



Wakefield Grammar Pre-Preparatory School

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WGPPS Anti-Bullying Policy

This policy refers to how Wakefield Grammar Pre-Preparatory School will respond to a pupil being bullied by another pupil or group of pupils.

The governing body values the good relationships fostered by the school, and expects that every allegation of bullying will be taken seriously. The governors believe that the Foundation should adopt a zero tolerance attitude to bullying. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can learn in an environment without fear.

This policy was written in conjunction with the DfE Behaviour and Discipline in Schools Guidance. It also embeds the principles relating to the DfE publications; Preventing and Tackling Bullying: Advice for the HeadTeacher, Staff and Governing Bodies (2014); and Cyberbullying: Advice for Headteachers and school staff (2014).

- Legislative Links:Public Order Act (1986)
- Protection from Harassment Act (1997)
- Malicious Communications Act (1998)
- Communications Act (2003)
- School's duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89 (5)).
- The Equality Act 2010
- Education Act 2011

The policy is available to parents from the Foundation website (www.wgsf.org.uk). It is also available by request from any Foundation school office or from the Governors' office.

1. Introduction

It is the right of every person to work in and attend a school in which individuals are free from stress caused by persistent behaviour intended to cause such stress. We acknowledge our responsibility in creating this stress free environment and in providing support and protection for all those involved in bullying. We recognise that a whole school approach is the most effective way of addressing this issue. The issue of bullying will be addressed directly and indirectly by the curriculum and will be included in the PSHE/P4C lessons and assemblies. Bullying incidents will be dealt with in an immediate, clear and fair manner, consistent with the agreed WGPPS practice as identified below.

This policy implements the advice in the Department of Education document "Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies" published September 2014.

The law states every school must have measures in place to prevent all forms of bullying:

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Independent School Standard Regulations 2016

The Independent School Standards Regulations 2016 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

2. Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying is serious physically and emotionally and can cause psychological damage.

Bullying can be:

Emotional

Ignoring, excluding, tormenting, e.g. hiding books, threatening gestures, being deliberately unkind, laughing to cause distress, humiliating, making someone do something they do not want to do.

Verbal

Name-calling, teasing, writing unkind notes, sarcasm, spreading rumours, swearing.

Physical

Hitting, kicking, pushing, punching or any use of violence, taking or hiding belongings, deliberately damaging work or possessions, chairs, books, property etc, extortion, unwanted physical contact.

Racist

Taunts, graffiti, gestures relating to race, religion or culture.

Sexual / Sexist

Unwanted physical contact or sexually abusive / offensive comments. This may be characterised by name calling, comments and overt ‘looks’ about appearance. Making comments of a sexist nature.

Homophobic

Because of, or focusing on, the issue of sexual orientation.

Disability

Incidents relating to special educational needs (SEN) or disabilities (SEND). Incidents relating to appearance or specific health conditions can also be included.

Cyber

All areas of the internet, such as email and misuse of internet chat rooms and social network websites. Threats using mobile technology by text messaging and calls. Misuse of associated technology, i.e. camera and video footage. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff, who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone

Bullying is not: One-off incidents of name calling, exclusion, physical harm, etc.

At WGPPS we view bullying as doing something unkind (see above) as:

Several
Times
On
Purpose



and use the acronym STOP to help the children to remember this.

We talk to the children about roles, including ‘bystanders’ or supporters are involved in the bullying behaviour. We encourage the children to talk about what is happening and ‘call out’ inappropriate behaviour by being upstanders.

Governors, staff and students will work hard to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across all members of the school community.

