

ANTI-BULLYING STRATEGY & POLICY

**Alleyn Court Preparatory School
Including EYFS**



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INTRODUCTION

ANTI-BULLYING STRATEGY & POLICY

The law states that every school must have measures in place to prevent all forms of bullying. This policy has been developed with regard to the Department for Education's advisory document for anti-bullying, namely "[Preventing and Tackling Bullying](#)" (2017). The Education (Independent School Standards) Regulations 2014 and The Equality Act 2010 have also been adhered to.

The policy was compiled in consultation with staff, pupils and representatives of the parent body.

**With the children we use the term 'unkind behaviour' in place of bullying. All reported and witnessed 'unkind behaviour' is taken extremely seriously and follows our anti bullying policy.*

The aims and objectives of the school's anti-bullying strategy and policy are to ensure that:

- every pupil learns in a supportive, caring and safe environment without fear of being bullied.
- the school creates an environment which promotes good behaviour and respect for all.
- the school promotes and celebrates success in all aspects of school life.
- pupils understand that bullying is antisocial behaviour, which affects everyone; it is unacceptable and will not be tolerated.
- pupils report and challenge any element of bullying that they witness or are subjected to.
- it is understood by children that bullying, whether physical or emotional, is a serious matter, which can result in psychological damage for the victim.
- best efforts are made to prevent any form of bullying within the school and that any reported incidents of bullying are taken seriously and dealt with immediately.

Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available here. Alleyn Court believes that happy children learn and will reach his or her potential. Bullying will adversely affect this.

The School's Aims emphasise the importance of respect, tolerance and caring – a copy of the Mission Statement is displayed in each classroom in the lower and upper school buildings with a revised, simplified version in each Pre-Prep classrooms. (Annex 1)

Anyone can be a victim of bullying. Bullying can happen between children (peer on peer abuse), child to a staff member, staff member to child, between staff, parent to staff, staff to parent, parent to other children and parent to parent (both on the school site and at home).

Bullying is defined as **deliberately** hurtful behaviour, either physically or emotionally, by an individual or group, **repeated over a period of time**. Alleyn Court Prep School also recognises that a single event must be recorded and dealt with assisting us to spot patterns and to ensure the single incident does not become the first of a series. Bullying often involves an abuse of power or use of intimidation, motivated by prejudice against a particular group on grounds of **race, religion, culture, sex, gender, LGBT, special educational needs and disability** or because a **child is adopted** or is a **carer**. It is with the intention of undermining an individual or group leaving them vulnerable and lacking in self-confidence or esteem. It may occur directly or through online/cyber-technology.

Bullying **isn't** when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation. It also **isn't** when a teacher tells a child off for misbehaviour or gives them a warning.

The Anti-bullying alliance <https://www.anti-bullyingalliance.org.uk/> say;

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Examples of the main types of bullying are:-

PHYSICAL (unprovoked assault on a person or group, e.g. pushing, poking, hitting, kicking, biting, pinching etc)

EMOTIONAL (isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidation, excluding, manipulation, coercion etc)

VERBAL (the use of language in a derogatory or offensive manner, e.g. name calling, racist, sexist, homophobic remarks, spreading rumours, sarcasm, threats, teasing, belittling etc)

ONLINE/CYBER (any inappropriate behaviour targeting an individual or group by electronic means – posting on social media or on gaming sites, sharing photos, sending nasty text messages, social exclusion, etc)

SEXUAL (unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc)

RACIST (conducts, words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin)

INDIRECT (can include the exploitation of individuals)

DISABLED PERSON'S AIDS (incidents involving damage, theft, hiding withholding or mistreating etc)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. In the worst cases, bullying can cause extremely serious long-term psychological damage to individuals who are the victims of such actions. As a school, it is vital that we seek to prevent and eliminate this risk wherever possible.

Alley Court encourages pupils to report bullying incidents at school, whether it relates to them or to others, under the ethos that we are a 'telling school'. Children are able to do this directly to staff or in writing through use of the message boxes, which are located widely around the school. Any such incidents are logged on Day Book, in School Base and,

when appropriate, in a separate Bullying log book kept by the Deputy Heads and checked termly by the Chairman of the Board of Trustees.

Staff

Staff will have anti-bullying training to make them aware of their legal responsibilities on a yearly basis. The training covers aspects of social, verbal and cyber bullying based on race, religion, culture, sex, gender, LGBT, disability, gender, special educational needs, because a child is adopted or is a carer, and any other identified difference. The training also includes the importance of identifying and avoiding prejudice-based language, and the legal responsibilities they all have to protect every pupil from any form of bullying.

