



FOREMARKE HALL

REPTON PREPARATORY SCHOOL

Anti-Bullying Policy

Repton Preparatory School

Last reviewed: Michaelmas 2018

Next review: Michaelmas 2020

This policy is a whole school policy including EYFS. It applies to all pupils from Early Years to Year 8 and should be read in conjunction with the following:

- Cyber Bullying policy
- Portable Electronic Devices Policy
- Behaviour Management policy
- Boarding Handbook
- SEND Policy
- Safeguarding Policy
- Searching Pupils and their Possessions Policy

1 Introduction

1.1 The Foremarke community is wholeheartedly committed to providing a safe, caring, welcoming and friendly atmosphere in which individuality will flourish. Our ethos is one of acceptance, respect, integrity, honesty and courage, and it is clear that, in this context, bullying will not be tolerated.

1.2 It is our primary aim to create a school culture which prevents instances of bullying from being a serious problem in the first place. Our proactive approach to Pastoral care aims to stop problems between children escalating. A pro-active approach is entrenched throughout school life through strategies such as our PHSCE programme, the strong 'family' ethos, powerful modelling of appropriate behaviour by those in authority, positive messages delivered via regular assemblies and form times, rewards to encourage positive behaviour, as well as regular and appropriate training for both staff and pupils. We consequently hope to engender the values and traits required for living positively and constructively in a close-knit community, particularly in the boarding houses. This means respecting the space, privacy and property of others, treating all members of the community with respect, acceptance and compassion, respecting personal boundaries and wishes, celebrating our differences, and offering support and encouragement to each other at all times. We expect pupils to maintain these values at all times and within and beyond the school site.

1.3 Whilst this is the ideal to which we hope to guide all pupils, the School nevertheless accepts that bullying can occur and that this can lead to significant and long-term physical, emotional, and psychological damage in the victim. Bullying is also destructive of the wider community and undermines the mission of the School to provide a safe and secure environment for all its pupils. If bullying goes unchecked, it can also be very damaging for the long-term personal development of both the perpetrator and those who witness bullying as such behaviour may become learned and habituated. It is for these reasons that the School views bullying as a significant offence which can in the most serious instances be punished by suspension or, ultimately, expulsion.

2 Definition

2.1 Bullying is any behaviour carried out by an individual or a group, usually repeated over a period of time, which thoughtlessly or deliberately causes pain, suffering, unhappiness or

humiliation in another who may find it difficult to defend himself or herself. Bullying takes many direct and indirect forms – verbal, psychological, emotional, physical, sexual – and is often motivated by prejudice against particular individuals or groups on grounds of race, religion, culture, gender, sexuality, special educational needs, disability, or family situation. It may take place directly or through the use of technology. We view the following as examples of bullying:

- name-calling, teasing and mocking others in an unpleasant manner
- the exclusion of others from social groups, games or conversations in the knowledge that such exclusion will cause distress
- the deliberate humiliation of others
- pushing, hitting, kicking, or using other objects to cause physical pain
- intimidating others into doing something against their will
- preventing others from doing something they want to do through intimidation
- the deliberate invasion of another's space and privacy, and taking of property in the knowledge that such behaviour will cause distress
- the sending of malicious, hurtful or inappropriate emails, text messages or photos and the posting of malicious, hurtful or inappropriate comments or photos on social networking sites.

2.2 We do not view the following as bullying:

- A one off argument or altercation between two pupils
- the occasional dispute between two individuals

3 Responsibilities

3.1 Bullying thrives on secrecy and so it is the responsibility of every member of the Foremarke community to remain vigilant to the threat of bullying at all times and to act immediately if they see or suspect that bullying is happening.

