



Jack & Jill Family of Schools: Anti-Bullying Policy

Legal Status:

- The Education (Independent School Standards) (England) Regulations 2014,
- Education and Inspections Act 2006, Section 89;
- The Equality Act 2010;
- Children Act 1989;
- Malicious Communications Act 1988;
- Prepared with regard *Preventing and tackling bullying: advice for school leaders, staff and governing bodies July 2017*
www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying.

Applies to:

- Jack & Jill School Twickenham;
- Nightingale House Pre-Preparatory; and
- Clarence House Preparatory School.

Related Policies and Documents:

- Behaviour Policy
- Equality and Diversity Policy
- Exclusion Policy
- ICT Acceptable Use Policy
- Online Safety Policy
- PSHE Policy
- Safeguarding Policy
- Worry Procedure

Who is this policy for?

- Staff and volunteers;
- Parents;
- External agencies.

Available from:

- School Office;
- School Website;
- SharePoint.

Monitoring and Review:

To be continuously monitored and reviewed by date on cover page.

References:

- “Parents” refers to parents, guardians and carers;
- “Family” refers to the School’s Management Information System;
- “Staff” includes employees, volunteers, peripatetic staff, external providers (Springboard Swimmers) or specialist staff provided by an external provider;
- The “School” refers to Jack & Jill Family of Schools (Jack and Jill Twickenham, Nightingale House Pre-Preparatory & Clarence House Preparatory);
- “EYFS” refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group;

- “Strategic Leadership Team” refers to the team managing the School, currently including the Deputy Principal, Headteacher of Clarence House, Pre-Preparatory Lead Teacher and Digital Learning Lead.
- “Individual Behaviour Plan” is a set of measures agreed with the parents of an individual pupil at the School whose behaviour has reached a level requiring specific targets and measures;
- “Bystander” refers to an individual who sees or knows about bullying which is happening to somebody else;
- “Bully” refers to a person who seeks to habitually harm or intimidate a person or persons who they perceive as vulnerable;
- “Victim” refers to an individual who has become the target of bullying behaviour.

Reviewer: Strategic Leadership Team (June 2021)

Effective: June 2021

Next review: October 2021

Proprietor’s Signature:



The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

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Section One: Policy

1. Introduction

The Jack & Jill Family of Schools is committed to providing an environment free from bullying in so far as reasonably practicable, and to creating a culture of tolerance and understanding where all students feel safe and confident in raising any concerns. We believe that a culture and ethos of tolerance and understanding regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation is central to our anti-bullying approach. This Anti-Bullying Policy forms a fundamental part of our approach to providing excellent pastoral care to all students.

2. Anti-Bullying Statement

The Jack & Jill Family of Schools regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe, happy and secure in our school environment. We do not tolerate bullying of any kind.

3. Aims

The aims of this policy are:

- To promote good and tolerant behaviour based on the school aims;
- To prevent bullying in so far as reasonably practicable; and
- To help staff, pupils and parents deal with bullying if/when it occurs.

Our school communities are based upon respect, good manners, fair play and mutual tolerance. The Family of Schools is committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment, so that every student can learn and develop.

This ethos means that:

- Bullying of any kind, harassment, victimisation and discrimination are unacceptable and will not be tolerated;
- We seek to treat all pupils and their parents fairly and with consideration, and expect them to reciprocate towards each other, the staff and the Family of Schools;
- We expect our pupils to treat members of staff with courtesy and to co-operate so that they can learn.
- We expect our pupils to care for and support their peers;
- We aim to create a safe and supportive environment in which bullying can be openly discussed.
- We believe that parents have an important role to play in supporting staff to maintain high standards of behaviour.
- We have full regard to relevant legislation, guidance and the Independent School Standards listed above, with which this policy complies.

4. Definition of Bullying

As laid out in the DFE document 'Preventing and Tackling Bullying' (July 2017), the Jack & Jill Family of Schools defines bullying as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against individuals with protected characteristics, (see Equality and Diversity Policy) or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

Bullying can be:

- Emotional, including isolation of others by a refusal to co-operate with them and exclusion – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/talk to/work/co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours and

also exclusion from play/discussions etc with those whom they believe to be their friends
ridicule, humiliation;

