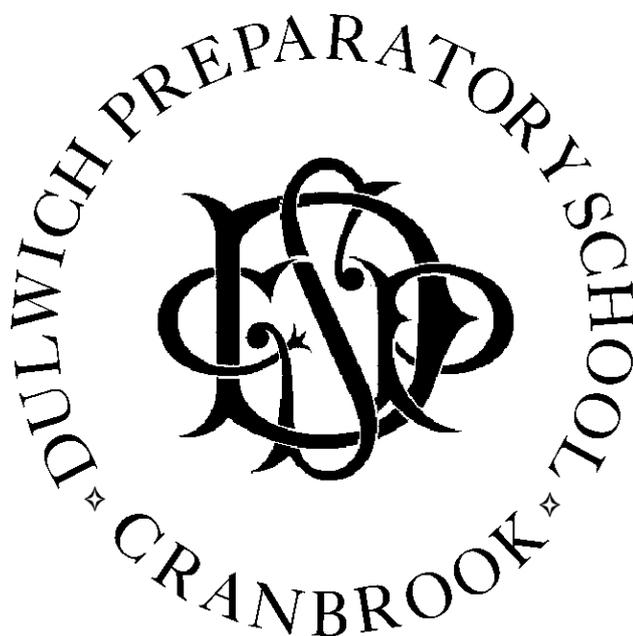


Anti-Bullying Policy



WHOLE SCHOOL POLICY INCLUDING BOARDING And EYFS

**DULWICH PREPARATORY SCHOOL
CRANBROOK**

DULWICH PREPARATORY SCHOOL CRANBROOK



ANTI-BULLYING POLICY

Definition of Bullying

There are many definitions of bullying but most consider it to be behaviour that is:

- **Deliberately hurtful (including aggression)**
- **Repeated, often over a long period of time**
- **Difficult for victims to defend themselves against**
- **Unacceptable social behaviour that is often secretive**

Bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties).

Many of the principles contained in this policy can be applied to forms of bullying other than the bullying of pupils by pupils, such as parent to teacher or teacher to pupil. A list of all forms of behaviour that constitute bullying can be found in Appendix I.

Philosophy

At DCPS we are committed to providing a caring, friendly and safe environment for all our pupils so they may learn in a relaxed and secure atmosphere. Every child has the right to learn in a safe and supportive environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals. This is embodied in the Human Rights Act 1998. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. (eg. text bullying).

Bullying of any kind is not acceptable at DCPS, and will not be tolerated. Bullying of a physical or non-physical type, may lead to a loss of confidence, loss of self-esteem and lasting psychological damage for the individual. If it is not dealt with, bullying can, in the extreme, lead to suicide. If bullying does occur, all pupils should be able to tell someone and know the incident will be dealt with promptly and effectively. Anyone who knows that bullying is taking place is expected to tell a member of staff, a parent or a friend.

Aims

The key priorities of this policy are that children and young people:

- Are protected from harm.
- Are confident, safe, well supported and cared for.
- Achieve their potential in education.
- Have a happy and stimulating childhood.
- Grow up physically and mentally healthy.
- Feel good about themselves and respect others.
- Develop the essential personal and social skills to help them throughout life.
- Become active citizens and partake in society.

All governors, staff, parents and pupils should be committed to prevent bullying and unacceptable behaviour and should have an understanding of bullying behaviour and its consequences. Clear procedures for reporting bullying should be understood and followed by all. Reassurance, sympathy and follow up are important and procedures and guidelines should be continually updated.

It is the basic rule of this school that everyone has the right to be happy and that no one has the right to make anybody else unhappy.

Children should treat others as they would like to be treated themselves. All staff and pupils are involved in ensuring good behaviour at Dulwich Preparatory School and in this way are equally responsible for dealing with any behaviour that might constitute bullying. In this context, initiation ceremonies are banned.