The School will not discriminate against, harass or victimise a pupil or potential pupil in relation to admission procedures, educational provision or access to any benefit, facility or service, and it will not subject pupils to any other detriment.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

3. Aims of this policy

- To ensure that governors, staff, pupils and parents understand what bullying is, so that they avoid any behaviour that may be construed as bullying
- To provide pupils with personal and social education about friendship and other relationships and social interactions, so that they become more aware of the importance of their own responsibilities in maintaining good working relationships and personal friendships
- To recognise that the emotional /social interaction and decision-making skills in a young person's brain are not fully developed; to understand that they will make mistakes and that they will need adult guidance.
- To take preventative measures against harassment by educating pupils about differences between people and by including assertiveness training and anti-bullying strategies in the curriculum
- To provide pupils, staff and parents with a clear set of procedures to be followed by staff if bullying is reported, with the intention of de-escalating and stopping any continuation of the harmful behaviour.
- To investigate, immediately and with an open mind, any incidents of alleged bullying in order to collect evidence that helps to determine the sequence of events and possible motives
- To apply sanctions against perpetrators of bullying that are reasonable, proportionate and consistent, in order to emphasise that bullying behaviour is wrong
- To help bullies understand the consequences of their actions and to teach them different ways of behaving
- To support and safeguard victims of bullying and to provide them with guidance on how to deal with future incidents of harassment

Wakefield Grammar Pre-Preparatory School aims to provide a supportive, friendly and safe environment for all pupils and staff, where bullying is not tolerated so that staff can teach and pupils can learn, contribute and achieve their potential. At WGPPS we feel that each individual should:

- Respect others, regardless of age, race, religion, culture, sexual orientation, physical or learning difficulty / disability, health, appearance or family background
- Help to create a caring environment where all relationships are open and friendly
- Keep our school clean and tidy and show respect for each other's property
- Play appropriately, without physical violence, and therefore 'play fighting' is not allowed in school
- Be happy at others' success and give support in times of disappointment
- Value extra-curricular achievement as much as academic success
- Discourage malicious gossip and understand that teasing can go too far

4. Responsibilities

4.1 Governing Body

The governing body reviews the effectiveness of this policy through the termly and annual reports to the GP Committee on the implementation of this policy.

4.2 The role of the Head of WGPPS

It is the responsibility of the Head of WGPPS to implement the anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the policy, and know how to identify and deal with incidents of bullying. The Head of WGPPS reports to the governing body about the effectiveness of the anti-bullying policy annually at the Governor Education Committee (GEC).

The Head of WGPPS ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head of WGPPS draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong (without naming and shaming individual children). The Head of WGPPS ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Head sets the school climate of mutual support and praise for success, thus making bullying less likely and keeps written records of incidents of bullying, how these incidents are dealt with and the outcome.

4.3 Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Leads

The DSL or Deputy DSL will:

- be responsible for the day-to-day management of the school anti-bullying policy
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head informed of incidents
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems; and

Clearly if wider child abuse is suspected then the Child Protection Policy will apply and should be referred to.

4.4 The role of all WGPPS staff

All staff at WGPPS strive to develop a positive anti bullying ethos by:

- Promoting equality and nurturing a sense of identity and belonging for all;
- Encouraging achievement and having high expectations of all pupils;
- Celebrating success in its widest sense;
- Promoting positive behaviour.
- Encouraging the active participation of pupils in decision making and school life;
- Working in partnership with parents/carers and the wider community
- Promoting a “telling culture”
- Knowing the policy and procedures;
- Being observant and asking pupils what is happening to them;
- Dealing with incidents according to the policy;
- Never letting any incidence of bullying pass by unreported, whether on-site or during an off-site activity

When pupils feel they are important and belong to a friendly, caring and welcoming environment bullying is far less likely to be part of their behaviour. Children will be given regular opportunities in general class work, PSHE lessons, school council meetings and in assemblies, to reflect on the issues surrounding bullying and will be offered opportunities to develop and practise skills for dealing with any incidents that may occur. The school participates in the national Bullying Awareness week. Children will also be encouraged to participate in small group discussions, responding to questions in same sex groupings, such as;

- Where in school do you feel unsafe?
- Has anyone ever lifted your skirt/pulled down your trousers?