- Physical harm or its threat, including the abuse of personal property – jostling, pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other form of violence; taking or hiding someone’s possessions or removing personal property, use of weapons/threatened use of weapon (or object which could be used as a weapon) intimidation through physical gestures and actions;
- Racial – Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status, racial taunts, graffiti, gestures, making fun of culture and religion. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group
- Sexual – unwanted physical contact or using sexually abusive or sexist language; covers a wide range of behaviour from name calling to physical sexual assault, use of sexual language or negative stereotyping based on gender.
- Homophobic – bullying directed towards people who are openly gay, bisexual, are perceived as gay, because of, or focusing on the issue of sexuality, including lesbian, gay, bisexual and transgender (LGBT) pupils. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies;
- Religious – attacking faith, belief, religious practice or custom;
- Verbal – name-calling, sarcasm, spreading rumours, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others;
- Virtual or Cyber Bullying – not occurring face to face but rather through electronic means including, but not limited to social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messaging and phone calls, photographs both real and manipulated etc, setting up ‘hate websites’, sending offensive emails or text messages.
- Special Educational Needs and Disabilities (SEND) – any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs; remarking upon, drawing attention to or discriminating against persons with physical disabilities or learning difficulties
- Related to appearance and health conditions;
- Related to young carers or looked-after children or linked to home circumstances – providing care to someone in their family with an illness, disability, mental health or substance misuse problem.

Bullying can take place between:

- Pupil – Pupil
- Staff – Pupil
- Staff – Staff

Reports of bullying of a child/children by members of staff will be investigated thoroughly in accordance with the policy on Allegations against Staff.

In the event of bullying taking place amongst staff, the Principal and/or HR Manager should be informed to respond in accordance with School HR Policies and Procedures.

A common code of behaviour is expected from everyone at the school (See Behaviour Policy). Staff are expected to treat each other with a professional level of respect (See Safeguarding Policy, Staff Code of Conduct and Staff Handbook)

Bullies, Victims and Bystanders

There are often at least three parties to bullying:

- The bully or bullies;
- The victim;

- A bystander or bystander/s (someone who sees or hears bullying happen)

5. What is Not Bullying?

It is important to understand that bullying is not 'falling out with friends', single incidents of name-calling, arguments, or when the occasional trick or joke is played on someone. It is bullying when this is **repeated over time, intentionally hurts another individual or group either physically or emotionally**.

Children sometimes fall out, lose their temper or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with conflict, occasional 'name calling' or childish pranks. We all must learn how to deal with these situations and develop social skills to repair relationships.

6. Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to come to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags and other belongings suddenly going missing, or being damaged;
- Change to established habits (e.g. giving up favoured activities, change to accent or vocabulary);
- Psychological damage and diminished levels of self-confidence;
- Frequent claims of minor ailments e.g. stomach pains, headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance, late arrival;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; and
- Talking of suicide or running away.

Although there may be other causes for some of the above symptoms, repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

7. The Role of Parents

The Jack & Jill Family of Schools works from the principle that parents are the 'first educators'. We work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the anti-bullying policy and associated procedures at our annual Curriculum Evenings and expect parents to support this policy. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher; if the concern remains, they should contact the Deputy Principal. If these discussions cannot resolve the problem, the complaints process can be implemented.

8. The Role of the Principal

The Principal is responsible for promoting the school's anti-bullying ethos and is responsible for ensuring the consistent implementation of the Anti-Bullying Policy throughout the School.

9. The Role of the Strategic Leadership Team

The Deputy Principal is responsible for the day-to-day implementation of the Anti-Bullying Policy across the three schools and works closely with the Headteacher of Clarence House who is responsible for the day-to-day implementation at Clarence House and the Pre-Preparatory Lead Teachers who are responsible for the day-to-day implementation at Nightingale House.

10. The Role of Staff

Jack & Jill Family of Schools staff are required to listen, believe and act when a child reports that he or she is being bullied and;

- Be continually watchful and available
- Promote good behaviour and encourage care and consideration of others in accordance with the Jack & Jill Family of Schools School Rules
- Ensure children are always supervised
- Report all cases of bullying/potential bullying to the Heads of School/SLT/Principal
- Watch for signs of distress in children
- Intervene to stop a child who is bullying from harming other child/ren
- Reassure/comfort child who is distress/bullied
- Explain to the child doing the bullying why this behaviour is unacceptable
- Implement sanctions as appropriate and in accordance with the Behaviour Policy
- Help the child who is bullying to recognise the impact of his/her actions
- Support the child who has bullied to learn alternative strategies to manage their behaviour/feelings

11. Preventive Measures – Training

The Jack & Jill Family of Schools staff training includes anti-bullying awareness in its induction programme to ensure that staff can reduce the risk of bullying happening in the first place by creating a safe and nurturing classroom ethos.

All Family of Schools staff receive an anti-bullying update during the September INSET days.

