



# The Ryleys

Girls & Boys Preparatory School

## 10a Anti-Bullying Policy

**Monitoring:** Headteacher

**Named Person Responsible:** Mrs J. Langford

**Reviewed:** September 2021

**Policy Review Date:** September 2024

# Anti-Bullying Policy

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The following policy was written with reference to the DfE advice **Preventing and Tackling Bullying (October 2014)** and it applies to all pupils at The Ryleys, including those in the EYFS setting.

## Principles

1. This school regards bullying as unacceptable and always takes action against it.
2. That pupils should be made fully and regularly aware of the unacceptability of bullying.
3. That all staff have a responsibility to support and carry out this policy.
4. That parents have an important role to play in the identification and prevention of bullying.

## Aims

- to create an environment in which the unacceptability of bullying is a universally held opinion;
- to encourage a caring and co-operative attitude among pupils as the antithesis of bullying;
- to actively and positively react to all instances of bullying;
- to encourage pupils to take a stand against bullying as being wholly wrong;
- to provide a safe environment for all pupils.

## The nature of bullying

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal, cyber (including chat room and SMS messages) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. It usually occurs over a period of time and is difficult for the victim to defend themselves against.

Cyber-bullying because of its nature is harder to control as the majority of instances take place outside of school hours. The definitions, risks and causes are all covered in the separate Ryleys Cyber-bullying and e safety policies.

Bullying can have serious consequences, causing psychological damage or even suicide.

Bullying may involve actions or comments that are racist, religious, cultural, sexual/sexist, homophobic or which focus on gender, disabilities or other physical attributes (such as hair colour or body shape) or because a child is adopted or is a carer. Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

Bullying should be distinguished from bossiness or boisterous behaviour. Bullying can exhibit one or more of the following elements:

- focused on younger, smaller or weaker children increasingly relying on threat or force;
- is persistent or repeated;
- exhibits a wilful desire to hurt, threaten and frighten;
- involves deliberate spoiling of victims' activities, showing violence and hostility;
- involves rough and intimidatory behaviour
- attempts to win support of peers in execution.

Any child can be bullied although certain factors can make bullying more likely:

- lacking close friends in school;
- being shy or timid;
- an over-protective family environment;
- being from a different racial or ethnic group to the majority;
- having a different religious affiliation
- being different in some obvious respect E.g. stammering;
- having learning difficulties, Special Educational Needs or a disability;
- behaving inappropriately, intruding, boasting or being a 'nuisance'.

## **Symptoms**

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)
- Diminished levels of self confidence
- Frequent visits to the school 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, bed-wetting
- 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.

## **Preventing bullying - staff responsibilities**

- through the Personal, Social, Health and Economic Education programme (including assemblies) to promote and reinforce the school's policy on bullying. This might

involve such curricular strategies as Circle Time, assemblies, stories, drama or literature;

- to draw attention to the anti-bullying posters in the classrooms and explain principles and procedures;
- to ensure that all supervisory duties are carried out thoroughly and conscientiously - NB *'Bullying flourishes where supervision is minimal'* - L.Frost: *A Primary School Approach to Bullying'*;
- to react positively and appropriately to all disclosures or incidences of bullying with reference to the procedures;
- to be alert to inappropriate language or behaviour;
- to encourage children to read and follow the guidelines given for the prevention/reporting of bullying (see Appendix 1).

Appropriate training will be presented as part of the INSET programme to keep staff abreast of current thinking with regard to bullying and its prevention.

### **Preventing bullying – parental responsibilities**

- to make the school aware of any behaviour which they know, or suspect to be, bullying;
- to inform the school immediately if they suspect that their child may be being bullied;
- to actively discourage bullying of any kind;
- to support the school in its discouragement of and sanctions against bullying.

### **Preventing bullying – pupil responsibilities**

- to report all incidences of behaviour which they know, or suspect to be, bullying;
- not to support, or show approbation for, any behaviour which they know, or suspect to be, bullying;
- to show support for those whom they suspect, or know to be, the victims of bullying.

### **Procedures for dealing with disclosures or incidences of bullying**

1. Disclosures or incidences of bullying should be dealt with immediately, or at the earliest possible opportunity, by the member(s) of staff involved.
2. All incidences of bullying, including cyber bullying, that are reported, are recorded and copies are held by the Headteacher or Deputy Head, and also placed in the pupils individual files. This is in order to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.
3. All discussions with children involved should be recorded.
4. The victim should be interviewed on his/her own.
5. The bully, together with all others who were involved, should also be interviewed individually.

6. Where appropriate, discussions dealing with instances of bullying may include both the perpetrator and the victim together.
7. Tutors or class teachers may start the initial investigation, but this should then be passed over to a member of the school Senior Management Team

### **Informal procedures**

1. Stress that watching and doing nothing is supporting.
2. Be aware of and tackle any racist etc. language with reference to the school's Equal Opportunities Policy.
3. Follow up to support and reassure victims and prevent reoccurrence.
4. Make children aware of newcomers/loners or shy children and offer and encourage support.
5. Keep a close eye on potential opportunities for bullying.
6. Use peer group pressure, approbation and disapproval to minimise effectiveness of bullying.