Staff know there are occasions when there will be disagreements between children, when they can be quite unpleasant to each other. These one-off incidents need to be seen and dealt with as just that, a one-off situation which is taken seriously and supported as part of the children's social learning but is not bullying or referred to as bullying. Staff are reminded to be careful not to use the term bullying (we use the term 'unkind behaviour', in such circumstances.

- a) Suspicions or concerns are recorded on the Day Book on School Base and should be discussed with the Deputy Heads, a member of the SLT (senior leadership team) or directly to the Headmaster. (See Annex 5 for staff guidance)
- b) If specific incidents of bullying are suspected or reported, the incident must be dealt with immediately by the member of staff who has been approached. The Deputy Heads or another member of SLT must be consulted to decide if it is unkindness or bullying. If there is the possibility that bullying has occurred the following actions, based on the member of staff's judgement, will normally be followed:-
 - The victims and those accused of bullying will be interviewed and recorded (guidance on how to question children has been given to all staff, see Annex 3 and 4)
 - Independent witness information will be obtained and recorded
 - A written record will be made of the incident, investigation and outcome on the Day Book and in the Bullying Log book kept by the Deputy Heads. Parents will be informed.

- c) Following discussion with the Deputy/ SLT, if deemed necessary, staff are alerted via email of pupils who are a cause for concern and asked for further comments/ information that they may have about the pupil.
- d) Support for the victim

If considered appropriate and as agreed with parents, a mentor (a member of staff as identified by the pupil) will be appointed to provide 1:1 support and counselling for the victim of bullying.

- e) 'Sanctions' are applied for poor behaviour in line with the Main School's good behaviour policy and 'consequences' in line with the Pre Prep's good behaviour and sanctions policy.

Consequences will depend on the severity and seriousness of the incident/s and the degree of the intent. The school will use its full range of consequences which range from sanctions, detentions, loss of privileges through to expulsion for persistent or wholly inappropriate conduct. Reasonable adjustments will be made for pupils with disabilities (as identified on school records) and special educational needs.

Support will also be available for the perpetrator (e.g. through discussion with an identified member of staff, having an agreed peer mentor, report cards etc.) to develop understanding and help bring about a positive change in behaviour.

If, in the professional judgement of the Headmaster or members of the safeguarding team, the strategies that have been put in place do not bring about a change in behaviour of the perpetrator and there is a breakdown in the relationship between school and home, external agencies will be consulted.

Whole class / group intervention

When bullying involves groups of pupils who do not get on with each other and cause upset to one pupil or to another group, a class intervention is implemented using a variety of tools such as;

- One to one mentoring by form teacher

- Anonymous listing of concerns by all pupils which are then dealt with in class discussion.
- Writing of class rules/expectations of each other.
- Involvement of a member of the senior leadership team to organise and promote discussion and bring about resolution.

This course of action may also be used when a request has been made and it has been agreed to keep the situation confidential.

The aims of any intervention are;

- To prevent further incidents
- To restore the well-being of and rectify any damage to the self-esteem of the victim.
- To educate the bully so as to permanently change his or her behaviour.

Anti-bullying (unkindness) messages form part of the PSHE and general curriculum. Annex 2 illustrates how the anti-bullying message is conveyed to the children at Alleyn Court.

Action by Parents

Alleyn Court takes its claim to be a caring school extremely seriously and encourages parents to contact us as soon as they have any concerns about a possible or definite issue of bullying either in or out of school hours.

Any 'bullying' incident will be dealt with in the knowledge that, as children, we need to ensure the person being bullied and the person responsible will be supported and learn from the situation. Children learn from a whole range of experiences, to make them the responsible adults they will become. Adults who will understand the nature of different types of relationships and how to act appropriately, regardless of whether they like someone or not, and the power difference between them. These are skills the children need to be taught at home and school both explicitly and by the adults around them modelling these skills in action. Children do not *'just know'* how to respond in some situations e.g. if they don't like someone, get annoyed by another person's actions, how to give and receive positive feedback to/from others which makes them feel good etc.

The PSHE curriculum covers the explicit teaching of this across the school's spiral curriculum and is reinforced in all other areas of school life. There are occasions when there will be disagreements between children, when they can be quite unpleasant to each other. These one-off incidents need to be seen and dealt with as just that, a one-off situation which is taken seriously and supported as part of the children's social learning, but is not bullying or referred to as bullying.

