



BRANWOOD  
PREPARATORY  
SCHOOL

## Anti- Bullying Policy

Version	2 (Version 1 March 2012)	3			
Policy reviewed on	May 2015	April 2016			
Policy Written by	Mrs Follett (Headmistress)	Mrs Follett (Headmistress)			
Policy seen by Governor on  (date / signature)					
Policy Review Date	May 2016	April 2017			

**This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.**



# SAFEGUARDING AND CHILD PROTECTION POLICY

## **1.0 Rationale**

1.1 At Branwood Preparatory School we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn effectively, improve their life chances and help them to maximise their potential.

1.2 We would expect pupils to feel safe in and out of school, including understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

1.3 Ofsted 2014 commented,

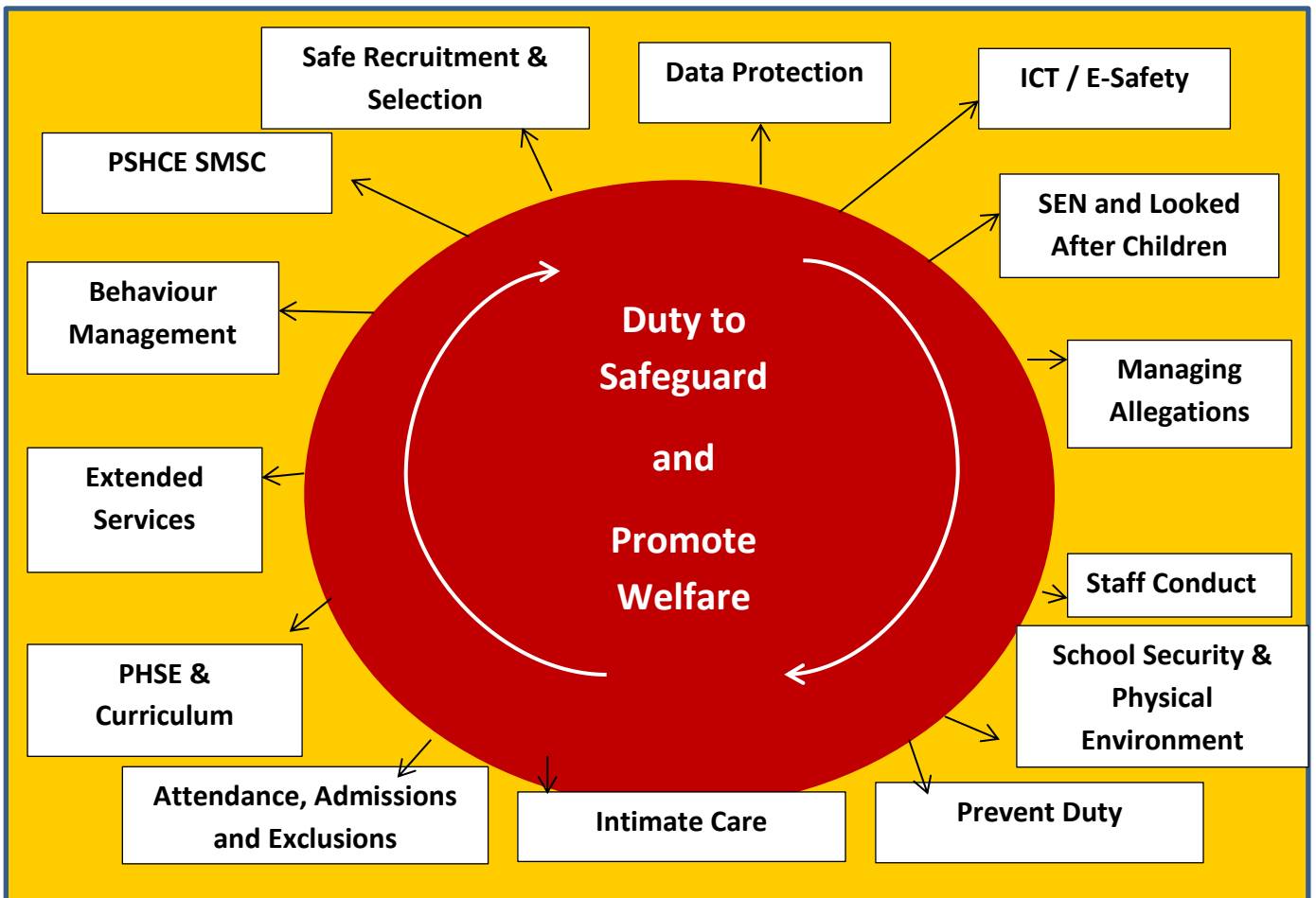
‘Pupils report that they feel safe in school and there are few instances of bullying. They have good awareness of how to deal with any bullying should it occur’