### **Procedure to be employed in the event of bullying, including cyber bullying out of school.**

Continued bullying – this will be dealt with following five disciplinary steps:  
(Additional sanctions such as loss of play, detention, report cards may be deployed by discretion. A second incident will require a full one hour after school detention as a minimum response)

#### **1<sup>st</sup> Incident**

##### **Recorded on an incident report.**

Individual informed of this and seen by Deputy Head/Headteacher.  
Warned that another incident will result in parents being informed.

#### **2<sup>nd</sup> Incident**

##### **Recorded on an incident report.**

Individual informed and seen by Headteacher.  
Parents informed and warned that a further incident will result in a meeting with Headteacher.

#### **3<sup>rd</sup> Incident**

##### **Recorded on an incident report.**

Individual informed and seen by Headteacher.  
Parents requested to come to school and together with individual pupil warned that a further incident will result in suspension.

#### **4<sup>th</sup> Incident**

As above and immediate exclusion for a minimum of three days.

## 5<sup>th</sup> Incident

All above procedure re. recording.

Parents informed immediately and pupil will be asked to leave the school – permanent exclusion.

## Environment

In order to limit the opportunities for bullying and to reduce the risk of bullying at times and in places where it is most likely to occur staff should ensure that, at breaktimes:

- areas are reserved for specific activities – football limited to the Astroturf and main playground;
- quiet areas are respected;
- children use apparatus and equipment in an appropriate way;
- ‘physical’ games are closely monitored, particularly those involving play-fighting;
- solitary children are kept under observation;
- all areas are observed, particularly ‘hidden’ areas, toilets etc., through regular visits;
- the start and finish, when congestion is most likely, is closely monitored.

### References:

#### Legal Framework

- A. Education and Inspections Act 2006
- B. Human Rights Act 1998
- C. The Independent School Standards Regulations 2014
- D. Special Education Needs and Disability Act 2001
- E. Equality Act 2010
- E. Anti-Discrimination Legislation

#### General Guidance:

- F. “Don’t suffer in Silence” Comprehensive anti-bullying pack for schools and teachers promoted by the DfE.
- G. “Safe to Learn: Embedding Anti-Bullying Work in Schools”(DfE guide)

H. “Bullying”: An ISC Child Health and Wellbeing Working Party Guidance Update Five <http://www.antibullying.net/adultsinschools.htm> - Source of anti-bullying support for school communities)

I. “Where You are NOT Alone” <http://www.bullying.org/>

#### Technological

J. “Cyberbullying” A briefing note on the ISBA web site by Farrer & Co

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

L. “Child Protection and New Technologies” by Childnet International

M. <http://www.childnet-int.org/>

N. Safe to Learn Tackling Cyberbullying

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

O. “Guidance on e-strategies for schools, including technological bullying”

[http://schools.becta.org.uk/index.php?section=is&catcode=ss\\_to\\_es\\_pp\\_ob\\_03&rid=14905](http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pp_ob_03&rid=14905)

*The Ryleys School is grateful to: Farrer & Co (www.farrer.co.uk) for their guidance in the preparation of this policy.*

## **BULLYING (including cyber bullying outside school hours)**

### ***Information for parents and families***

Many children will encounter bullying at some stage in their school career, whether or not they are directly involved. Figures show us that one child in five is bullied in school. Fortunately instances are very rare indeed at The Ryleys and the school takes its responsibilities in this area very seriously indeed. The following, therefore, is general advice which is applicable in and beyond this school so that the welfare of your child may be protected.

#### **If you suspect your child has been bullied:**

- *calmly talk* to your child about it
- *make a note* of what your child says – particularly who was said to be involved; how often incidents have occurred; where it happened and what happened
- *reassure your child* that telling you about the bullying was the right thing to do
- explain that *any further incidents* should be reported to a teacher immediately
- *make an appointment* to see your child's class teacher or form tutor
- *explain to the teacher* the problems your child is experiencing

#### **Talking to teachers about bullying**

- *try to stay calm* – bear in mind that the teacher may have no idea about what has transpired or may have heard conflicting accounts of an incident
- *be as specific as possible* about what your child says has happened – give dates, places and names of other children involved – in particular if this is cyber bullying outside school hours
- *make a note* of what action the school intends to take
- *ask if there is anything you can do* to help your child or the school
- *stay in touch with the school* – let them know if things improve as well as if problems persist

#### **If you think your concerns are not being addressed:**

- *check the school anti-bullying policy* to see if agreed procedures are being followed
- *make an appointment* to meet the headteacher, keeping a record of the meeting
- if this does not help, *write to the Chairman of Governors* explaining your concerns and what you would like to see happen.

#### **If your child is involved in bullying someone else:**

Many children become involved in bullying at some time or other, either consciously or unconsciously, for different reasons. Often it is simply identifying with the group and behaving as part of it without any intention to cause harm or distress. Sometimes it is out of envy or frustration. Whatever the cause:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop the behaviour
- regularly check with your child how things are going at school
- keep in contact with the school and let your child know you are doing so.