ANTI-BULLYING POLICY
Preparatory School

Introduction

The School recognises the very serious impact of bullying with respect to its negative impact on the teaching and learning process and its potential to cause severe psychological damage which can affect the long-term health, well-being and confidence of the person being bullied, whether a pupil or a member of staff, and even in extreme cases their will to live.

This policy incorporates:

- Ways in which the School community will try to develop the pupils' social interaction skills, school systems and the School environment so that bullying is **prevented**;
- Procedures for **action** to be taken if bullying is reported;
- **Support** and guidance available for victims;
- **Sanctions** and guidance to be used with perpetrators of bullying.

It is the personal responsibility of each member of the School community, staff and pupils, to create an encouraging and respectful school ethos and a productive, uplifting working environment. The School recognises that learning takes place most effectively when pupils feel valued by their teachers, their peers and their family. Relationships between staff, between staff and pupils, between staff and families, and between the pupils themselves should be positive and caring. Staff and older pupils are expected to provide role models in this respect.

This policy is compliant with the contents of the February 2016 ISI Regulations, the 2017 published DfE document Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies and it incorporates strategies from the 2011 research report The Use and Effectiveness of Anti-bullying Strategies in Schools. It also includes advice from the 2014 DfE published documents 'Advice for parents and carers on cyberbullying' and 'Cyberbullying: Advice for Headteachers and School Staff'

The School complies, in its anti-bullying policy and procedures, with the requirements of the Equality Act 2010 and with the aims of the Public Sector Equality Duty of December 2023 All members of the school community are entitled to fair and equal treatment, regardless of race, religion or belief, disability, sex, gender reassignment, sexual orientation, age, pregnancy or maternity. The School also works to ensure that a pupil is not treated unfairly because of her appearance or dress. Equally in line with Part 3 of
the Children and Families Act 2014, the school will ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Governors, staff and pupils will work hard to:

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

Reviewed and approved by Governors' Academic Development Committee May 2024. Updated by the Head of the Preparatory School and the Assistant Head with responsibility for the EYFS. July 2026

The School will not discriminate unlawfully 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.

Criminal Law relating to bullying

Although bullying is not a specific criminal offence in the UK, some types of harassing or threatening behaviour could be a criminal offence under the following laws:

- Protection from Harassment Act 1997
- Malicious Communications Act 1998
- *It is an offence to send an electronic communication to another person with the intent to cause distress or anxiety, or to send something with an indecent or grossly offensive message or a threat or information that is false and known and believed to be false by the sender.*
- Communications Act 2003
- Public Order Act 1986

If a member of staff feels that a criminal offence may have been committed, they will consult with the Head of the Preparatory School who will discuss with the Head Mistress whether the assistance of the police will be sought.

Aims of the anti-bullying policy

The 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 in a secure and relaxed atmosphere and achieve their full academic potential. There is an expectation within the school of excellent standards of behaviour and mutual respect with staff and older pupils modelling positive conduct. Success and achievement, both inside and outside the classroom, are celebrated in order to encourage this positive environment within School. This policy should be read in conjunction with the following other policies:

- The Safeguarding and Child Protection Policy
- The Preparatory School Spiritual, Moral, Social and Cultural Education Policy
- The Preparatory School ICT & E-Safety Policy
- The Preparatory School Behaviour, Discipline and Pastoral Care Policy

Early Years Foundation Stage Pupils

Our EYFS Curriculum has been developed to ensure that every pupil's personal, social and emotional development will be supported at an age-appropriate level. Positive behaviour is promoted through modelling, routines and adult guidance. Responses to unkind or less desirable behaviour, will be developmentally appropriate, focus on teaching expected behaviours and when appropriate, involve parents. Punitive sanctions will be avoided.

Definition of Bullying

Bullying is aggressive behaviour, normally repeated over time, which intentionally hurts another student or group physically or emotionally. Such bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. The bullying may be motivated by actual differences or perceived differences. Peer on peer bullying/abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim. It can be the action of one individual or a group. It can be face-to-face, indirect or using technology (social websites, mobile 'phones, text messages, photographs and email).
This policy is primarily aimed at preventing the bullying of students.