Such matters will be investigated and dealt with in line with the procedures laid out in this policy.

Parents should reassure their child(ren) that they are right to tell them and that it is correct for the information to be passed on to the school. Parents are encouraged to obtain as much specific information about the bullying incidents as possible and share this with the school. Guidance on helpful tips when talking about an incident with children can be found in Annex 3 and 4. An outline of steps parents can follow can be found in Annex 6.

In the case of cyber bullying it is recommended that pupils do not have computers in their own rooms, but that these are in a communal area of the home. Parents should have strict guidelines about the use their child may make of the internet and the time they may spend on it. Yearly information sessions are provided for parents, by an outside agency, to increase awareness of e-safety.

Parental control software can limit who their child sends e-mails to and who he or she receives them from. Moderated chat rooms are supervised by trained adults.

Parents can access further advice from the DfE information sheet ['Advice for parents and carers on cyberbullying'](#).

Pupils

Pupils are regularly reminded that Alleyn Court is a 'Telling School' and any instances of bullying, including the witnessing of bullying as a bystander, should be reported immediately to an adult in the school. Under our safeguarding responsibility to listen to children, all staff are regularly encouraged to respond to and follow up children's concerns by discussing the issue with those children who are involved.

Pupils are involved in writing a 'Child Friendly Anti-Bullying Policy' (Unkindness Policy) through the School Council which should be accessible and visible in every classroom (Annex 8). Steps pupils should follow can be found in Annex 7.

Pupils in Reception class to Year 6 complete an annual questionnaire about their experiences in school and how they feel. Unkind behaviour forms part of the areas that are explored through the questions.

Alleyn Court uses a 'message box' in classrooms around the school that pupils could go to. They can place information discreetly for the attention of a member of staff they trust. This is introduced to Reception pupils in the Summer term.

Pupils at Alleyn Court are informed of the CEOPs reporting symbol and encouraged to use it if they feel threatened in any way. Part of the ICT and PSHE curriculum includes e-safety taught by the teachers and, on occasion, outside agencies talk to the children in years 1 to 6 about e-safety (see our e-safety Policy for further information).

Further useful information can be found on the Government website for Education – www.education.gov.uk.

Review

The success of any intervention will be reviewed regularly by the Senior Leadership Team and through discussion as a staff body.

Useful websites:-

<https://www.kidscape.org.uk/> <http://diana-award.org.uk/>

<http://www.childline.org.uk/pages/home.aspx>

www.bullying.co.uk

<http://www.nspcc.org.uk/>

<http://www.youngminds.org.uk/>

www.thinkuknow.co.uk

<https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-andcarers>

ANNEX 1 – School Ethos and Aims

OUR CORE PURPOSE

To educate children up to the age of 11 years old to be **Curious, Courageous and Compassionate**.

OUR ETHOS

Childhood, at its best, is an **exciting and wondrous adventure, where learning is present at every opportunity**.

We aim to make it so.

As a school, we aim to –

- Provide a first-class education through an environment that promotes curiosity, creativity, wonder and love of learning;
- Use a broad, rich and stimulating curriculum to inspire each child to attain the highest levels of academic, physical, artistic, and social endeavour, through understanding that sustained effort, reflection and diligence will always enhance results;
- Ensure children are best prepared for whatever expectations they encounter when they move to their chosen secondary education;
- Instil a passion to pursue dreams to fruition and the skills to contribute to a world of rapidly changing opportunities and technologies.
- Establish and maintain high personal morals in line with British Values and the Christian foundation of the school.

ANNEX 2 – Educational Input to Prevent Bullying

Alleyn Court School believes that all pupils have the right to be an individual in a caring environment. The School believes that it is the happy child who will learn and the one with self respect who will best meet his or her potential. The School's key words are curious, courageous and compassionate. Efforts are made to reaffirm these and prevent any form of bullying wherever and whenever possible.

The School's 'Mission Statement' promoting these values are displayed in each classroom. Bullying would damage the school's ethos and aims and this message is constantly reinforced throughout the school in posters, messages and slogans.

Assemblies, when appropriate, focus upon acceptable behaviour to peers, emphasising again the school's aims.

LOWER/ UPPER SCHOOL

The anti-bullying message is reinforced across the curriculum – for example:-

PSHE Is timetabled in all year groups and follows a spiral curriculum based on a model from the PSHE Association where the topics of bullying (unkind behaviour), including online, is taught within relationships.