3.2 It is important to remember that any pupil, regardless of age, personality and profile within the community, may be subject to bullying from other members of the community. Staff must also appreciate that in the context of a residential setting, there may be enhanced potential for such negative behaviour. They should be especially vigilant of those who may be more vulnerable, such as:

- those new to the community, especially any with a history of social difficulties at previous schools
 - those who are distinct from their peers on the grounds of appearance, sexual, gender or cultural identity, background or beliefs.
- those who struggle to develop friendships or do so in inappropriate ways, or whose interests are more solitary
- younger pupils who appear confident and can attract or attempt to court the attention of older pupils.

3.3 Possible behavioural signs that indicate that bullying might be occurring include:

- Pupils appearing withdrawn, unduly sensitive, or crying easily
- A lack of confidence and sense of self-esteem
- Absence from school or from certain school activities
- Physical injuries such as cuts and bruises
- Rapid gain or loss in weight
- Any sudden change in or uncharacteristic behaviour

It is important to remember that these signs are not necessarily the result of bullying. There may well be other reasons for such behaviour but the warning signs must never be ignored by staff.

4 Procedures, Investigation and Recording

4.1 If a pupil is being bullied, or feels that they are being bullied, it is hoped that they will seek help and advice immediately. This message is delivered regularly and both formally and informally in a variety of ways, such as new pupil induction programmes, PHSCE lessons, the publication of posters and notices throughout the school site and regular, positive messages delivered through form time and assemblies, outside speakers and the Anti-Bullying Week initiative.

4.2 It is likely that pupils will turn to a figure of authority for help, support and guidance. This might include:

- Parents, siblings or friends
- Another pupil
- Medical staff or School Counsellor
- Their Form Tutor
- Their Housemaster or Housemistress
- The Assistant Head Pastoral
- A member of staff

in all instances staff should adhere to the following procedural advice:

- Always take the allegation seriously and make the victim know that you are on their side.
- Establish whether there is any immediate threat to their welfare, either physical or psychological,
- Be sensitive, reassuring and emphasise that they are not alone in dealing with the problem and make sure that they are aware of all the support mechanisms available both within and outside the School.
- Use open questions to encourage them to describe the situation in their own words.
- Do not promise confidentiality.
- Do not attempt to resolve the issue on your own.
- Report the matter immediately to the relevant Year Group Head and Assistant Head Pastoral.
- Make written notes as soon as is practical and certainly within 36 hours. Notes taken during the interview progress must be made on Form Int 1 Annex A and available on the staff common drive. These are an essential component in any

disciplinary investigation, as well the pastoral records, and the initial disclosure is of particular importance. This should include any specific evidence presented: eg physical bruising and an attempt to gauge how hard any physical contact was on a scale of 1 to 10.

Upon receiving a report of bullying the following action will be taken:

1. All forms to be used in Bullying investigation may be found on the staff common drive/section 8/pastoral and in Appendix B
2. An initial 'Possible Bullying Report' is to be completed by the person who has had the situation reported to them and handed to the Assistant Head (Pastoral) (Y5-8) or the Head of Lower School (Y3-4) Head of Pre-Prep (EYFS, Y1-2) or to the Head of Boarding if the incident has taken place in boarding time.
3. A member of staff will be appointed by the person to whom the bullying was reported as a mediator to deal specifically with the allegation. This will usually be the Assistant Head Pastoral or may be the Year Group Head, the form teacher or another member of staff, but will certainly be someone with whom the child is comfortable.
4. *Within one week* of the initial report or allegation, the mediator will gather information by talking one-to-one with all parties involved in the incident(s). It is vital that no reference is made to one child or a group of children as 'the bully' or 'the victim'. The mediator will then inform the parents or house-parents of all the children involved *if bullying has taken place*, ensuring that they have a copy of this policy and that they are clear about the steps the school will be taking.
5. The mediator will decide whether it is appropriate to sit down and talk with both 'victim' and 'bully' together, and in doing so ask them to express their own views to each other and maybe agree an appropriate written plan of action, which would be communicated to all parties concerned (other involved staff, parents, etc.)
6. Follow-up meetings may take place, as appropriate, to monitor progress.
7. Additional meetings will be arranged as necessary. The mediator is responsible for keeping a 'watching brief' on the situation thereafter.
8. The Headmaster is to be kept informed by the mediator throughout the process. A written record of all the above should be kept by the mediator using the forms provided, with copies being made available for the parents and colleagues concerned. The record, which is to be kept in the confidential pupil files of the children concerned, should include personal accounts from children old enough to express themselves in writing as appropriate.
9. In addition all incidents should be recorded in the pastoral section of School Manager which is monitored by the Assistant Head Pastoral to ensure there are no worrying trends. A Bullying log is kept by the Assistant Head Pastoral.
10. In cases where bullying is proven the Behaviour Management Policy will be followed. In serious cases strong disciplinary sanctions such as exclusion may apply.
11. A bullying incident should be treated as a child protection concern when there is reasonable cause to suggest a child is suffering or is at risk of significant harm.
12. All records will be treated as confidential and in addition to notes kept in individual confidential pupil files will also be retained in a 'bullying reports' file kept in the school office.