Objectives 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.
- To apply the school's behaviour management sanctions if a pupil is found to have made a false allegation of bullying against a fellow pupil.

School statement of values

The Preparatory School aims to provide a supportive, friendly and safe environment for all pupils and staff: bullying is not tolerated, with the result that staff can teach and pupils can learn, contribute and achieve their potential. The following values, relevant to how we treat each other, were drawn up in consultation with pupils. They can be found amongst other places, in the Parent Handbook.

At MHSG 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 others' property.
- 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 realise that teasing can go too far.

Prevention

The school recognises the value of involving parents, to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. The purpose being that parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. Equally this approach will reinforce the value of good behaviour at home.

All pupils will be encouraged to understand the school's approach, so that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. The school will provide effective staff training, recognising that anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy. This includes its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

Staff should understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. The school's staff training will include a recognition that pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference.

The school will strive to make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. It is recognised that pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

Methods of bullying

• Verbal	Being insulting, abusive, offensive, hurtful; name-calling; spreading rumours; using sarcasm; using peer pressure on other pupils to make them act in ways that cause them to underachieve or to lose self esteem; hurtful teasing. It can be spoken or written. It can be placed on computers / mobile phones: mobile text messages or photographs /videos on camera phones/ social networking sites/ e-mails/ chat rooms/ websites.
• Physical	Violence of any form – for example, pushing, kicking, punching, hitting. Taking, damaging or hiding belongings.
• Behaviour	Behaviour (or body language) which others find intimidating, unfriendly, threatening, tormenting; excluding from friendship or working groups. Peer pressure to behave in inappropriate ways.

Examples of discrimination, harassment and victimisation

Race or religion, belief or culture	Offensive mimicry; taunts or jokes; wearing of provocative badges or insignia; racist graffiti; making fun of customs, accent or dress; refusal to co-operate or work with others of a different race, religion or culture.
Homophobic	Focusing on gay, lesbian or transgender sexual orientation.
Sexist Sexual	Comments denigrating one gender. Uninvited touching, sexual innuendo or propositions, pornographic images or graffiti, comments about emerging puberty or appearance.
Disability / special educational need	Offensive comments; taunts or jokes.

Pregnancy Maternity	Discrimination which contravenes legal requirements.
Age	Offensive language; discrimination in relation to job opportunities.

Girls frequently experience friendship issues which can be very distressing, but they are not usually classified as bullying. However, girls and parents will be supported in handling such issues, for example by resolving conflict through open discussion in the presence of a trusted member of staff.

Different roles within bullying incidents

1 **Ringleader**
The person who directs bullying activity through their social power

2 **Assistants**
They actively join in the bullying, sometimes because they are afraid of the ringleader

3 **Reinforcers**
They give positive feedback to the bully, perhaps by smiling or laughing

4 **Outsiders / bystanders**
They stay back and remain silent and therefore appear to support the bullying.

5 **Defenders**
They try to intervene to stop the bullying and comfort students who experience it.

Roles and responsibilities: Dealing with bullying incidents among pupils

It is the responsibility of all staff and governors to be alert to possible harassment, **to deal with incidents of bullying as the highest priority** and to follow the principles and procedures in this policy when following up cases of bullying.

Specific responsibilities are stated below:

- The **Governors** will evaluate and review the anti-bullying policy and will ensure that the policy complies with current legal requirements. The **Head of the Preparatory School** will report to the governing body about the effectiveness of the anti-bullying policy on request.
- The **Head of the Preparatory School** and **Preparatory School Leadership Team** will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The Head of the Preparatory School will keep a file of details on all incidents that s/he deems to be bullying.
- The **Head of the Preparatory School** will ensure the implementation of the anti-bullying strategy and that all staff (both teaching and non-teaching) are aware of the policy, and know how to identify and deal with incidents of bullying. Staff will receive relevant training update and guidance as required. Amendments to the policy will be discussed with all Preparatory Staff at staff meetings and circulated to staff for their records
- The **Head of the Preparatory School** sets the school climate of mutual support and praise for success, thus making bullying less likely. Staff ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this School. The Head of the Preparatory School draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head of the Preparatory School may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.
- The **Deputy Head of the Preparatory School** will arrange and monitor staff supervision duties, in order to ensure that there are no permanently unsupervised areas where bullying of pupils might occur.
- The **Staff team** will follow up reports of bullying of pupils:
  Class Teacher - Minor incidents and friendship issues