12. Preventive Measures – Strategies

The following activities/strategies are used to highlight the impact of bullying, promote prevention and deal with incidents;

- Promoting a whole school approach where children and adults work together to create an environment where bullying is not tolerated.
- Providing pupils with emotional support to give each the opportunity to express how he/she feels;
- Awareness and understanding that bullying is completely unacceptable and serious action will be taken when necessary;
- Handling any bullying incidences with consideration to ensure that the facts are fully known, agreed and understood by the bully/bullies and the victim(s);
- Promoting discussion about concerns/worries with adults or older children through the worry box initiatives;
- Fostering close supporting relationships with key workers/class teachers;
- Encouraging staff to consult with the Principal/Deputy Principal/Pre-Preparatory School Lead Teachers or Headteacher of Clarence House/After School or Holiday Club Manager knowing that their response will be sympathetic and appropriate;
- Reporting and recording of bullying incidents so that potential patterns can be identified;
- Establishing support mechanisms to help children who are being bullied.

13. Teaching Pupils About Bullying

Pupils are taught about what bullying is and the steps they can take if they think they, or someone else is being bullied in a variety of ways as appropriate for their age.

- Through assemblies and teaching in PSHEE/Learning for Life/Healthy Living lessons.
- At CHPS the Routines Knowledge Organiser teaches definitions of bullying [repetition and intent] and bystander.
- At CHPS the children learn the Anti-bullying Oath, *The Power of One*.
- All Jack and Jill Family of Schools take part in a variety of anti-bullying related activities during the annual anti-bullying week.

- Through termly assemblies, with a specific focus on bullying during the first two weeks of each term. Pupils are reminded of the school's policy on bullying, reinforcing the message that we are a 'telling school' and that bullying will not be tolerated.
- Through teaching respect for protected characteristics.
- Team captains reinforcing the anti-bullying message during their assemblies and being available for pupils to talk to if they feel they are being bullied.

14. Parents as Partners

The definition of bullying is clearly stated as involving unwanted behaviour which involves repetition and intent, in the Parents' Handbook.

At the Curriculum Evenings, parents are taught the anti-bullying oath and the concepts of intent and repetition are clarified. Cyber bullying is addressed in detail at an annual e-safety meeting for parents.

15. Anti-Bullying Code and Worry Procedure

Information about anti-bullying strategies and what pupils can do if they have any concerns are displayed in every classroom.

Pupils are encouraged to report any concerns to either (i) a parent or sibling, (ii) a friend, (iii) a member of staff or (iv) by leaving a message in the Worry Box.

16. Bullying beyond School Hours or Premises

The School acknowledges its responsibility to investigate incidents that take place outside school hours, on school trips and trips that occur in the vicinity of the school, involving our pupils.

Teachers have the power to discipline pupils for misbehaviour outside the school premises 'to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises and cyber-bullying.

When bullying outside school is reported to staff, it should be investigated and acted on.

17. Liaison with Third Parties

The Deputy Principal/Principal will also consider whether it is appropriate to notify external parties or, in extreme circumstances, the police, where it is thought the misbehaviour could be criminal or poses a serious threat to a member of the public.

18. Record Keeping

The following records are maintained so that the school can identify patterns. Records include:

- Pupils' name;
- Year Group;
- Nature and date of the offence; and
- Sanction imposed.

Record	Key Person	Location of Record
Bullying Investigation Form	Deputy Principal	Family
Correspondence with parents regarding bullying	Deputy Principal	Family
Individual Behaviour Plans	Deputy Principal	Family
Records of Temporary or Permanent Exclusions	Principal	Safeguarding cabinet
Display of information about anti-bullying	Deputy Principal/Headteacher of Clarence House	Displayed in classroom
Display of information about what to do if you have any worries	Deputy Principal/Headteacher of Clarence House	Displayed in classroom

19. Policy and Procedure Evaluation

Evaluation and review of the Anti-Bullying Policy takes place annually with earlier reviews if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy. The views of our pupils are given due weight according to the age, maturity and capability of the child (see articles 12 and 13, The United Nations Convention on the Rights of the Child).



Section Two: Procedures

In order to ensure consistency and provide guidance to staff, we adopt a staged approach to behaviour management with details outlined in our Behaviour Policy.

All staff are required to respond calmly and consistently to all allegations and incidents of bullying. All disclosures will be taken seriously and dealt with impartially and promptly, and all those involved will have the opportunity to be heard. Staff will protect and support all the students involved whilst allegations and incidents are investigated and resolved.

If an allegation of bullying is received, an investigation will be conducted, following the procedures outlined below.