4.5 Any potential safeguarding issue must be reported directly to the Designated Safeguarding Lead, who will decide whether it is appropriate to involve local agencies including children's social care and the police. A bullying incident must be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Staff must act strictly in accordance with the School's Safeguarding Policy at all times.

4.6 However, in exceptional circumstances or if any pupil is in immediate danger, the instruction above (4.5) does not prevent any member of staff from contacting the police and /or Derbyshire Social Services. Thereafter, the member of staff should report the incident as quickly as possible to the DSL.

4.7 In non-safeguarding issues, the Form Tutor or Year Group Head will inform the Assistant Head (Pastoral) and an investigation will be conducted in accordance with the school guidelines and disciplinary procedures: This process is likely to involve interviews with a range of pupils (the victim, alleged perpetrator, other members of the peer group and school community, particularly senior pupils), consultation with appropriate staff, and the gathering of any relevant evidence (such as screen-shots or photographs). The most serious incidents will be reported to the Headmaster.

4.8 Year Group Heads will lead on communication with parents, who should be advised of the situation as early as possible. Allegations of bullying are highly emotive for parents on all sides and it is essential to ensure that they are kept well-informed throughout and able to support their children.

4.9 The Year Group Head and Assistant Head Pastoral will be responsible for ensuring that appropriate records of the incident are maintained. Once the investigation and the disciplinary procedure have been concluded, the Assistant Head Pastoral will complete a Bullying Log, with a copy being saved in all relevant pupils' files and another copy sent to the Headmaster. This is to ensure that any patterns in bullying behaviour or peer-to-peer issues within the school community can be identified and addressed.

5 Strategies

5.1 No two incidents of bullying are identical and it is therefore impossible to specify the exact strategy which will be employed when dealing with negative behaviour. The following, however, represent the variety of strategies which can be used in order to move things forward positively:

5.2 For the victim:

- Offering one to one support with the Form Tutor, Year Group Head, Assistant head Pastoral or the school to enable pupils to talk through their experiences and come to terms with these, to help build self-esteem and to restore a sense of well-being.
- Discussing and developing strategies which might help them become more assertive, though not aggressive, and therefore more resilient.

- If appropriate, educating pupils to become aware of their own behaviour so that they can limit the likelihood of similar incidents in the future.
- Following up with regular meetings for those involved or, indeed, for whole year groups to address general issues.
- Continued close monitoring of the situation by the Form Tutor and any other appropriate staff.
- Effective liaison with parents.

5.3 For the perpetrator:

- A formal interview with a member of SMT during which the School's expectations with regard to negative behaviour will be made clear: bullying has no place in the school community.
- The offender's parents will usually be informed.
- Sanctions, as detailed in the Behaviour Management Policy, are available to be used. In the most serious of instances, temporary or permanent exclusion will be employed.
- Offering counselling to help them understand the negative impact of their poor behaviour and what might have caused such behaviour in the first place, and to educate them as to how to improve their conduct
- Developing practical strategies for handling their frustrations and anxieties and finding more positive ways of interacting with their peers.
- Continued support for any issues within their school or home lives.
- Positive reintegration into their peer group.
- Close monitoring of the situation by the Form Tutor and any other relevant staff and effective liaison with the parents

5.4 It is important to recognise that the impact of such incidents can be very long-lasting. Relevant staff should be briefed appropriately and remain vigilant with regard to relationships and aware of the need to support all parties in the long term.