Deputy Head / Assistant Heads of Prep School - More serious incidents
Head of Preparatory School - Very serious incidents
Head Mistress - Bullying incidents requiring suspension or expulsion

- In all cases, the **Head and Deputy of the Preparatory School** will be informed via CPOMS; information will be shared with the **Deputy Head (Pastoral) of the Senior School, the School Nurses, or the Head Mistress,** as appropriate to support the victim.
- **Parents** are asked, via the Parent Handbook, to inform the Class Teacher or Prep Leadership Team if they are concerned that their daughter might be suffering bullying.

The role of all staff

All staff in the Preparatory School 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" of incidents of bullying – either as a victim or as a witness.

(See *Preparatory School Behaviour, Discipline and Pastoral Care Policy* for further detail on developing a positive ethos and learning environment).

Staff will further ensure that:

- They are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the class teacher of such observations.
- They select working groups and pairs so that girls have the opportunity to work with a variety of peers, not only friendship groups, through the year.
- The composition of groups shows sensitivity to girls who have been the victims of bullying.

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 Preparatory School participates in the national Anti-Bullying Week.

Line of referral for a member of staff

If a **member of staff** feels that s/he is being bullied by another member of staff (or indeed by a pupil), s/he should speak to their Line Manager in the first instance (Head of Preparatory School for Preparatory staff). If the Line Manager is the source of the alleged bullying, the member of staff should speak to the Deputy Head (**Curriculum**) of the whole school. Every effort should be made to resolve issues between staff informally through discussion. If there is agreement that the behaviour is indeed bullying and the intimidating behaviour continues after the informal discussion, the member of staff should keep a written log of incidents and may choose to follow the grievance procedure.

Line of referral for a pupil

Pupils are advised by class teachers in PSHE lessons, form time and assemblies, to tell their class teacher, assistant teacher, School Nurses, Prep Leadership Team, or other trusted member of staff immediately if they feel they are being bullied or treated unfairly in any way, or they have witnessed bullying or unfair behaviour towards another pupil. Guidance is given on prevention and protection against cyber-bullying in computing lessons, PSHE lessons and form time. Thoughts and feelings boxes

are used in each classroom so pupils can share with the teacher in written form, in case pupils find it difficult to communicate sensitive information verbally.

Promoting the policy and procedures to pupils, parents and staff

- **Pupils** will be informed by class teachers in PSHE lessons, form time and assemblies.
- **Parents** will receive information about the policy and procedures via the Parent Handbook, which is updated and issued annually.
- The awareness of **staff** about the principles of the school policy, legal responsibilities, methods to resolve and prevent problems and the sources of support available, is raised during staff meetings and briefings. Staff are also expected to read and understand the School policy on an annual basis via the staff handbook. Updates made to the policy will be emailed to staff.

Bullying outside school premises

If bullying that occurs outside school is reported to School staff, it must be recorded on CPOMS and shared with the Head of the Preparatory School **within twenty-four hours** of receiving the information.

The Head of the Preparatory School reserves the right to investigate and take action on a bullying incident outside school premises if it has a negative effect on relationships within school or if it has the potential to damage the good reputation of the School.

Monitoring, review and evaluation of the anti-bullying policy

This policy will be reviewed in accordance with MHSG policy review cycle and through its implementation assessed for its effectiveness. The policy will be promoted and implemented throughout the Preparatory School including the Early Years Foundation Stage.

