

# Jack & Jill Family of Schools: Anti-Bullying Policy

## Applies to:

- Jack & Jill School
- Nightingale House Pre-Preparatory
- Clarence House Preparatory School

## Related Legislation:

- 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
- This document meets the requirements of *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](http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying).

## Related Policies and Documents:

- Behaviour Policy
- Exclusion Policy
- ICT Acceptable Use Policy
- Online Safety Policy
- R.S.E and P.S.H.E. Policy
- Safeguarding Policy

## Who is this policy for?

- Staff and volunteers
- Parents
- External agencies

## Available from:

- School Office
- SharePoint

## Monitoring and Review:

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

**References:**

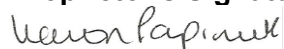
- “Parents” refers to parents, guardians, and carers.
- “Family” refers to the School’s Management Information System.
- “Staff” includes employees, volunteers, peripatetic staff, external providers (e.g. Springboard Swimmers) or specialist staff provided by an external provider.
- The “School” refers 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 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 (October 2023)**

**Effective: October 2023**

**Next review: October 2024**

**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.

## Section One: Policy

### 1. Introduction

The Jack & Jill Family of Schools is committed to providing an environment free from bullying and to creating a culture of tolerance and understanding where all students feel safe and confident in raising concerns. The promotion of 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.

### 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 and online. 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 behaviour.
- 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.
- All pupils and their parents must be treated fairly and with consideration and are expected to reciprocate towards each other and our staff.
- Pupils are expected to treat members of staff with courtesy and to co-operate so that they can learn.
- Pupils are expected to care for and support their peers.
- Our environment is designed to be safe and supportive so that bullying can be openly discussed.
- Parents have an important role in supporting staff to maintain high standards of behaviour.
- We have full regard to relevant legislation, guidance and the Independent School Standards, 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, 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, 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 and refusal to follow staff instructions to do the above, or instigating or repeating malicious rumours, ridicule, humiliation.
- Physical harm or its threat, including abuse of personal property – jostling, pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other form of violence; taking or hiding 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 another’s culture and/or 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 use of 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.
- 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 network sites, internet and intranet sites, email, instant messaging, by mobile phone including text messaging and phone calls, photographs both real and manipulated, 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 those 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/ren by members of staff will be investigated thoroughly in accordance with procedures to deal with allegations against staff.

In the event of bullying amongst staff, the Principal and/or HR Manager will respond in accordance with the Family of Schools HR Policies and Procedures.

A common code of behaviour is expected from everyone at the school (See Behaviour and Safeguarding Policies).

Staff are expected to treat each other with respect (See 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 the occasional trick or joke played on someone. **It is bullying when this is repeated over time, intentionally hurts another individual or group either physically or emotionally.**

It is an important part of children's development to learn how to deal with conflict, occasional 'name calling' or childish pranks. They are supported to 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.
- 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 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 nightmares.
- Talking of suicide or running away.

There may be other reasons for such symptoms, but all should be investigated by parents and teachers and bullying considered as a cause.

## **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 procedures at Curriculum Information Evenings and expect parents to support this policy. If parents have concerns about the way their child has been treated, they should initially contact the class teacher; if the concern remains, they should contact a member of the Strategic Leadership Team (SLT). 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 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 other members of the SLT in ensuring this is consistent across the schools.

## **10. The Role of Staff**

Jack & Jill Family of Schools staff are required to listen, believe, and act when a child reports that he /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.
- Ensure children's use of digital devices is closely monitored.
- Report all cases of bullying/potential bullying.
- Respond to signs of distress in children.
- Intervene to stop bullying from harming other child/ren.
- Reassure/comfort child who is distressed.
- Explain why this bullying behaviour is unacceptable.
- Implement sanctions in accordance with the Behaviour Policy.
- Help the child who is bullying to recognise the impact of his/her actions.
- Support the child to learn alternative strategies to manage behaviour/feelings.

## **11. Preventive Measures – Training**

Training for newly recruited staff includes anti-bullying awareness so staff can reduce the risk of bullying by creating a safe and nurturing classroom ethos.

All staff then receive anti-bullying training updates 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 to create an environment where bullying is not tolerated.
- Providing emotional support so pupils can express how they feel.
- Promoting awareness and understanding that bullying is completely unacceptable and serious action will be taken if necessary.
- Handling any bullying incidents sensitively; ensuring the facts are fully known, agreed, and understood by the bully/bullies and the victim(s).
- Promoting discussion about concerns/worries.
- Fostering close supportive relationships with class teachers.
- Encouraging staff to seek support and guidance from leaders at the Family of Schools, knowing their response will be sympathetic and appropriate.
- Reporting and recording of bullying incidents so potential patterns can be identified.
- Establishing support mechanisms to help children who are being bullied.

## 13. Teaching Pupils About Bullying

Pupils are taught about bullying behaviour and the steps they can take if they think they, or someone else is being bullied, including:

- Through regular discussions about kindness and appropriate behaviour towards others.
- Through regular reminders about how we should conduct ourselves online.
- Through assemblies and teaching in PSHE/Learning for Life lessons
- At CHPS learning the Anti-bullying Oath, *The Power of One*.
- Take part in a variety of anti-bullying related activities during anti-bullying week.
- Through assemblies, with a focus on bullying each term where 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.
- Teaching respect for protected characteristics.