Implementation

- Awareness of bullying and the school's stance against bullying is raised throughout the whole school in assemblies, circle time, in Tribe meetings, Tutor groups and in PSHE lessons. From time to time the school may conduct an anonymous survey to monitor pupil perception of bullying in the school.
- Dulwich Preparatory School expects all staff to set a good example of behaviour and courtesy, both in their behaviour towards one other and in their behaviour towards pupils.
- The school's Anti-Bullying policy is available to read on the school website.
- All staff, pupils and parents, including boarders and parents of boarders, are made aware of the Anti-Bullying Policy and all are expected to support the school's anti-bullying ethos. This is done at least once a year, usually to coincide with National Anti-Bullying Week in November. All pupils in Little Stream and Upper School receive a leaflet designed for pupils, and another one for parents to take home. Posters are displayed in school and information about anti-bullying is made available to staff, pupils and parents through displays and possibly through the school newsletter.
- Pupils are encouraged to report all incidents of bullying. Pupils can report incidents to any member of staff they trust, to their tutor or to the Director of Pastoral Care. The 'Worries Box' in Little Stream and Upper School can also be used for this purpose. Pupils in Upper School can also e-mail worries to worry@dcpskent.org. Reports will be acted on.
- There is a procedure which deals with incidents of pupil bullying.

Procedure

- In cases of serious bullying, or unacceptable behaviour, the incident will be recorded by staff on the school database, PASS, and in the Incident Report Folder that is kept in the staff work room in Upper School. Records held on the school database may be checked to identify patterns of behaviour. In Little Stream a record of incidents is kept in the "Children Causing Concern" section of the Little Stream Minutes. Incidents are also recorded on the school database. This enables the school to establish patterns of behaviour.
- The bullying behaviour and threats of bullying must stop immediately.

- When a bullying incident is witnessed/reported, both sides of the story should be heard by a teacher. Incidents should be recorded on the school database, PASS.
- It may be necessary to get all parties together on a separate occasion to try to find a solution and to agree an action plan to prevent such incidents happening again.
- It is hoped that the bully will offer an apology, and, if possible, the pupils will be reconciled.
- An attempt will be made to help the bully or bullies change their behaviour. This may involve staff working closely with the child and parents.
- Staff involved with the pupil/pupils should be informed when appropriate. This may happen at weekly pastoral meetings.
- Parents will be informed when appropriate and may be asked to come to a meeting to discuss the problem. A written record of this meeting will be kept on the child's record file on PASS.
- Where continuous bullying is reported, both the victim and the bully may be directed to professional counselling through their own GP.
- In serious cases, suspension or exclusion will be considered.
- Problems will be monitored at school.
- Pupils who have been the victim of bullying behaviour are supported in school in a number of ways. Friends usually play an important role and afterwards the school makes every effort to keep in contact with a child's parents. Communication between home and school is considered to be an essential part of supporting a child who has been bullied. Pupils are monitored by form teachers and tutors and other staff such as The Deputy Head or The Director of Pastoral Care. Concerns about pupils can be raised by any member of staff at pastoral meetings and this is a useful medium for monitoring and recording pupil behaviour.

The school will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils.

We take seriously any allegation of abuse and neglect, including any allegations of abuse by one or more pupils against another pupil, and when necessary, we will make a referral to the appropriate agency. Please refer to the school's Child Protection policy for further information.

For further information about sanctions for poor behaviour, including bullying, please refer to the Whole School Behaviour Policy.

Prevention

Self-esteem and mutual respect will always be encouraged. We all need to be active and work together to make school life happy and secure for everyone. This policy is to help us towards that goal.

The school acknowledges that prevention is better than intervention and we place a very strong emphasis on fostering appropriate methods for helping children to prevent bullying. We are committed to developing various strategies through PSHE and across the curriculum. Pupils, parents and staff are made aware of bullying issues annually during National Anti-Bullying week in November. From time to time a questionnaire may be used to assess the level of bullying and to identify the areas where it takes place within the school. Appropriate action can then be taken to prevent reoccurrence.

Monitoring and Evaluation

- This Policy will be reviewed by the SMT every three years.
- Confidential records of bullying incidents are kept on record and may be used to determine a pattern of behaviour over a period of time. These records may help in dealing with new or repeated incidents of bullying.
- The Staff at DCPS is encouraged to be vigilant and responsive to bullying behaviour.
- This Policy is made available to parents and pupils. All year group notice boards in Upper School display a copy of the 'Anti-Bullying Policy'.