- Details of investigative interviews will be recorded on CPOMS and shared with Head of the Preparatory School who will collate this information and revise procedures as necessary.
- An anti-bullying file will be maintained by the Head of the Preparatory School, who will make decisions on whether a class or year group need additional inputs on how to work co-operatively with others.
- Information on bullying incidents will be passed on to staff via Thursday briefing and advice given on action to de-escalate and stop bullying behaviour.
- Pupil voice surveys completed by the Deputy Head to annually audit how "safe" girls feel and whether they are clear about lines of referral and support for bullying within the Preparatory School.
- Thoughts and feelings slips placed in the boxes will be reviewed by the Prep Leadership Team.
- Parent surveys/forum will periodically include questions about bullying.
- The anti-bullying policy will be reviewed and updated at least every two years by the Head of the Preparatory School, and sooner if new government legislation or guidance becomes available**.**

- Reviewed and amended by H. Mortimer April 2021
- Reviewed and approved by Governors' Academic Development Committee May 21
- Reviewed and amended by S Gibbons April 2024
- Reviewed and approved by Governors' Academic Development Committee May 24

The guidance on the following pages relates specifically to bullying of a student by peer(s).

ANTI-BULLYING PROCEDURES

- **Staff guidance: General information**
- Treat reports by students of bullying (including cyber-bullying) very seriously.
- Do not ignore reports or suspicions of bullying.
- Unpleasantness by one pupil towards another must always be challenged.
- Take action immediately. This applies to all staff, not only teaching staff.
- If bullying is **discriminatory** or involves **persistent harassment** or **assaults**, it is a criminal offence. Report it to the Head of the Preparatory School or Head Mistress immediately.
- Produce a written record of each bullying incident and give this to the Head of the Preparatory School.
- Respect a pupil's request that information is dealt with sensitively and not discussed with other pupils.
- Support the victim in the weeks following the reported incident, to ensure that the bullying has stopped.
- Ensure that staff are aware of pupils to monitor during supervision.

Staff guidance: Referral procedure if bullying is reported or witnessed
Interviews should be recorded on CPOMS and shared with the Head of the Preparatory School.

For minor incidents
Report the incident to the pupil's Class Teacher, who will investigate and inform the Head of the Preparatory School in writing of the outcome, recorded on CPOMS.

For more serious incidents
Inform the **Head and Deputy Head of the Preparatory School** who will investigate and record the interviews and outcome in writing and log on CPOMS.

In the unlikely event of a physical assault, call for one of the School Nurses immediately.

If there is reasonable cause to suspect that a pupil is suffering or is likely to suffer significant harm, the bullying incident may be treated as a child protection issue. In this case, the Head of the Preparatory School / Designated Person will inform Children's Social Care of the pupil's local authority.

If the pupil has a special educational need or disability, the member of staff investigating will inform the Learning Support Co-ordinator and the School Nurses.

If the bullying involves any of the categories covered by the Equality Act (see page 1), inform the Head of the Preparatory School immediately.

Staff guidance: (1) investigation procedures

If the pupil is injured, take her immediately to the Nurse for a medical opinion of the extent of the injuries.

A: Interview the victim first:

- Act as soon as the bullying is reported.
- Use a room that allows you to interview in privacy.
- Ask the alleged victim to **write down details** and to sign and date her account. This may need prompting with questions from you afterwards to obtain the full picture – time, location, details of the incident, exact words used, any relevant previous incidents, names of any witnesses, etc. Ask for printouts of any relevant computer communications. Ask to see relevant mobile phone messages and write down the content and origin.
- If bullying is by pupils from another school, the class teacher should ask the Head of the Preparatory School to telephone the relevant Senior Leader of the other school to report the allegation and ask for a return call on the result of their investigation
- Avoid making premature assumptions of guilt at this stage. **It is very important not to make judgements before you have interviewed all concerned pupils.**
- Offer sympathy and support strategies.
- If the bullied pupil may perhaps have initiated a sequence of events that ultimately led to the bullying incident, for example by using inappropriate words in an email, help her to understand how this might have been misinterpreted.
- Instruct the alleged victim that she must not communicate with others about the bullying until other interviews have been completed.