English Texts in English that lead to discussions about bullying include:-

Various extracts from 19th and 20th century classic literature including "Oliver Twist" (abuse of children)

"Carrie's War" – Mr. Evans' stern treatment of the children and his sister.

"The Butterfly Lion" – abuse and bullying of children in a boarding school.

Drama Improvisations based on bullying/ unkind behaviour.

History Work on World War II covers the killing of Jews etc. by Germans.

The Lower and Upper School have a copy of the School Aims displayed in each classroom.

Some assemblies are centred around showing respect for others, relationships and our 3C's, courage, compassion and curiosity.

Throughout the curriculum pupils work at times in pairs and groups learning to respect each other's opinions as they work, to share ideas and to help one another.

PRE-PREP DEPARTMENT

All Pre-prep classrooms have a simplified copy of the School Aims which are

We are a team

We love to learn

We explore and investigate

We care

We keep trying

In Reception, each class teacher develops the concept of appropriate behaviour within their classroom as a specific topic within PSHE and as need arises e.g. after an incident in the playground. Throughout the Pre-Prep, class teachers use role play, story time and classroom rules to embed appropriate behaviour in a variety of areas.

Issues concerning how we treat each other are regularly dealt with in circle times.

If there is a recurrent problem with a child or group of children – this is referred to the Head of Pre Prep and, if appropriate, the Headmaster. Incidents are recorded on schoolbase and, if necessary, parents are advised of the situation and work with the school to ensure our high standards of behaviour are achieved by all.

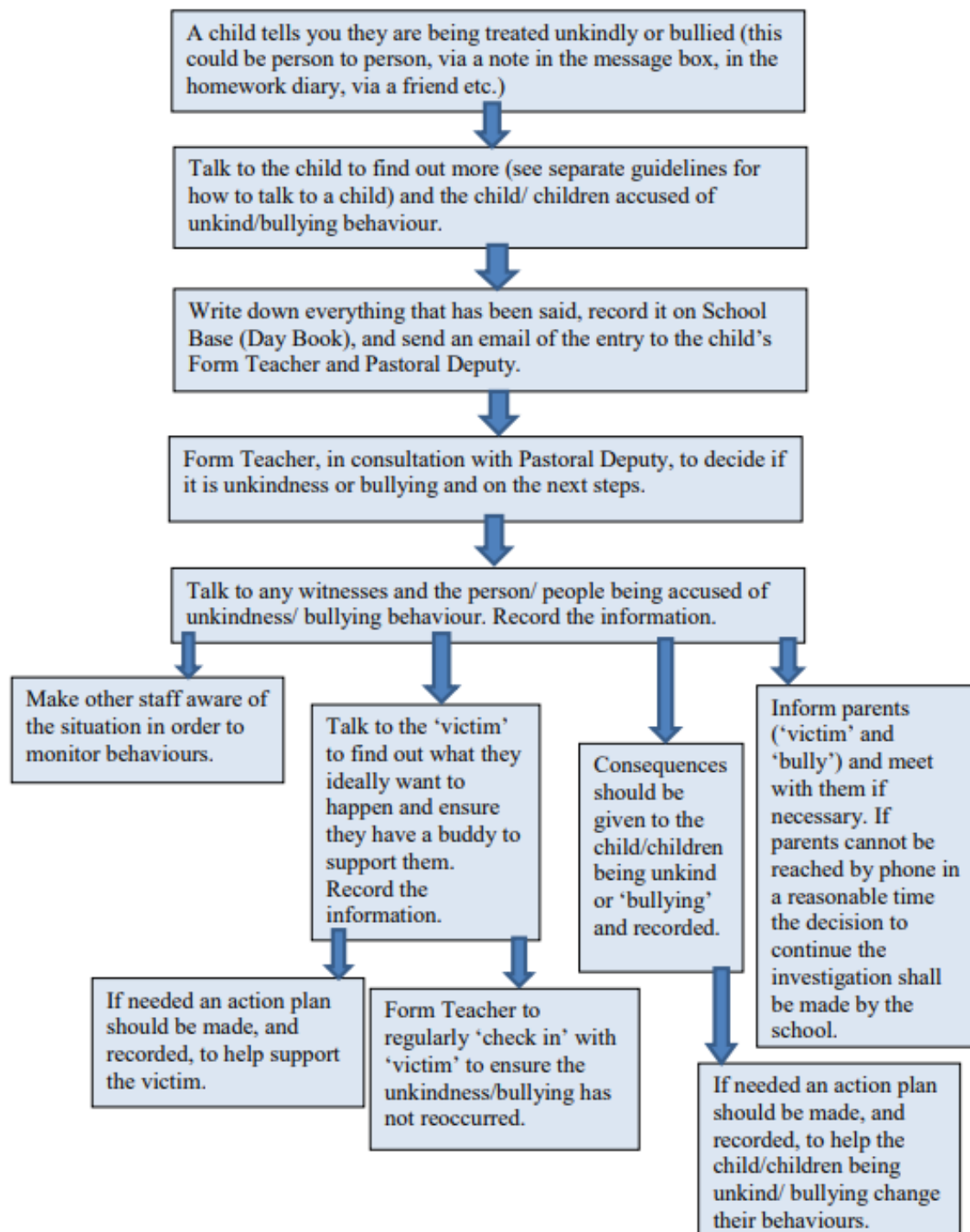
ANNEX 3 Common Mistakes – What Not to Say When Children Talk/Disclose to you