The school has clear whole school policies to include boarding and EYFS, on Child Protection, Anti-Bullying and Behaviour. There is also a comprehensive policy on Pastoral Care.

(This policy has included information found in the new DfE Guidance 2011 *Preventing and Tackling Bullying*)

ACE

October 2011

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Appendix I

The Nature of Bullying

Forms of Bullying

Physical

Pushing, kicking, hitting, pinching, or any use of violence. Taking belongings or deliberately damaging personal property.

Verbal

Name-calling, sarcasm, hurtful teasing, insulting, spreading nasty rumours, making offensive remarks, e-mails or writing offensive graffiti.

Emotional

Exclusion from social groups, tormenting, being unfriendly, humiliation.

Cyberbullying

Bullying by electronic contact eg. via text message, picture/video clip bullying, phone calls, e-mail, chat room bullying, instant messaging and social web sites such as Facebook etc.

Racist

Racial taunts, gestures.

Religious and Cultural

Comments and remarks about another person's religious belief, customs and traditions. This might include attitudes towards dress code etc.

Disability

Unkind comments about a physical or other type of disability.

Homophobic

Stems from the hatred or fear of homosexuals. Bullying of young men and women who do not fit into heterosexual gender roles.

Sexist

Based on sexist attitudes that demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual

Unwanted physical contact, suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is commonly underpinned by sexist attitudes and gender stereotypes.

Transphobic

Stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical norms.

Who is Bullied?

All children are potential victims of bullying.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment is an abuse of power and is intended to frighten, intimidate or harm.

Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them. There are two main types of victims of bullying.

Passive Victims:

Anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little to defend themselves.

Provocative Victims:

Physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

There are three main types of Bullies

Confident bullies:

Physically strong, enjoy aggression, feel secure, average popularity.

Anxious bullies:

Academically weak, poor concentration, less popular, less secure.

Bully/Victim:

Bullies in some situations, bullied in others. Generally very unpopular.

Appendix II

Cyber-Bullying

By Cyber- Bullying we mean:

- Bullying by texts or messages or calls on mobile phones.
- Use of mobile phone cameras to cause distress, fear or humiliation.
- Posting threatening, abusive, defamatory or humiliating material on web-sites.
- Hi-jacking e-mail accounts and social network accounts.
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms.
- Posting threatening, abusive, defamatory or humiliating material on reunion sites.

School Commitments

- The school will block access to inappropriate web-sites from school equipment.
- The school will monitor all electronic communications on school equipment.
- The school will endeavour to ensure that all images of staff and pupils are secure.
- The school will train its staff to respond to reports of cyber-bullying or harassment and have systems in place to respond to it.

Advice to Staff

- If a pupil informs you that he/she is being bullied by any of these means report it to the Head of ICT or the Director of Pastoral Care.
- If necessary, confiscate mobile phones, cameras, iPod Touch etc.
- Do NOT attempt to access their contents.
- Remove pupil from access to computers but save any obvious evidence on screen.

Advice to Parents

- Because cyber-bullying is more often than not criminal, parents must make sure this message is understood by their child.

- Parents must make sure their child understands the school statement and ensure that their child has signed and understood the Responsible and Safe Use of the Internet and Computers page in the prep book every term.
- If a child is a victim of cyber-bullying, parents should report the bullying in the normal way.
- Parents should support their child in following the advice on how to deal with cyber-bullying.

Advice to Children

- Tell someone.
- Do not answer abusive messages but log them and report them.
- Do not give out personal details.
- Never reply to abusive emails.
- Never reply to someone you do not know.
- Stay in the public areas of chat rooms.

ICT Code of Conduct

- Respect other people's privacy.
- Do not do on-line what you would not do face to face.
- Consider how other people would feel and do not cause alarm or distress deliberately or by mistake.

REMEMBER

There should be no doubt that cyber-bullying is generally criminal in character. The law of the land **does** apply to cyber-space

- Hacking is criminal.
- Behaviour that causes alarm or distress is criminal harassment if it occurs enough to constitute a course of conduct.
(2 occasions constitutes harassment)
- The misuse of telecommunications to cause alarm or distress is criminal.
- 'Happy slapping' is associated with criminal action (i.e. assault).

