



Anti-Bullying Policy

Reviewer: Nick Hitchen (Head of Clarence House)

Review date: April 2017

Operational from: May 2017 to August 2018

Next review date: July 2017

Principal's Signature: *Nick Hitchen*

This policy is available on the School MIS (School Kompanion); hard copies will be provided on request).

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*
www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying.

Applies to:

- Jack & Jill (Early Years Foundation Stage)
- Jack & Jill Pre-Preparatory; and,
- Clarence House Preparatory.

Related Documents:

- ICT Abuse (including Cyber-Bullying) Policy;
- Anti-Bullying Parents Sheet;
- Anti-Bullying Code;
- Worry Procedure;
- Behaviour Policy;
- Exclusion Policy;
- Equality And Diversity Policy;
- Equal Opportunities Policy
- Safeguarding Policy
- ICT Acceptable Use Policy
- PSHEE Policy.

Who is this policy for?

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

Available from:

- KSM (MIS) and School Office on request.

Monitoring and Review:

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

Defined Terms:

1. "Extended Services" refers to the services provided by the School beyond the scheduled school day, for example: Breakfast Clubs, After School Clubs and Holiday Clubs;

2. "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;
3. "Management Team" refers to the team overseeing the day-to-day management of the School;
4. "Parents" refers to parents, guardians and carers;
5. "Senior Leadership Team" refers to the team managing the School, currently including the Principal, Deputy Principal, Head of Clarence House and Finance Director.
6. "School Kompanion" refers to the School's Management Information System and is abbreviated to "KSM"
7. "Staff" refers to employees, peripatetic staff, external providers (including Kinder Club) or specialist staff provided by an external provider;
8. The "School" refers to Jack & Jill School, the Pre-Prep and Clarence House Preparatory School (CHPS);
9. EYFS refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group.

Section One: Policy

1. Introduction

Jack & Jill School 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

Jack & Jill regards any form of bullying as harmful and unacceptable. We believe that everyone has a right to feel safe. 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 to deal with bullying if/when it occurs.

Our school community is based upon respect, good manners, fair play and mutual tolerance. The School 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 not acceptable 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 School;
- 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 believe that parents have an important role to play in supporting Jack & Jill School 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.

3. Definition of Bullying

As laid out in the DFE document 'Preventing and Tackling Bullying' (October 2014), Jack & Jill School 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 (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Technology has provided a new medium for "virtual" bullying in the form of cyber bullying. This is a different form of bullying that can happen at all times of the day either in or out of school, with potentially bigger audiences and more accessories due to the ability to forward on content at a click.'

Bullying can be:

- Emotional (indirect bullying) 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 forms 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 on the basis of 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.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

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 Consultant 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 and Staff Code of Conduct)

6. 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, that intentionally hurts another individual or group either physically or emotionally.**

Children sometimes fall out 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 have to learn how to deal with these situations and develop social skills to repair relationships.

7. Cyber Bullying

Technology has provide a new medium for virtual bullying in the form of cyber-bullying. This is a different form of bullying that can happen at all time of the day either in or out of school, with potentially bigger audiences and more accessories due to the ability to forward content at a click.

Please see the e-safety policy for more information.

8. 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, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

9. The Role of Parents

Jack & Jill School 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 provide parents with a copy of the Anti-Bullying Information Sheet. We 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.

9. The Role of the Principal

The Principal is responsible for promoting the school's anti-bullying ethos.

The Principal is responsible for ensuring the consistent implementation of the Anti-Bullying Policy throughout the School.

10. The Role of the Deputy Principal

The Deputy Principal is responsible for the day-to-day implementation of the Anti-Bullying Policy in Jack & Jill and Jack & Jill Pre-Preparatory School, and works with the Principal to oversee the work of the Head of Clarence House.

11. The Role of the Head of Clarence House

The Head of Clarence House is responsible for day-to-day implementation of the Anti-Bullying Policy in Clarence House.

12. The Role of Staff

Jack & Jill staff always listen, believe and act when a child reports that he or she is being bullied.

They are required to:

- Be continually watchful and available
- Promote good behaviour and encourage care and consideration of others
- Ensure children are supervised at all times
- 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
- 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
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13. Preventive Measures

Training

Jack & Jill Staff training includes anti-bullying awareness in its induction and CPD programme, to ensure that staff are well-prepared to deal with bullying and are in a position to reduce the risk of bullying happening in the first place by creating a safe and nurturing classroom ethos.

All Jack & Jill staff receive an Anti-Bullying update during the September INSET days.