We assume that sexual harassment, online sexual abuse (including child-to-child) and sexual violence are happening in the community, and potentially in our schools, even when there are no specific reports.

The schools' relationships, sex, and health education curricula (and wider curriculum) specifically address sexual harassment, online abuse, and sexual violence.

For example, e.g., in the Year Five Relationships, Consent and Sex Education unit, pupils have lessons on 'What is consent?' and 'What is sexual harassment?'; this is then reinforced in the Year Six Preparing for Greater Independence unit.

## 14. 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 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.

### 15. Bullying beyond School Hours or Premises

The school acknowledges its responsibility to investigate incidents that take place outside school hours, on school minibuses, on school trips that involve our pupils.

Teachers can discipline pupils for misbehaviour outside the school premises. 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 is investigated and acted on.

### 16. Liaison with Third Parties

When appropriate the school will notify external third parties or, in extreme circumstances, the police, where the misbehaviour could be criminal or poses a serious threat to a member of the public.

### 17. 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
- Sanction imposed.

Record	Key Person	Location of Record
Bullying Investigation Form	DSL	CPOMS
Correspondence with parents regarding bullying	DSL	CPOMS
Individual Behaviour Plans	DSL/SENCo	CPOMS
Records of Temporary or Permanent Exclusions	Principal	CPOMS
Display of information about anti-bullying	SLT	Displayed in classroom
Display of information about what to do if you have any worries	SLT	Displayed in classroom

### 18. Policy and Procedure Evaluation

Evaluation and review of the Anti-Bullying Policy takes place annually.

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

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 allegations and incidents of bullying. All disclosures will be taken seriously and dealt with impartially and promptly, and all involved will have the opportunity to be heard. Staff will protect and support 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 below.

Stage	Procedure	Partnership with Parents	Record Keeping & Analysis
<b>Stage One: Information Gathering</b>	<p>Class teacher interviews the alleged victim, completing the Anti-Bullying Investigation Form, ensuring the complainant/victim understands that the information will be disclosed to others.</p> <p>Class teacher discusses interview with a member of the SLT or DSL.</p> <p>Note: The SLT will decide when to discuss matters with the parents the parties involved.</p>	Parents are informed and invited to share their experiences at the beginning of the investigation.	Class teacher starts the Bullying Investigation Form.
<b>Stage Two: Interview Alleged Bully and Any Witnesses</b>	<p>Class teacher interviews the alleged bully, adding a record of the conversation to the Bullying Investigation Form.</p> <p>Class teacher interviews any witnesses or bystanders, 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) SLT or (ii) the DSL</p>	Parents are made aware of the process being followed and appropriate information is shared post investigation.	<p>Add to Bullying Investigation Form</p> <p>Bullying Investigation Form saved on CPOMS.</p>
<b>Stage Three: Resolution</b>	<p>Support will be offered to the complainant/victim.</p> <p>If it is established that bullying has taken place, the bully will:</p> <p>(i) be made aware that bullying is not acceptable at the Jack &amp; Jill Family of Schools,</p> <p>(ii) given support and</p> <p>(ii) given a sanction proportionate to the perceived severity of the bullying.</p> <p>Sanctions may include:</p> <ul style="list-style-type: none"> <li>• Loss of privileges.</li> <li>• Writing letter of apology; or</li> <li>• Detention (for Clarence House).</li> </ul> <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.</p>	Member of the SLT 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 CPOMS.
<b>Follow Up</b>	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
<b>Stage Four: Further Investigation</b>	<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 take place, led by a member of the SLT. These might involve discussions with parents of alleged bully and alleged victim.</p> <p>Letters written to parents will detail:</p> <ul style="list-style-type: none"> <li>• The offence.</li> <li>• Any sanctions imposed.</li> <li>• Improvements expected, with reference to the Behaviour and Anti-Bullying policies.</li> </ul> <p>The identity of witnesses or bystanders, and other pupils will not be disclosed.</p> <p>Where appropriate, and with consent from the parents, bullies and/or victims may be referred to an Educational or Behavioural Psychologist.</p>	<p>Member of SLT &amp; Class Teacher meet with</p> <p>(i) Victim's parents and (ii) Bully's parents.</p>	<p>Bullying Investigation Form updated and uploaded to CPOMS.</p> <p>A record of any meetings will be kept and added to CPOMS.</p>
<b>Stage Five: Individual Behaviour Plan</b>	<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 DSL which may include 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 issued to relevant staff and progress discussed with them.</p>	<p>A member of the SLT 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 CPOMS.</p> <p>A member of the SLT will record the child's progress with the Individual Behaviour Plan targets on a weekly basis.</p>
<b>Stage Six: Temporary or Permanent Exclusion</b>	<p>Failure to improve or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy).</p>		
<b>Stage Seven Severe Bullying</b>	<p>Severe bullying is likely to 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.</p>		

## Section Three: Appendix 1

### 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.

Upload completed form to CPOMS for:

- (i) victim
- (ii) bully
- (iii) relevant bystanders.

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

Bullying Investigation Form:

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):	
Findings of investigation	
Recommendations / Action to be taken	
Follow up / Impact of action taken	