



ANTI-BULLYING POLICY

The anti-bullying policy is posted on the School's web site and is available to all parents and prospective parents. A printed version of the policy can be supplied on request.

This policy applies to all pupils in the school, including those in EYFS.

STATEMENT OF INTENT

At Altrincham Preparatory School, our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can reach his full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Altrincham Preparatory School prides itself on its respect for others and mutual tolerance. Parents/Guardians have an important role in supporting Altrincham Preparatory School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and we acknowledge the seriousness of bullying in causing psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

AIMS AND OBJECTIVES:

The aims of this policy are two-fold:

- i) The prevention of bullying at APS
- ii) The handling of any case of bullying that might arise

i) Prevention: our policy tries to allow pupils to feel confident:

- to report bullying
- that incidents of bullying will be dealt with fairly

ii) Handling of incidents: the school endeavours to:

- provide support for both the 'victim' and the 'bully' as well as their families
- ensure that due process is followed and written records are kept
- apply appropriate sanctions in order to discourage boys being unpleasant to one another and to improve interpersonal behaviour

DEFINITION OF BULLYING

What is Bullying?

Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (Guidance on Preventing and Tackling Bullying, Department for Education)

Put another way, bullying is the intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours) means. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural or family background, special educational needs, disabilities or physical attributes (such as hair colour or body shape). It may also be unpleasant in other ways.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff and parents.

DEFINITION OF CYBERBULLYING

Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others"(Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself.

Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts

THE SCHOOL'S RESPONSE TO BULLYING

At Altrincham Preparatory School, we always treat bullying very seriously. It conflicts sharply with the school's social and moral principles, and potentially with its policy on equal opportunities, and will not be tolerated.

Bullying can be so serious that it causes physical, emotional and psychological damage, eating disorders, self-harm and even suicide. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

Bullying which occurs on school trips or outside of the school's premises will not be tolerated any more than bullying on school premises. Teachers will, where appropriate, discipline pupils for misbehaviour outside school premises and outside school hours.

SIGNS OF BULLYING

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

- Unwillingness to return 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 go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- 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.

PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RE and English, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- We have a strong and experienced team of class teachers who support the Head Master, Deputy Head and the Management Team. They are knowledgeable in handling any incidents as an immediate priority, and are alert to possible signs of bullying.
- Our Management Team give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- Through our School Council we operate a peer supportive scheme, whereby older pupils are encouraged to offer advice and support to younger pupils, particularly at playtimes.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, Altrincham Preparatory School promotes the safe use of technology.

- Pupils are expected to follow the guidance given for the safe use of the internet. Certain sites are blocked by our filtering system.
- Sanctions for the misuse, or attempted misuse of the internet will be imposed
- We offer guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from "buddy" lists.
- Guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe is provided

- Electronic devices are only to be brought to school once permission to do so has been given by Senior Management – normally for boys who travel to and from school independently or may have need to contact their Parents
- Permitted mobile phones, smart phones, ipods and other personal electronic devices are to be switched off and stored securely during the school day in the school office or Bursary
- Staff may confiscate personal equipment that is being used during the school day until they have spoken with the Parents
- Sanctions may be imposed on pupils who use their electronic equipment without consideration for others.

Reference should be made to *Pupils' Use of ICT, Mobile Phones and Other Electronic Equipment Policy*

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform the appropriate class teacher **and** the relevant Assistant Head **and** the Deputy Head as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed by the class teacher or member of the Management Team on his own, and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded.
- For all incidents, the Head Master, Deputy Head and Management Team should be informed.
- Incidents are recorded in the Yellow Logs and the central log – the central log is reviewed termly to identify any patterns in behaviour. All incidents are raised at Management and Governor meetings.
- The victim will be interviewed at a later stage by a member of the Management Team, separately from the alleged perpetrator. It will be made clear to him why revenge is inappropriate. He will be offered support to develop a strategy to help himself.
- The alleged bully will be interviewed at a later stage by a member of the Management Team, separately from the victim, and it will be made clear why his behaviour was inappropriate and caused distress. He will be offered guidance on modifying his behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, shall be agreed. This should recognise that suitable support is needed both for the boys who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head Master has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Altrincham Preparatory School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

NURSERY/EYFS CHILDREN

Even the youngest children at Altrincham Preparatory School are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Mrs Makepeace-Taylor, the Assistant Head (EYFS) is in charge of the management of behaviour at Bank Place (EYFS); she is supported by the Deputy Head and the Head Master.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the EYFS Department; but sometimes we may remove a treat, such as part of play-time, for hurtful behaviour. Occasionally, a child may be spoken to by the Head Master, who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed when any sanction or reproof is

needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and/or the Assistant Head (EYFS), to agree a joint way of handling the difficulty. The Head Master may also be involved in this meeting, if it is appropriate. All instances of unkind behaviour will be recorded in the Yellow Logs, or in the Bullying/Central Log if deemed more serious.