## **2.0 Aims**

2.1 The aim of the school is the development of a mutually caring relationship between all members of the school community in order to create a secure and safe environment in which staff and pupils can be happy and flourish. No one deserves to be a victim of bullying behaviours. Everybody has the right to be treated with respect. Pupils who are displaying bullying behaviours need to learn different ways of behaving. We do not label any pupils as ‘bullies’ but label the unacceptable behaviours they are demonstrating. We recognise that the school has a responsibility to respond promptly and effectively to such issues.

### 3.0 Links to other Policies

3.1 The Anti-Bullying Policy should be read in conjunction with other policies including those identified below depending upon the reason for referring to them.



### 4.0 What is Bullying Behaviour

4.1 'Behaviour by an individual or group usually over time, that intentionally hurts another individual or group either physically or emotionally'.

(DfE: - Preventing and Tackling Bullying: October 2014)

4.2 It is intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power. A child may say that it means people doing nasty things to you on purpose more than just once, which it is difficult to stop.

#### 4.3 Bullying can be:-

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Terrorist – extremist material, talking about suicide bombings in an inappropriate context
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of or focussing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat, mobile threats by texting and calls. Misuse of camera and video facilities

4.4 Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the bystanders or accessories.

4.5 Nobody is born a bully. Nobody is a bully. Children choose to use bullying behaviours!

### **5.0 Responsibilities of Parents**

5.1 We ask that all parents support their child / children and the school by,

- Encourage their child to be a positive member of the school community
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to (name of a member of staff/specific post in school/their class teacher) and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children and reassuring them that appropriate action will be taken;
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

### **6.0 The Trustees Responsibilities**

6.1 The Independent School Standards Regulations 2010 provide that the proprietor of an independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

6.2 The issue of bullying is a regular agenda point in the Headmistress report to Trustees and Governors and is headed as 'Health and Safety', therefore any issues and actions are discussed at those meetings.

## **7.0 The Governing Body Responsibilities**

7.1 All Governors should have an understanding of what bullying is, what the school policy is on bullying and discuss any reported issues at their meetings.

7.2 The Governors should ensure that the Headmistress puts an Anti-bullying Policy into place that the whole school community is aware and check that it is updated in line with requirements.

7.3 To ensure that records are kept and are accurate with regard to incidents and strategies used.

7.4 A parent who is dissatisfied with the way that the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body will respond within 10 working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headmistress, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body/

## **8.0 The Headmistress Responsibilities**

8.1 The Headmistress has overall responsibility for the policy and its implementation and liaising with the trustees, governing body, parents and outside agencies. This also includes:-

- Set a school climate built upon mutual respect and praise for success, therefore making incidents less likely
- Policy development and review involving pupils, staff, governors, trustees and parents
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents where appropriate
- Coordinating strategies for preventing bullying behaviour

## **9.0 The School Community**

9.1 The school recognises that all adults within the school community – staff, parents and visitors – should conduct themselves in such a manner as to set an example which will encourage each pupil to:-

- Everyone should work together to combat and, hopefully in time, to eradicate bullying.
- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.

## **10.0 Staff Responsibilities**

### 10.1 Our staff will

- Foster in our pupils self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to (class teacher or a Senior Member of Staff)
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

## **11.0 The Pupils responsibilities**

### 11.1 At Branwood we expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

### 11.2 Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

## **12.0 Reporting, Recording and Responding to Bullying Behaviour**

12.1 All forms of bullying are taken seriously and we seek to prevent it from taking place.

12.2 Teachers keep class records of all significant incidents that happen in their class, and that they are aware of in school (reported by any other member of staff). Incidents are logged into the Class Incident Log (which is passed on as the class move through school). Any

member of staff can record incidents into the Class Incident Log. If teachers witness an act of bullying behaviour, they will either investigate it themselves or refer it to the Headmistress.