5. Dealing with incidents.

All members of WGPPS take reports of bullying very seriously. They take a calm problem solving approach when dealing with incidents of bullying behaviour reported by staff, pupils or parents. In any incident of bullying, the teacher will speak separately to the pupils involved and write up reports of these interviews. All interviews will be conducted with sensitivity and with due regard to the rights of all pupils concerned. Written statements from pupils may be taken in addition to the documentation from staff however, pupils will not be asked to sign these.

The interviews will establish:

- Whether, according to the definition in this policy, the incidents were bullying.
- Which pupils were involved.
- The nature and extents of bullying.
- The effects of the bullying, the nature of the relationship between the perpetrator of the bullying and the victim.
- If there were any triggers to the behaviour.
- The support and disciplinary measures required to resolve the difficulty.

The priority is to restore a sense of safety and wellbeing to the person who has experienced the bullying and to encourage better behaviour from those who have perpetrated it; this may include bringing the victim and bully together and highlighting the impact of the bully’s actions in a remedial way. Most incidents in the school will be resolved quickly; other incidents may be

more complex and demand skill and expertise. The action taken will be recorded. All bullying incidents will be recorded in a bullying log on our CPOMS reporting system and the number and type of incidents will be reported to governors at GEC meetings.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm as a result of bullying or cyber-bullying, this will be defined as abuse and as such will be referred to the appropriate local agencies by the Designated Safeguarding Lead.

Refer to the WGSF Safeguarding and Child Protection Policy.

6. Sanctions

In applying sanctions to bullying incidents we will consider the following:

- The age of pupils involved
- The nature of the incident
- Whether the individuals have been involved in any previous incidents
- The duty of care to all pupils

7. Involving parents

Parents who are concerned that their child might be being bullied, or suspect that their child may be a perpetrator of bullying, should contact the pupil's class teacher or a member of the SLT. Parents have a responsibility to support the school's Anti Bullying Policy and to actively encourage their child to be a positive member of the school. The Deputy Head or Head of WGPPS will inform parents of pupils involved in any incidents that are being investigated and will inform parents of the conclusion to these investigations, namely the steps that will be taken to resolve the incident and the progress made towards a satisfactory conclusion.

There may be occasions whereby it is necessary to exclude a child for incidents of bullying - please see the WGSF Exclusions Policy for further information.

8. Advice to parents

We advise all parents and staff to be vigilant to indicators that a child may be being bullied. Children may:

- Be frightened
- Unwilling to go to school
- Begin to do poorly in their school work
- Have damage to their property
- Become withdrawn
- Become distressed which could affect eating and sleeping patterns
- Cry more easily particularly at night time
- Have nightmares
- Refuse to say what is wrong
- Become distressed or angry with other family members

If parents are concerned that their child may be being bullied or has witnessed bullying we would suggest:

- Ask them directly if they are being bullied
- Don't agree to keep bullying a secret

- Talk to the Deputy Head or Head
- Ask to see the Anti Bullying Policy
- Put computers in communal rooms and ask to be told if bullying occurs
- Help with strategies – saying “No” , how to tell an adult
- Keep a written diary of all incidents
- Promote friendship with other people to support your child.

Annually the school will take part in the national Anti-Bullying campaign to raise awareness of bullying.

9. Advice to pupils

Through PSHE assemblies and class time pupils will be advised to use a variety of strategies to beat bullying. These may include:

- Tell an adult if you are being bullied or witness bullying
- Stop thinking like a victim – walk tall and pretend to be confident
- Laugh at or ignore comments so you give the bully the reaction they do not want
- Keep a diary of events
- Play in a group

We also try to develop an understanding in pupils of why people bully, and a belief that bullies often need help and their actions are done to make them feel good about themselves.

10. Reviewing and monitoring

The school will review this policy and assess its implications and effectiveness annually. The policy will be reviewed in accordance with the WGPPS Policy review cycle. The policy will be promoted and implemented throughout the school including the Early Years Foundation Stage.