B: Interview the alleged bully and any bystanders:

- It is important that other interviews take place without girls being able to discuss or text / email matters concerning the allegation with each other.
- The interview with the alleged bully should be immediately after the alleged victim's interview.
- Interviews with bystanders should take place at the same time if possible, but separately, to reduce the possibility of communication / intimidation.
- Ask the alleged victim and bystanders to **write down details,** and to sign and date the accounts. This may need prompting with questions from you to obtain the full picture.
- Reiterate to witnesses that there are no innocent bystanders – they are all responsible if anyone was suffering bullying and they took no action to help.
- Be non-confrontational.
- Do not attach blame until your investigation is complete.
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth, particularly if they have had an opportunity to discuss the incident in advance.
- Adopt a problem-solving approach that moves a bully on from justifying herself. Ask the alleged bully to suggest ways in which the incident might have been avoided and how the current situation could be improved.
- Tell all pupils interviewed that they must not discuss the interview with other girls.

Staff guidance: (2) Recording Procedures

- Write brief summary of incident(s) and record on CPOMS, linking names of other pupils involved.
- Scan the interview sheets and load into CPOMS.
- Ensure to alert the Head of Prep on CPOMS, who will print off the incident and store a hard copy
- The Head of Prep should ensure that each incident is read on CPOMS, in order to discuss a proposed solution and offer advice, including knowledge of any previous involvement in bullying.

- Send this to the Head of the Preparatory School to be stored confidentially in the Bullying Incidents file in the Head's office.

Staff guidance: (3) Action to punish the bully

A. Take appropriate action to deal with the behaviour of the bully.

- If you are satisfied that bullying did take place, help the bully to understand the consequences of her actions and face up to the harm she has caused. Warn her that there must be no further intimidation. Inform her of the type of sanction to be used and what will happen if bullying is repeated. (See below)
- If possible, try for reconciliation and genuine apology from the bully.
- Realise that some pupils have not appreciated the distress they were causing and are willing to change their behaviour. Do not force a face-to-face meeting. This must be the decision of the pupil who has suffered the bullying.
- Try to reach agreement on reasonable long-term behaviour and how the bully can repair the harm caused.
- Prepare the bully to face her peer group – discuss what she will say to others in order to limit rumours.
- Inform parents if their daughter has been involved in bullying others and record any conversation on the appropriate forms; copies of these should be attached to the single central account of the incident; for more serious incidents, the Head of the Preparatory School will contact parents. State what action you have taken and what punishment will be/has been imposed.
- Apply an appropriate level of sanction commensurate with the seriousness of the bullying. (See below)

B. Sanctions

Sanctions to deal with bullying behaviour will be dependent on the level, seriousness and persistence of the bullying and will take account of any special educational needs, disabilities and needs of vulnerable pupils, but will follow the hierarchy of sanctions in the *MHSG Preparatory School Behaviour, Discipline and Pastoral Care Policy*:

For minor or single incidents: a reflective "**grey card**" time out session will be issued, including an apology – verbal and written, and assurance that bullying will stop.
A "**yellow card**" that includes the above, plus behaviour tracking for a fixed period of time by the Deputy Head of the Preparatory School.
The above includes the removal of break time privileges or loss of break times for a fixed period of time. If the incident involves cyber-bullying, withdrawal of permission to use ICT/mobile phones in School may be issued.

In more serious cases, the bully may be given a detention in the form of loss of multiple break times and/or asked to sign a behaviour contract. Only the Head of the Preparatory School can issue a behaviour contract, in consultation with the Head Mistress. Parents will be asked to come into School to discuss the contract and the reasons for it.

Tougher sanctions will be needed if there has been violence, but this is a rare occurrence in our School.

If the situation continues to cause damage to the learning environment, a change of class may be considered for the bully.

In very serious cases of severe and persistent bullying, suspension from lessons (please refer to the 'Red Card' sanction in the Prep Behaviour Policy) or even suspension from school may be considered. In the most extreme cases, a student may be expelled. Only the Head Mistress can make a decision on these forms of punishment.