Stage	Procedure	Partnership with Parents	Record Keeping & Analysis
Stage One: Information Gathering	<p>Class teacher interviews the alleged victim, completing the Anti-Bullying Proforma, ensuring the complainant/victim understands that the information will be disclosed to others.</p> <p>Class teacher discusses interview with (i) Deputy Principal/Headteacher of Clarence House or (ii) the Principal.</p> <p>Note: The Strategic Leadership Team will decide the point at which it is appropriate to discuss matters with the parents of any of the parties involved.</p>	-	Class teacher begins to complete the Bullying Investigation Pro Forma.
Stage Two: Interview Alleged Bully and Any Witnesses	<p>Class teacher interviews the alleged bully, as appropriate according to age, adding to the Bullying Investigation Form.</p> <p>Class teacher interviews any witnesses or bystanders, as appropriate according to age, adding to the Bullying Investigation Form.</p> <p>Class teacher interviews relevant members of staff, adding to the Bullying Investigation Form.</p> <p>Class teacher discusses interview with (i) Deputy Principal/Pre-Preparatory Lead Teachers/Headteacher of Clarence House or (ii) the Principal.</p>	-	<p>Add to Bullying Investigation Pro Forma.</p> <p>Bullying Investigation Pro Forma saved on Famly.</p>
Stage Three: Resolution	<p>Support will be offered to the complainant/victim;</p> <p>If it is established that bullying has taken place, the bully will (i) be made aware that bullying is not acceptable at the Jack & Jill Family of Schools, (ii) given support and (ii) given a sanction proportionate to the perceived severity of the bullying.</p> <p>Sanctions may include:</p> <ul style="list-style-type: none"> • Loss of privileges; • Writing letter of apology; or • Detention (for Clarence House). <p>If the incident is deemed not to have been bullying, the parties involved will be dealt with in accordance with our Behaviour Policy and may receive a sanction if appropriate.</p>	Deputy Principal / Headteacher of Clarence House and Class Teacher meet with (i) Victim's parents and (ii) Bully's parents. Class Teacher to take minutes.	Completed Bullying Investigation Form & meeting minutes uploaded to Famly.
Follow Up	Class teacher to monitor and support victim and bully.	As required	As required.

Complex or Persistent Incidents

Stage	Procedure	Partnership With Parents	Record Keeping & Analysis
Stage Four: Further Investigation	<p>In more complex cases, or where there is disagreement about the facts of the incident (e.g. denial on the part of the alleged bully), further investigations would take place, led by the Deputy Principal/Pre-Preparatory Lead teachers/Headteacher of Clarence House. These might involve discussions with parents of alleged bully and alleged victim.</p> <p>Any letters written to parents directly involved in the case will detail:</p> <ul style="list-style-type: none"> • The nature of the offence; • Any sanctions imposed; • The improvements the school expects to be made, with reference to the Behaviour and Anti-Bullying policies; and • Wherever possible the identity of witnesses or bystanders, and pupils other than the daughter of the parent, will not be disclosed. <p>Where appropriate, and with consent from the parents, bullies and/or victims may be referred to an Educational or Behavioural Psychologist.</p>	<p>Deputy Principal & Class Teacher meet with (i) Victim's parents and (ii) Bully's parents. Minutes added to Family.</p>	<p>Bullying Investigation Form updated and uploaded to Family.</p> <p>A record of any meetings will be kept and added to record on Family.</p>
Stage Five: Individual Behaviour Plan	<p>If, after a set period no significant improvement has occurred, an Individual Behaviour Plan (I.B.P.) meeting will be called with parents, led by the Principal, which may at the Principal's discretion involve external agencies.</p> <p>Behaviour targets will be agreed.</p> <p>Parents will be given a copy of the I.B.P.</p> <p>The I.B.P. is circulated to relevant staff and discussed at Staff Meetings.</p>	<p>The Deputy Principal/ Headteacher of Clarence House will meet with the parents of the pupil with an I.B.P. on a weekly basis.</p>	<p>The IBP will be uploaded to Family.</p> <p>The Deputy Principal/Pre-Preparatory Lead Teachers/ Headteacher of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a weekly basis.</p> <p>The Principal reserves the right to include Individual Behaviour Plans in school transfer reports.</p>
Stage Six: Temporary or Permanent Exclusion	<p>Failure to improve or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy).</p>		



Stage Seven Severe Bullying	Severe bullying may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy). If necessary and appropriate, third parties, including the Police, may be consulted.
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Bullying Investigation Form

No discussions with the parents of either (i) the victim or (ii) the alleged bully will take place without the express permission of a member of the Strategic Leadership Team.

Name of pupil reporting incident	
Class	
Name of alleged bully	
Class	
Details of concern (including name of person reporting, details of incidents causing concern – dates etc, context, effect on victim):	
Response of class teacher following allegation meeting	
Findings of investigation	
Follow up	

Upload completed form to Family record of (i) victim, (ii) bully and (iii) relevant bystanders.

Take notes of any meetings and retain a copy of contemporaneous notes.