- If a child shares/discloses information with you, never tell them it won't go any further; explain if information is passed on to others it is for their protection. Always be truthful – you don't want to lose their trust.
- Never say 'I know how you feel' or anything similar. You don't know how they feel, even if you have experienced something that seems the same. Everyone reacts differently to situations, and they may be at a different stage to you.
- Never personalise the session/ discussion, it's not about you! Don't bring in other members of your family who may have similar issues/ worries etc.
- Remember you are there to listen in the first instance. Don't put words in their mouths.
- Never look shocked or surprised.
- Don't be tactile. The child should come to you if they want to be closer, be careful with 'cuddles', even small decisions should be made by the child.
- Don't tell the child 'everything will be okay', we don't know that for sure.

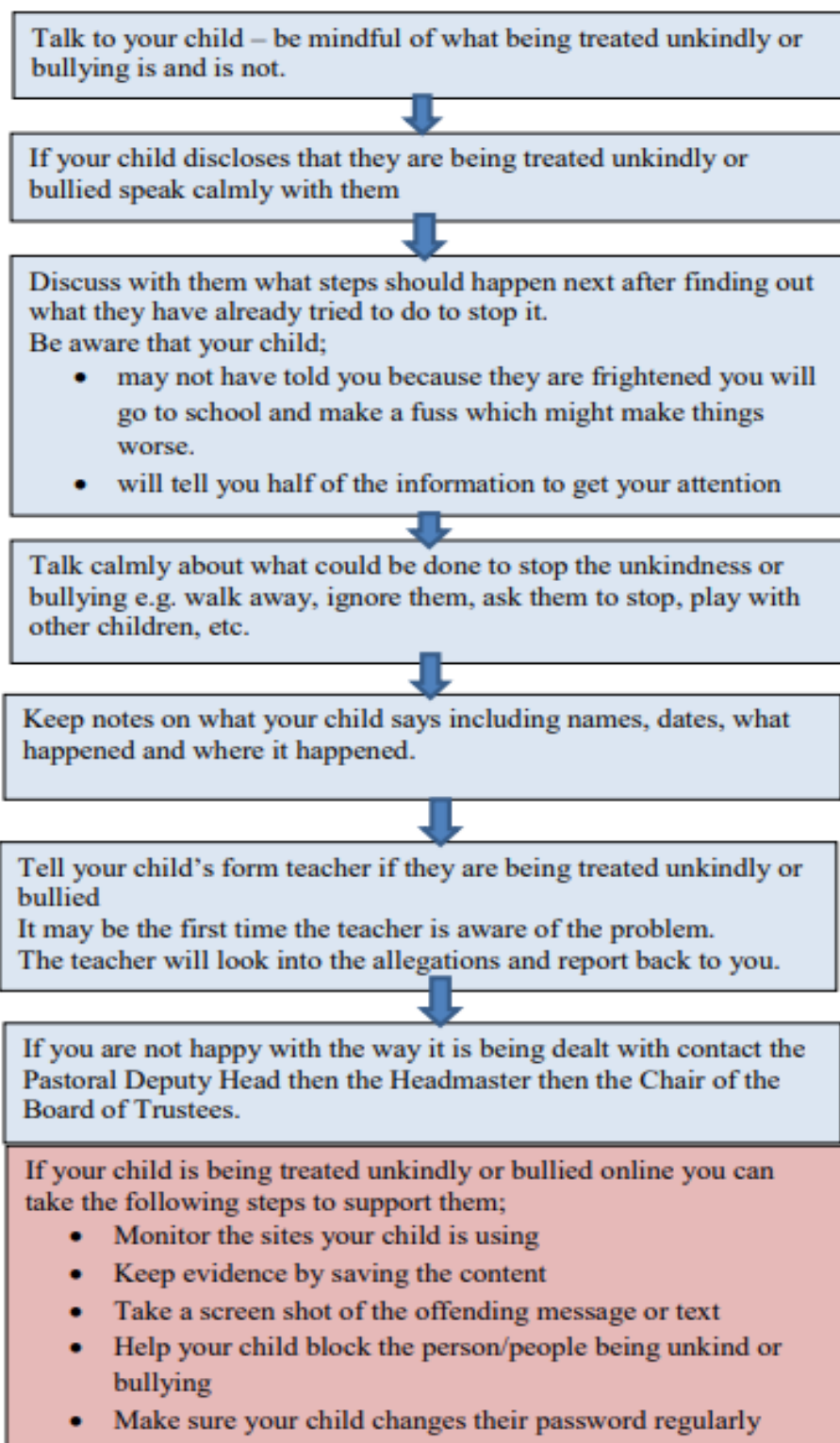
ANNEX 4 Helpful Tips When Talking to a Child About an Incident