12.3 We will, if necessary, also record incidents that occur near to the school, or on the child's journey between school and home.

12.4 Parents of all pupils involved (alleged victims and perpetrators) are informed on the day of the disclosure in person or by any other means of communication.

12.5 Teachers and support staff will do all they can to support the child who is being bullied.

12.6 If incidents are happening over a period of time, then, after consultation with the Headmistress, the teacher will inform the child's parent and work together to support the child who is the victim and the child demonstrating inappropriate behaviour.

12.7 Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they could change their behaviour in the future. If a child is repeatedly involved in bullying, the Headmistress is informed and, in some cases, the Inclusion Co-ordinator. We then invite the child's parents into school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headmistress may contact external support agencies.

12.8 As and when the Headmistress is informed of any inappropriate behaviour or meets with children and parents it is logged into the Day Diary.

### **13.0 Strategies for Preventing Bullying**

13.1 As part of our on-going commitment to the safety and welfare of our pupils we at Branwood Preparatory School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- SEAL assemblies
- Classroom routines including methods for lining up, using cloakrooms, seating arrangements, partners on activities / visits
- Merit and commendation System
- House system
- PSHCE / SMSC
- Worry Circle time in Foundation Stage
- School Council
- Student Voice
- Parent Voice
- PTA involvement in school enrichment activities
- Buddy System
- Prefect System
- Playground system
- Parent Information letters weekly

- Parents Evenings
- Open Door policy for pupils and parents

13.2 The policy is written and shared with the whole school community. Specifically the pupils contribute through the School Council and each year they will develop a pupil friendly version to be put on display in school.

## **14.0 Sanctions**

14.1 If a reported incident of bullying behaviour, upon investigation is proven:

- The parents are to be informed on the day of the conclusion and the next steps explained
- The incident details are to be recorded on the pupils personal records
- In the first instance the sanctions are:
  - Pupils in KG1 to Form 2 will be excluded from outdoor play on that day by the Headmistress, Senior Member of Staff or Form Teacher for a period of time at the discretion of that member of staff
  - Pupils in Forms 3 to 6 will be placed in detention and excluded from outdoor play, certain extra-curricular activities e.g. choir, trips
  - All children will be spoken to and warned about their unacceptable behaviour

14.2 If the behaviour continues the identified and proven aggressor will be excluded from play / social activities and placed on a monitoring system (age appropriate) to track behaviour and praise the 'correct choices'. The time frame is decided by the Headmistress or Senior Member of Staff in conjunction with the Form Teacher. The monitoring system may include an IBP (Individual Behaviour Plan) or Pupil Charter that is signed by the pupils after full discussion with them and their parents.

14.3 In certain circumstances, a possible short-term suspension may be considered in order to give all parties involved the necessary time to put appropriate support mechanisms into place and, if needed, seek advice of outside agencies

14.4 All incidents, sanctions and outcomes will continue to be documented.

14.5 Where, through monitoring and other sanctions, the behaviour does not improve the school reserves the right to request that the pupil be withdrawn from the school, effective immediately. If this is refused the Headmistress will have no choice but to permanently exclude the perpetrator.

## **15.0 Counselling**



15.1 Pupils who are or have been the victims of unacceptable behaviour will be given support and assistance to develop positive strategies and self-assertion.

15.2 Pupils proven to be displaying unacceptable behaviour of a bullying nature will also be given support and assistance to change their behaviour.

<b>Version</b>	<b>Date of Review</b>	<b>Reviewer</b>	<b>Changes made</b>
2	May 2015	Mrs Follett	Change to the lay out of the policy. Changes to the policy in line with new legislation and guidance from the Salford Safeguarding Team.
3	April 2016	Mrs Follett	Change to include link to Prevent Duty Policy and inclusion of Terrorism / extremism as forms of bullying.