Strategies

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

- Assemblies that remind pupils of the School's policy on bullying, reinforcing the message that we are a 'telling school' and that bullying will not be tolerated;
- Through Assemblies and teaching in P.S.H.E.E lessons students are taught the steps that they can take if they think they are being bullied;
- Providing emotional support to give each child the opportunity to express how they feel;
- Awareness and understanding that bullying is completely unacceptable and serious action will be taken when necessary;
- Handling of a bullying incident with consideration to ensure that the facts are fully known, agreed and understood by the bully/ies and the victim(s);

- Promotion of discussion about concerns/worries with adults or older children through the worry box initiative;
- Close supporting relationships with key workers/class teachers;
- Encouraging staff to consult with the Principal/Deputy Principal or Head of Clarence House/After School or Holiday Club Managers 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; and
- Promoting a whole school approach in which children and adults work together to create an environment where bullying is not tolerated.

14. Jack & Jill Anti-Bullying Code & Worry Procedure

Information about anti-bullying and what to do if you 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.

15. Bullying Outside 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 students.

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.

16. Liaison with Third Parties

The Deputy Principal and Principal will also consider whether it is appropriate to notify the anti-social behaviour coordinator in their local authority of the action taken against the pupil, 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.

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; and
- Sanction imposed.

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

18. Policy and Procedure Evaluation

Evaluation and review of the Anti-Bullying Policy takes place on an annual basis. The school may, however, review the policy earlier than this 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 is 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 within our school, and to provide guidance to staff, we adopt a staged approach to behaviour management.

All staff will 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 of the students involved whilst allegations and incidents are investigated and resolved.

Straightforward Incidents

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/Head of Clarence House or (ii) the Principal.</p> <p>Note: no discussions with the parents of either (i) the complainant/victim or (ii) the alleged bully will take place without the express permission of a member of the Senior Leadership Team.</p>	-	Class teacher begins to complete the Anti-Bullying Pro-forma.
Stage Two: Interview Alleged Bully and Any Witnesses	<p>Class teacher interviews the alleged bully adding to the Anti-Bullying Pro-forma.</p> <p>Class teacher interviews any witnesses or bystanders, adding to the Anti-Bullying Pro-forma.</p> <p>Class teacher interviews relevant members of staff, adding to the Anti-Bullying Pro-forma.</p> <p>Class teacher discusses interview with (i) Deputy Principal/Head of Clarence House or (ii) the Principal.</p> <p>Note: 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 Senior Leadership Team.</p>	-	<p>Add to Anti-Bullying Pro-forma.</p> <p>Upload Anti-Bullying Proforma to KSM</p>
Stage Three: Resolution	<p>Support will be offered to the complainant/victim;</p> <p>The bully will (i) be made aware that bullying is not acceptable at Jack & Jill School, (ii) given support and (ii) given a sanction proportionate to the perceived severity of the bullying. Sanctions may include:</p> <ol style="list-style-type: none"> 1. Loss of privileges; 2. Writing letter of apology; or 3. Detention (for Clarence House pupils). 	Deputy Principal/Head of Clarence House & Class Teacher meet with (i) Victim's parents and (ii) Bully's parents. Class Teacher to take minutes.	Completed Anti-Bullying Pro-Forma & meeting minutes uploaded to KSM
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
<p>Stage Four: Further Investigation</p>	<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/Head 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 KSM.</p>	<p>Anti-Bullying Form updated and uploaded to KSM.</p> <p>A record of any meetings will be kept and added to KSM.</p>
<p>Stage Five: Individual Behaviour Plan</p>	<p>If, after a set period of time 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 all staff and discussed at Staff Meetings.</p>	<p>The Deputy Principal/Head 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 KSM.</p> <p>The Deputy Principal/Head 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>
<p>Stage Six: Temporary or Permanent Exclusion</p>	<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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Anti-Bullying Pro-Forma

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 Senior Leadership Team.

Name of Class	
Teacher	
Name of Pupil reporting incident	e.g. Hiba Ahmed
Class	e.g. 2D
Name of Alleged Bully	e.g. Sally Smith
Class	e.g. 2F
Details of Incident(s)	Hiba: 'Sally keeps calling me fat.'
Location(s) of Incident(s)	Outside school
Time/Dates of Incident(s)	Hiba: 'Every morning on the way to school' 1/3/17-4/3/17
Effect on victim	
What would victim like to happen	
Share these notes and discuss with Deputy Principal/Head of Clarence House and inform Principal.	
Interview with alleged bully	
Interview with bystanders	
Interview with relevant members of staff	
Agreed Actions	
Outcomes	Including sanctions and support for victim and bully
Follow Up	

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

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