SANCTIONS:

Reference should be made to the *Behaviour Management Policies* for both the Key Stage 2 and Early Years Foundation Stage/Key Stage 1. All staff are familiar with the policy(ies) relevant to their key stage.

Each case of bullying will be treated as a specific incident and the sanctions and road forward will be discussed with all involved parties. The sanction strategies that apply are as for those identified within our EYFS & KS1 and KS2 behaviour policies. The entry point into the sliding scale, however, will be determined by the details of the actual case under consideration. Consideration of the following sanctions will apply nonetheless:

- Remaining in the classroom during playtimes for a period of time
- Withdrawal from intra- and inter- school sports events and other activities such as school concerts, school visits and trips
- School detention
- Temporary and permanent exclusion

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly. [Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled (The Complaints Procedure explains how to complain to Ofsted).]

RELATED POLICIES:

Behaviour Management policies
Disability policy
Equal Opportunities policy
EYFS Policy
ICT Policy
PSHE Policy
Pupil Use of ICT, Mobile Phones and Other Electronic Equipment
Safeguarding policy
Social Media Policy
Special Education Needs (SEN) Policy

REVIEW:

The Head Master and Deputy Head, in consultation with the Management Team will review the records of bullying (central log) on a termly basis to enable patterns to be identified. These will inform our practice at APS.

This policy was compiled by Lindsay McKenna (Deputy Head) in consultation with the Management Team. Its implementation is the responsibility of **all** staff at Altrincham Preparatory School. It will be monitored for its effectiveness by the Head Master on behalf of the Governors. This policy is scheduled for review annually, or before if deemed necessary.

Date Written/ Reviewed: September 2016

Date to be reviewed: September 2017

Appendix

Key Sources of Information

DfE resources

Guidance – Preventing and Tackling Bullying (2014)

<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tacklingbullying>

Safe to Learn DfE (2007)

Don't Suffer in Silence DfE (2000)

Bullying - Charter for Action DfE (2007)

Legislation

Schools' duty to promote good behaviour ([Education and Inspections Act 2006](#) Section 89)

Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school ([Education and Inspections Act 2006](#) Section 89(5))

The Equality Act 2010

Anti-Bullying Organisations

The Anti-Bullying Alliance (ABA): founded in 2002 by NSPCC and National Children's Bureau to bring together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

<http://www.antibullying.net/adultsinschools.htm>

<http://www.anti-bullyingalliance.org.uk/>

Beatbullying: a charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by cyberbullying.

<http://www.beatbullying.org>

Kidscape: advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer training and support for school staff, and assertiveness training for young people.

www.kidscape.org.uk

Restorative Justice Council.

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

Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves:

Bullying Online www.bullying.co.uk

Cyberbullying <http://www.cyberbullying.org/>

Childnet International <http://www.childnet-int.org/>

UK Council for Child Internet Safety (UKCCIS) [Advice on Child Internet Safety 1.0](#)

Lesbian, Gay, Bisexual and Transgender

EACH <http://eachaction.org.uk/>

Schools Out www.schools-out.org.uk

Stonewall <http://www.stonewall.org.uk/>

Special Educational Needs and Disability

Mencap <http://www.mencap.org.uk>

Changing Faces [Changing Faces: Provide online resources and training to schools on bullying because of physical difference.](#)

A Legal Requirement, an ISI Reporting Standard and

OFSTED Standards for Boarding Schools and EYFS providers

References and guidance:

A. ["Preventing and Tackling Bullying", DfE, October 2014](#)

B. ISI Handbook for the Inspection of Schools: The Regulatory Requirements, January 2015 (<http://www.isi.net/home/>)

C. Reference Guide to the key standards in each type of social care service inspected

by Ofsted (Reference 080117) (<http://www.ofsted.gov.uk/>)

D. The Early Years Foundation Stage Statutory Framework 2014, (<http://www.foundationyears.org.uk/eyfs-statutory-framework/>)

E. "Bullying": An ISC Child Health and Wellbeing Working Party Guidance Update Five

F. "Where You are NOT Alone" <http://www.bullying.org/>

G. "Cyberbullying" A briefing note on the ISBA website by Farrer & Co

H. "Child Protection and New Technologies" - Childnet International <http://www.childnet-int.org/>

I. ["Cyberbullying Guidance: Supporting School Staff"](#) - Childnet International <http://www.childnet-int.org/>

REGULATORY FRAMEWORK

All independent schools: Education ([Independent School Standards Regulations 2014](#), Paragraph 10 of Schedule 1 - the proprietor must ensure 'that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.'