

In the event of severe and persistent bullying it may be necessary to consider exclusion from the school. A severe bullying incident may 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 the Pastoral Director who will contact the 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.

Regular training of staff in anti-bullying, including where necessary in understanding the needs of pupils with SEN is undertaken and details of the policy discussed regularly. Staff arriving during the school year will also have to read the policy and acknowledge this.

Action is taken to reduce the risk of bullying at times and in places where it is most likely by assigning staff to duties at break and lunchtimes and providing a range of activities each afternoon 'Activity Break'.

Pastoral care is a priority provided initially by the Class Teachers and led by the Pastoral Director. Pupils, staff or parents may contact them to discuss any pastoral issue. This team is also supported by the School ELSA, School Chaplain and School Nurse.

The Executive team and SLT are immediately responsible for setting the code of expected behaviour (see Staff Handbook)

Pupils and staff are made aware that there is no place for bullying behaviour in the school and that it will not be tolerated. Anti-bullying week is marked each year, with the children involved in the planning and delivery of this.

In Assemblies and PSHEE students are encouraged to develop respect for other people. All staff have a role to play in ensuring that anti-bullying is constantly on the agenda for RE/PSHEE/class discussion. All staff will ensure that the immediate response chart is followed in the event of an incident.

Staff must ensure that the behaviour policy is followed with regard to implementing sanctions reflecting the seriousness of an incident.

Values of respect and kindness towards both staff and other students and a clear understanding of how our actions affect others permeate our whole school community. These are of course reinforced by our commitment to living by Gospel Values as a 'Company of Our Lady Mary' School.

Pupils must be made to feel that their complaints will be listened to and acted upon quickly. Pupils should understand how to ask for help by talking to a Class Teacher, Head of Year 5/6 or other trusted member of staff.

Parents should be encouraged to report incidents directly to the school rather than to other parents. Parents should be involved in discussions about sanctions where their own children are shown to be bullying.

The anti-bullying and behaviour policy is communicated to pupils and staff and is provided on the website for parents.

Logging of all reports of bullying is carried out centrally by the Pastoral Director in the Prep school and the records are reviewed to monitor the effectiveness of the policy.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any 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. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

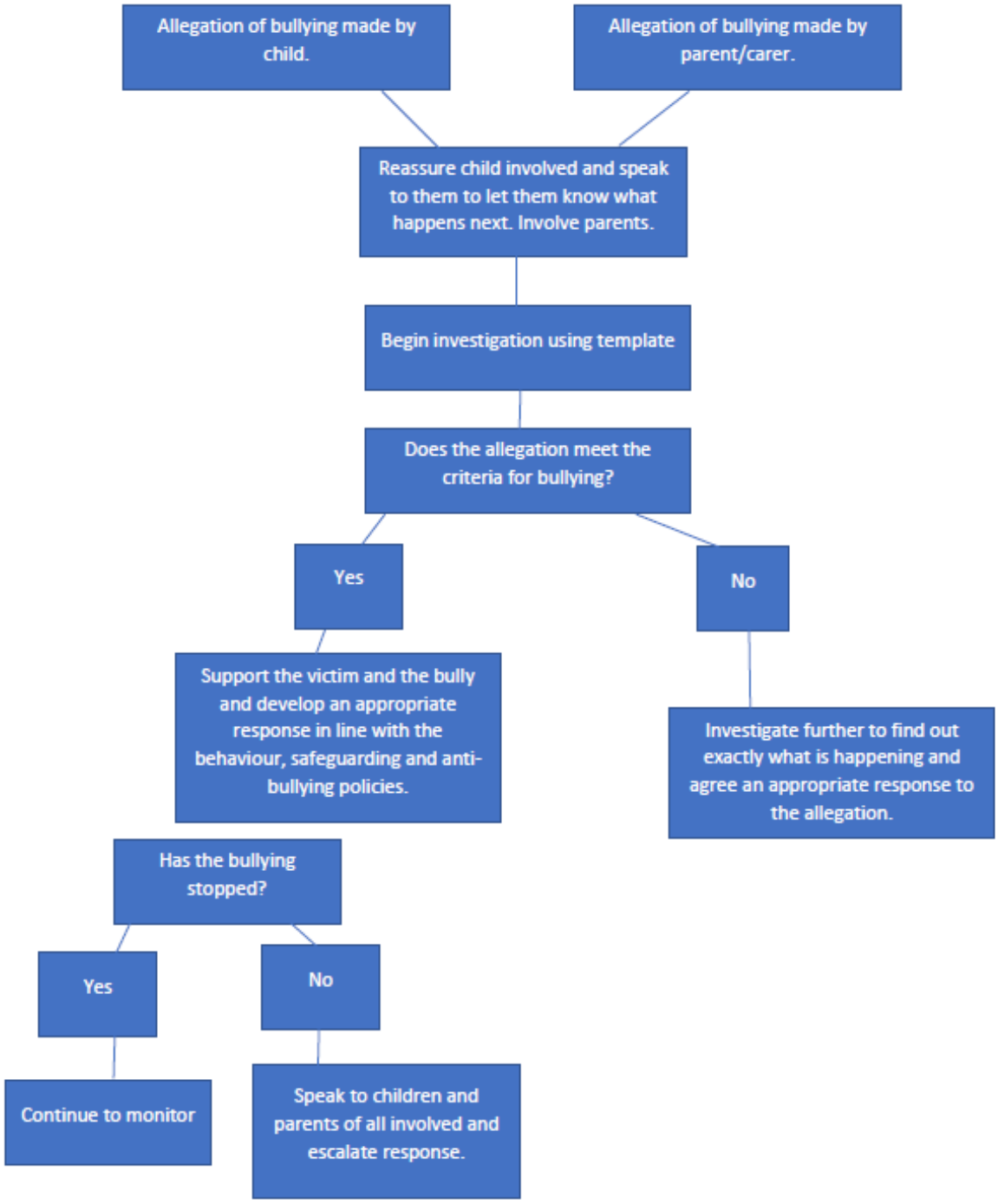
The Head will deal with complaints against staff. A copy of the **disciplinary procedure** is available in the office.