- Try to use open questions.
- Praise the child for coming to talk to you about any issue as it is important to them. If it is a disclosure it is a brave thing for a child to do and can take a long time to happen.
- Listen! The child should always lead the conversation – 80% child, 20% adult.
- Empathise don't sympathise (sympathy is about our own feelings, empathy is the ability to share another person's feelings and emotions)
- Ask how the child is feeling and focus on this.
- Ask them what they would like to happen or change (if anything). Let them think of ideas and outcomes (from friendship issues to more serious, child protection issues)
- Ask what makes them happy, it's good to focus on the positive too.
- Writing their feelings in a diary can help the child to express things they can't discuss with others.

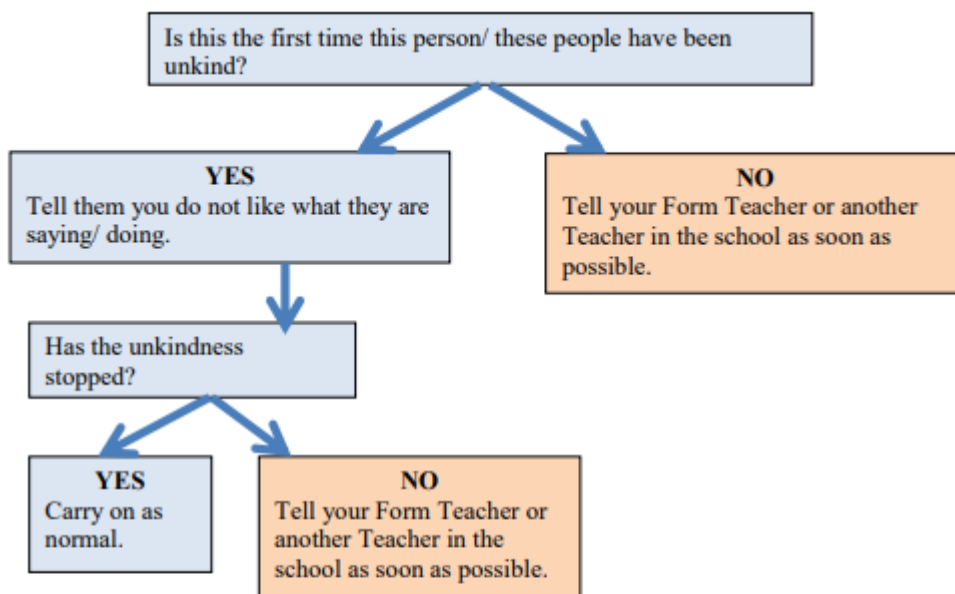
ANNEX 5 – Staff - if a Child Reports to a Member of Staff They are Being Treated Unkindly



Annex 6 – Parent, If you Think your Child is Being Treated Unkindly or Bullied



Annex 7 - Pupils, If Someone is Being Unkind to You



If others are being unkind to you

- Tell someone you trust
- Keep a record of what's happening
- Don't retaliate
- Surround yourself with people that make you feel good
- Don't blame yourself – it is not your fault
- Be proud of who you are

If a friend tells you they are being picked on

- ❖ Listen
- ❖ Praise them for speaking out
- ❖ Calmly support them
- ❖ Get help from a trusted adult

Annex 8 – Child Friendly Anti-Bullying Policy