Appendix III

What is Sexist, Sexual and Transphobic Bullying?

The following has been extracted from the DCSF document, Safe to Learn: Embedding Anti-Bullying work in schools.

Sexist, Sexual and Transphobic bullying occurs when a pupil or a group, usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.

Sexist Bullying

This can be defined as bullying based on sexist attitudes that demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual Bullying

This can be defined as bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non verbal.

Unwanted physical contact, suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is commonly underpinned by sexist attitudes and gender stereotypes.

Transphobic

Stems from a hatred or fear of people who are transgender. 'Transgender' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical norms.

Where children and young people are not perceived as conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Note:

Behaviours displayed in the form of sexist, sexual or transphobic bullying are in many cases similar to other types of bullying, but there is the additional element of **inappropriate or coercive sexual behaviours**, which in extreme cases can constitute criminal behaviour such as sexual abuse.

Behaviours such as the use of sexist or inappropriate sexual language, can sometimes go unchallenged. Examples of this type of bullying behaviour include: inappropriate and unwanted touching, spreading rumours of a sexual nature, use of humiliating or offensive sexist, sexual or transphobic language (eg. reversing the he/she pronouns) and the display or circulation of images of a sexual nature.

Sexual and sexist bullying is a form of violence against women and girls as it disproportionately impacts on girls and young women. Girls are more commonly at risk from sexual and sexist bullying and this is a crucial issue to address because of its relationship to the broader issue of violence against women in society. Boys have also reported being subjected to sexual or sexist bullying, and transphobic bullying may be targeted towards young people of either sex. It is important to note the links to homophobic bullying as young people are bullied when they do not fit in to heterosexual gender roles.

Why should schools deal with this kind of Bullying?

Schools must always consider in cases of sexist, sexual and transphobic bullying whether safeguarding children processes need to be followed. In addition to this, serious cases may constitute criminal behaviour and require police involvement. The school acknowledges the seriousness of bullying behaviour and there is an understanding that bullying can lead to individuals/victims taking extreme self-damaging action such as suicide.

Note:

As well as pupils bullying pupils, staff can be bullies, or the victims of bullying, as can parents.

The school sees all incidents of bullying as unacceptable, and all known incidents are addressed with equal importance.

In the case of staff bullying other staff or pupils, this will be dealt with using the school's disciplinary procedure.

Appendix IV

Books to Help Children with Bullying – available in the school library

Blubber	Judy Blume	(T)
Walking Naked	Alyssa Brugman	
Fly, Cherokee, fly	Chris D’Lacey	
Inventing Elliot	Graham Gardner	(T)
Shadow of the Minotaur	Alan Gibbons	
Traitor	Pete Johnson	
Strawgirl	Jackie Kay	
The circle of Doom	Tim Kennemore	
Butterflies, bullies and bad, bad habits	Karen McCombie	
Indigo’s Star	Hilary McKay	
Pumpkin’s Downfall	Leon Rosselson	(L/S)
Danny Dynamite (L/S)	Jean Ure	
Sugar and Spice	Jean Ure	
Crash: The Mighty Crashman	Jerry Spinelli	
Feather Boy	Nicky Singer	
Fat Boy Swim	Catherine Forde	
The Mustang Machine	Chris Powling	
Indigo’s Star	Hilary McKay	
Bullies, Bigmouths and So Called Friends	Jenny Alexander	
Bullying	Michele Elliot	
The Chocolate War	Robert Cormier	
Lady Long-Legs	Jan Mark	
The Angel of Nitshill Road	Anne Fine	
Hazel – Not a Nut	Gilliam Lobel	
The Tulip Touch	Anne Fine	

Self Esteem

How 2B Happy	J. Alexander	
The Drowning Pond	Catherine Forde	
The Little Book of Self Esteem	Anita Naik	
The 7 Day Self Esteem Super Booster	J. Alexander	
The 7 Day Bully Buster	J. Alexander	
Blue	Sue Mayfield	
Run Zan Run	Catherine Mc Phail	

(T) = Teenage content