Further sources of information/ guidance/ advice see **D for E Preventing and Tackling Bullying July 2017**

Linked policies:
Safeguarding & Child Protection Policy
Behaviour policy
PSHEE policy
E-Safety policy
Teaching handbook, duties

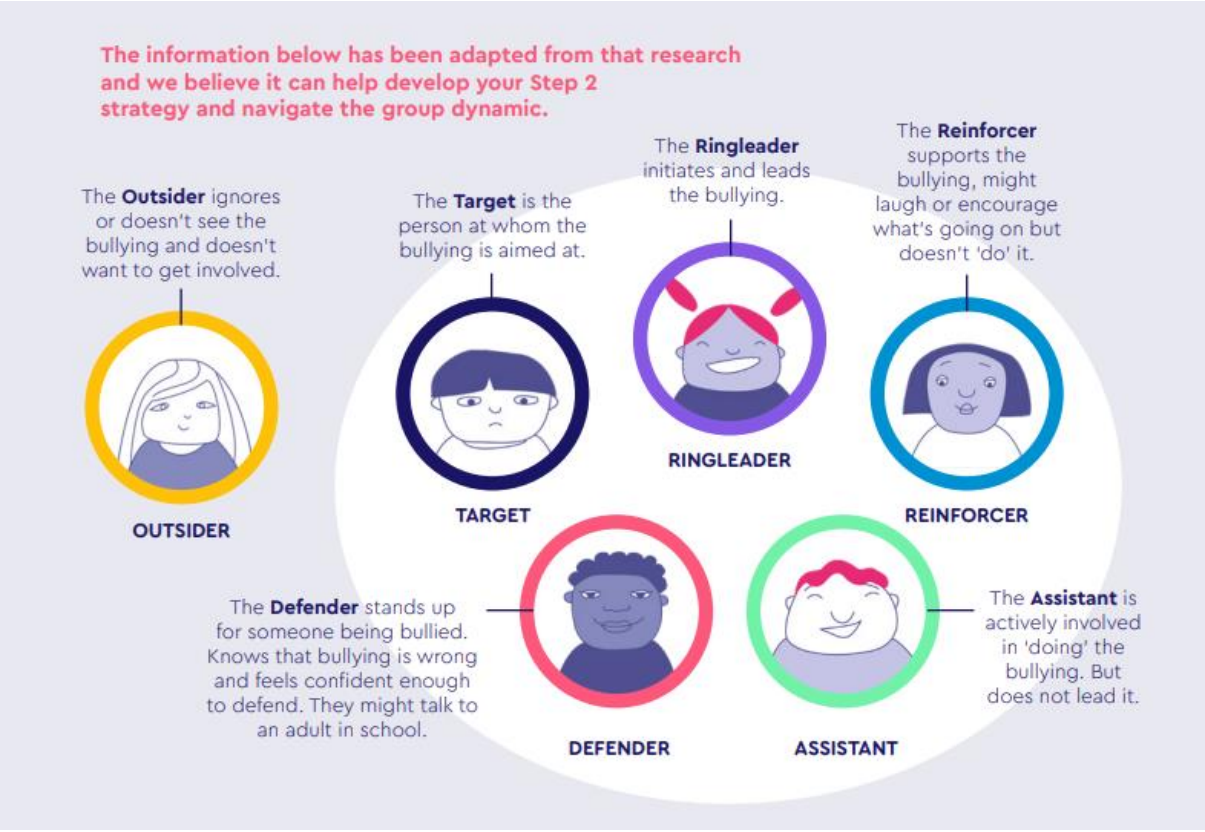
Appendix 1

Prep Response Chart:



Appendix 2

ABA guidance on 'Roles involved in bullying'



Appendix 3

Allegation of Bullying Investigation

Collecting information

Date and Time of allegation:

What is the allegation?

Who is involved?

What type of bullying is being alleged?

PhysicalVerbal Cyber Indirect

Where is this happening?

When is it happening?

How long has this been happening for?

Child's View:

Role	Name/s	How they were involved?	What could this group do to help stop the bullying?	Agreement: what approach have you agreed to take with each group?	Review
Target/s					
Ringleader/s					
Reinforcer/s					
Assistant/s					
Defender/s					
Outsider/s (where relevant)					

Investigate:

Is there intent to cause harm? Yes/No

Evidence:

Is the behaviour repetitive? Yes/No

Evidence:

Is there a power imbalance? Yes/No

Evidence:

Agreed Actions:

Review: