



THE GODOLPHIN SCHOOL

LIVING TOGETHER AT GODOLPHIN

ANTI-BULLYING POLICY

(PREP including EYFS)

Last reviewed: September 2018

Next review: September 2019

Reviewed by: Senior Deputy Head, Head of Prep, Early Years Coordinator

Refer also to:

Prep Behaviour Policy

Safeguarding Policy

Prep Acceptable Use Policies

Prep PSHEE and Citizenship Policy



Godolphin Prep

Introduction

At Godolphin Prep staff, parents and girls work together to create a happy, caring, learning environment. The guiding principle for all aspects of School life is to treat others as we ourselves would wish to be treated.

At Godolphin, from the Prep through to the Sixth Form, we are committed to safeguarding the welfare of all pupils in all respects to the best of our ability and to providing a safe, caring and friendly environment for all staff and pupils.

The School has a 'duty of care' towards the girls with regard to bullying. Any form of bullying, whether verbal, physical or psychological, is completely unacceptable at Godolphin. This includes bullying of girls and staff.

Aims

- To make it clear that all forms of bullying are unacceptable in the Prep.
- To enable everyone to feel safe and valued at School and encourage reporting of incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure that they are kept safe.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To ensure that all members of the School community feel responsible for combatting bullying, including making sure girls are clear about what to do if they find themselves as bystanders.
- To ensure consistency in practice within the School community through staff training and understanding of the ways in which bullying can happen and of the strategies for preventing it and dealing with it should it arise.

Definition of bullying

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group whether physically or emotionally.' (DCSF, 2007)

Adults' definitions of bullying usually have the following three things in common:

- *it is deliberately hurtful behaviour*
- *it is often repeated over a period of time*
- *it is difficult for those being bullied to defend themselves*

Children's definitions often place more emphasis on the effect than on the intention:

- *the bullied girl often feels isolated, lonely and powerless*



Bullying can be described as being a deliberate act carried out to cause distress solely in order to hurt, intimidate, threaten, exercise power, gain status or other gratification, by taking advantage of the vulnerability of another person. Bullying can take many forms, including actions resulting from prejudiced views on a person's:

- *ability or disability – e.g. academic, physical, emotional factors*
- *cultural background*
- *gender*
- *racial background*
- *religion*
- *sexuality*

Bullying can be direct or indirect and includes:

- verbal bullying – name calling, taunting, mocking, making offensive comments and teasing
- physical bullying- kicking, hitting, punching and pinching
- emotional bullying – producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money
- cyber-bullying – offensive text messaging and emailing and sending degrading images by phone or the internet
- peer on peer bullying is taken very seriously and may require the School's Safeguarding policy to be followed

Procedures and dealing with incidents

From 2009 it is a legal requirement for schools to record all incidents of bullying. The Head keeps a records of individual incidents of significant bullying. In addition, the Care List is reviewed regularly by the Prep staff to evaluate the effectiveness of the approach and enable patterns to be identified. Girls are regularly reminded in assemblies, tutor times and PSHEE lessons of the correct channels to seek help if they are being bullied. Safeguarding procedures must be followed when any disclosures are made. Staff must make a careful judgement whether or not a third party needs to be informed.

The underlying principle in supporting girls and staff is that all incidences of bullying will be taken seriously and investigated quickly.

- The School will deal with all cases sensitively and appropriately.
- Girls may raise concerns with any member of staff including the Chaplain or the Nurse.
- The victim will be interviewed by the tutor/Prep Head or Early Years Coordinator as appropriate and notes will be taken of specific incidents and feelings will be recorded too. A friend may be present.
- The alleged bully will also be interviewed – a friend may be present.
- Where a parent raises the initial concern, the member of staff/ Prep Head will liaise with the parent about the case within a specified time.
- Girls who have witnessed bullying behaviour are expected to report it to a member of staff.
- The girl concerned will be informed of any action to be taken. Staff must be sensitive to concerns she may have of making the situation worse. They must stress that the Prep does not condone bullying and that she will be supported through any continuing difficulties. Parents will also be kept fully informed.



Responses

- At the lowest level – the aim will be to resolve the situation and re-establish reasonable relationships and acceptable behaviour as quickly as possible. Follow-up meetings may be arranged and relevant staff will be informed to continue to monitor the situation.
- Possible meeting between the bully and the victim so that the bully can understand the damage they have caused.
- Counselling/coaching for the victim and the bully from the School Counsellor may be recommended.
- Any action taken will be recorded and marked 'confidential' on the file of the pupil concerned.
- Parents of all of the girls involved will be informed if a situation becomes serious or if it is established that behaviour which constitutes bullying has taken place.
- Appropriate disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect may be applied – serious sanctions such as exclusion may be necessary in cases of severe and persistent bullying. See the Behaviour Policy.

Strategies to reduce bullying

The Prep has a range of strategies to prevent and reduce bullying, to raise awareness of bullying, support victims and support those displaying bullying behaviour including:

- training for all members of staff on anti-bullying policy and strategy, e.g. 'Don't Suffer in Silence' and the whole Godolphin community supports Anti-Bullying Week in November
- strong pastoral/tutor system – tutors know their tutees and are alert to the following - girls may show lack of self-confidence, absenteeism, under-achievement, depression, differences in appearance and speech - victims may display physical distress, tearfulness, withdrawal from group activities. Perpetrators may try to exclude others in class/social activities, pass comments - which may seem innocuous to another teacher/girl or silence in presence of the victim.
- staff to be vigilant and react to any form of bullying displayed towards girls and staff – effective use of the Care List, including regular reviews in staff meetings and cross referencing
- use assemblies, tutor time, PSHEE and visiting speakers
- workshops for parents e.g. NSPCC
- cooperation and good communication between parents and staff to safeguard and protect the girls
- clear guidance on the use of technology – see Prep Online safety - Acceptable Use Policies.

EYFS

In our EYFS department it is our belief that all children have the right to play and learn in a supportive, caring, safe and inclusive environment. We set clear and consistent expectations of what is acceptable behaviour. The girls are encouraged to work and play harmoniously alongside and with each other, developing good relationships. They are taught to show sensitivity to the feelings of others and respect for all living things.

Practice to encourage inclusive, kind and caring behaviour

- provide an enabling, caring and proactive environment to minimise the opportunities for bullying behaviours



- model appropriate behaviour
- praise and draw attention to behaviours which demonstrate consideration and kindness to others
- only use teaching materials, books and other resources which promote positive attitudes to all groups regardless of their ethnic origin, gender, appearance etc.
- to have a small number of rules that are simple and easy to understand and to ensure that the children are aware of the importance of the rule not to hurt the feelings of others
- use story time, role play sessions, outdoor play, snack time etc. to discuss appropriate ways to behave towards each other
- be aware of children who may be younger in the group, have less developed language skills, have less developed social skills etc. and help these children, when necessary, to integrate with others and avoid frustration from developing
- promote the values of respect, kindness and tolerance
- to observe and listen to interactions between children carefully and to intervene when necessary

Action to be taken if bullying behaviour is suspected:

- all instances of suspected bullying behaviour are to be acted on sensitively and appropriately
- speak to children concerned calmly, stepping in quickly to stop any harmful actions or hurtful comments
- inform all members of staff so they can observe carefully and record any incidents on the care list, especially lunch time supervisors
- add details to care list and check for any patterns of behaviour, times of day, other children involved etc.
- increase activities and role play which focus on PSE that challenge the behaviours that have been observed and promote better attitudes and behaviour
- continue to support all children and families throughout any actions that might be taken

Parents

- please inform staff of any signs that your child may be unhappy, unsettled or worried about school etc.
- please inform staff if your child's behaviour at home has changed, not sleeping, quiet, saying they have a tummy ache etc.
- please inform staff if you feel the behaviour or attitude of another child or adult is having an adverse effect on your child.
- please do inform staff if matters do not seem to improve or incidents start to happen again
- please ask your child to always inform the staff if anything happens at school which they don't like, worries them or hurts their feelings
- please encourage your child to have a positive self-image



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PREPARATORY

Further resources

Anti-Bullying resources – www.beatbullying.org

The Anti-Bullying Alliance founded by the NSPCC – www.antibullyingalliance.org.uk

Advice for parents and professionals to prevent bullying and promote assertiveness – www.kidscape.org.uk

Internet safety and cyber-bullying prevention- www.childnet-int.org

To help girls and families stay safe – www.safekids.com

Resources from CEOP – www.thinkuknow.co.uk