6 Mediation and Reconciliation

6.1 In some instances it may be appropriate to begin the process of rebuilding with a 'no-blame' approach, recognising that in many conflicts responsibility can lie on both sides. In such cases, all parties concerned are encouraged to see the situation from the perspective of each other, thus developing a mature sense of empathy. We strongly believe that by supporting the growth of sophisticated emotional skills, we are more likely to create a sustainable solution to the problem.

6.2 In cases where there is a more clear-cut 'offender' and 'victim', the School may also pursue the path of mediation and reconciliation. Such an approach accepts the reality of what has happened, the right of the 'victim' to have something done about it, but also the fact that, in the majority of cases, the 'offender' will be feeling sorry and will value the opportunity to regain the trust and regard of both the 'victim' and the wider community. Schools should be transformational places for all members of their community and we therefore believe that it is right to give pupils second chances and opportunities to show

that they are learning and growing as young people. By pursuing a 'restorative' approach to justice, we hope to develop sustainable and long-term improvement in the behaviour of 'offenders' whilst at the same time rebuilding a sense of self-esteem and well-being in the 'victim' by involving them in the process of reparation and giving them the opportunity to forgive.

6.3 This approach may be used in the first instance in place of a sanction or, in the case of more serious or repeated instances of negative behaviour, by placing the events in the context of a community predicated on values such as forgiveness, a sense of responsibility for one's own actions and mutual understanding. However, pupils should remain in no doubt that instances of negative behaviour will not be tolerated and in the most serious or repeated instances can result in suspension or exclusion.

7 Promoting the message and raising awareness – what we do

7.1 We are wholeheartedly committed to providing positive models of behaviour from staff and pupils alike, as well as spreading strong and consistent messages about positive behaviour. Engendering positive values within the school community and ensuring that the message that bullying is not tolerated at Foremarke is achieved through a variety of educational channels which include:

- A strong emphasis on the Foremarke Code (CARE: Use your **C**ommon sense, **A**im high, **R**espect one another and **E**njoy). This philosophy underpins all that we stand for as a school
- Regular talks both informal and formal in the PSHCE programme
- Informal talks in form time
- Through assemblies
- A dedicated Anti-Bullying week which is guided by the National theme
- Weekly Safeguarding emails are sent to all staff and these may contain issues to raise awareness of Bullying.
- Half termly newsletters are sent to parents on appropriate internet use..
- The Anti-Bullying questionnaire, completed annually, ensures that Form Tutors are kept up to date with current trends and issues and ensures they are aware of concerns within their form.
- The annual Safeguarding update to all staff covers issues of bullying.
- Presentations to parents and staff on appropriate internet use.

8 What parents can do

8.1 The partnership between the school and parents is vital in creating an atmosphere of trust and in tackling unacceptable behaviour particularly bullying.

To this end we advise parents to:

- be aware of distress or changes in behaviour or attitude in their children. For day pupils, this may be a reluctance to go to school or, for boarders, to return after a weekend at home;
- take an active interest in their children's social lives, discussing friendships and how free time is spent focusing on positive relationships (asking 'tell me the best thing

about your day', 'who did you play with today'? Rather than 'did anything awful happen to you today'? 'Was anyone mean to you today'?);

- encourage their children to report bullying immediately whether they be witnesses or victims of negative behaviour;
- share information or concerns openly with staff;
- take advantage of events organised by the School to promote the anti-bullying message or share effective strategies.

9 Other useful sources of information and advice

Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk

Kidscape – www.kidscape.org.uk

Restorative Justice Council – www.restorativejustice.org.uk

Childnet – www.childnet.com Childline – www.childline.org.uk

Stonewall – www.stonewall.org.uk

Mencap – www.mencap.org.uk

CEOP (Child Exploitation and Online Protection – www.thinkuknow.co.uk

Children's Commissioner – www.childrenscommissioner.gov.uk

Annex A
Int 1 - Pupil interview form



REPTON PREPARATORY SCHOOL
INCIDENT FORM

Form INT.1

Pupil name:

Form:

Interviewing Staff

1

2

Details of incident:

days, times, places, others involved, corroborating witnesses, specific incidents

Disciplinary outcome:

Parental contact:

Signature DHP:

Date:

Annex B
Bullying report forms

- Anti-Bullying Form 1 -

Foremarke Hall



Initial 'Possible Bullying Report' Form

Date reported.....

Reported by..... (Name of Pupil)

Reported to..... (Member of Staff)

Incident Report:

Member of staff appointed as mediator:.....

The person who has had the situation reported to them must ensure that:
COPIES OF THIS MUST BE IMMEDIATELY COPIED TO:

- The Head of Upper or Lower School
- The Form Tutor

- Anti-Bullying Form 2 -

Bullying Incident Form

INDIVIDUAL MEETINGS

Within ONE WEEK of the reported incident, the mediator will hold individual meetings with pupils involved, to gather information.

Name of pupil.....

Name of pupil.....

Signature of mediator.....

Date.....

**IF BULLYING HAS TAKEN PLACE THE PARENTS OF THE
PUPILS INVOLVED MUST BE INFORMED**

PARENTS INFORMED: Yes/No (Please circle)

COPIES OF THIS MUST BE IMMEDIATELY COPIED TO:

- The Head of Upper School or Lower School
- Year Group Head
- The Form Tutor
- The House Parents (Boarders)

- Anti-Bullying Form 3 -

Bullying Incident Form

Assuming bullying has been verified as having occurred, the following actions must be taken:

- Within two weeks of the reported incident, will talk to both parties together and agree an appropriate plan of action, to resolve the issue.
- The pupils must sign the agreement

Signature of pupils.....

Signature of mediator.....

Date.....

COPIES OF THIS MUST BE IMMEDIATELY COPIED TO:

- **The Head of Upper or Lower School**
- **The Form Tutor**
- **Year Group Head**
- **House Parents (Boarders)**
- **Headmaster**

- Anti-Bullying Form 4 -

Bullying Incident Form

INDIVIDUAL & JOINT MEETINGS

Within ONE MONTH of the reported incident, follow-up meetings will take place to monitor progress and confirm whether the issue has been resolved.

Horizontal lines for notes.

Signature of mediator.....

Date.....

COPIES OF THIS MUST BE IMMEDIATELY COPIED TO:

- **The Form Tutor (s)**
- **Year Group Head(s)**
- **House Parents (Boarders)**
- **Director of Pastoral Care**
- **Headmaster**

- Anti-Bullying Form 5 -

This form is to be used to record any further meetings that are arranged between the parties involved.

Signature of mediator.....

Date.....

COPIES OF THIS MUST BE IMMEDIATELY COPIED TO:

- **The Form Tutor (s)**
- **Year Group Head(s)**
- **House Parents (Boarders)**
- **Director of Pastoral Care**
- **Headmaster**

- Anti-Bullying Form 6 -

INCIDENT CLOSURE

Once all concerned parties have agreed that the initial problem has been resolved this form should be completed and affixed to the previous forms. A file of closed incidents is kept by the Heads of Lower and Upper School for current pupils. When a pupil leaves their files are passed to the office for archiving.

We believe that the problems reported and discussed have now been resolved.

Pupil Names	Date	Signature
Parents	Date spoken to	Mediators Signature

Mediators Signature..... Date.....

Head of Upper / Lower School Signature.....

Date.....