Staff guidance: (4) Action to support the victim

A. Follow-up checks
Please note that all follow-up checks must be recorded on CPOMS.

- If the victim visits the Nurse, the Nurse should check informally whether the bullying has stopped.
- The Class Teacher should check with the victim formally on a weekly basis for a month after the complaint of bullying, but not in front of the class, and again during the same half term.

B Support strategies
- Prepare the victim to face her peer group – discuss what she will say to others.
- Break up the group dynamics by assigning pupils to different places in class and inform all other single subject staff so that they can do the same.
- Most bullying groups have a ringleader with other girls being frightened of not bullying.
- Teach the victim to be assertive if confronted by the ringleader: Try to stay calm. Practise controlled breathing.
- Ignore the comments; pretend not to hear and walk away quickly OR
- use body language to look determined, strong and positive. Look the bully in the eye and tell her to stop. Be firm and clear.
- Shout "No, go away" as loudly as possible.
- Provide training to the pupil on building and maintaining working relationships.
- Give constructive advice if the victim seems to have been bullied because she is being a nuisance or intruding.
- Encourage the victim to tell a trusted adult in school straightaway if bullying is repeated.
- Encourage the victim to broaden her friendship groups by joining a lunchtime activity or team.
- Discuss bullying in a year assembly or in the form, and ask the class to suggest possible solutions.
- If bullying is about a particular issue (disability for example), mount an education programme during tutorial time, not focused on a particular child.
- If bullying occurs on the bus, ask a sixth former to take care of the victim.
- Ask another pupil to befriend and support the victim as a peer mentor.
- Provide support for family members to ensure pupils receive a consistent message at school and at home.
- Use Anti-bullying week activities, such as theatre-in-education performances on bullying, or workshops in class to raise awareness.
- Provide supportive strategy training / advice using books available from the Head of the Preparatory School: for example – "*Stick up for yourself*!" by Gershen Kaufman, Lev Raphael and Pamela Espeland; "*A smart girl's guide to friendship troubles*" by P K Criswell.
- Circle time in the class, at an age-appropriate level for the children concerned.

See also MHSG Preparatory Policies on Behaviour, Discipline and Pastoral Care; SMSC; PHSE and Citizenship, for further details with regard to establishing and maintaining an ethos of positive behaviour and respect for others.

Staff guidance: (5) Prevention of bullying through the curriculum

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- Issues regarding bullying, methods of dealing with bullying, peer pressure, prejudice and discrimination, stereotyping and assertiveness training will be discussed in the PHSE and Citizenship Programme, including myHappymind. Role play scenarios enable girls to practise how to react in bullying situations.
- Assemblies are another vehicle for teaching pupils about the differences between people and the importance, for instance, of avoiding prejudice-based language.
- PHSE lessons will cover friendships, teaching pupils how to manage their relationships with others constructively.
- PHSE lessons will include co-operative group work to enable pupils to explore issues by considering different points of view and to become integrated into the peer group.
- Opportunities for teacher-guided discussion of similarities and differences in major religions will be provided in the Religious Education curriculum.
- Staff will encourage pupil co-operation and the development of interpersonal skills through the use of group work and pair work in teaching methodology. Pupils will be allocated to groups selected by the teacher, and these will be changed at regular intervals to allow girls more contact with a wider circle of pupils in their year group.
- Victims of bullying will be drawn into working groups with children who do not abuse or take advantage of them.
- Opportunities to extend friendship groups and interaction skills will be provided through participation in House and extra-curricular activities, the Enrichment Programme and events such as drama productions, Theme Days, School Councils, Sports Leaders Award, concerts, charity and social events.
- Annually, the Preparatory School take part in the national Anti-Bullying campaign to raise awareness of bullying.

Staff guidance: (6) Pastoral support systems

See also MHSG Preparatory Policies on Behaviour, Discipline and Pastoral Care; SMSC; PHSE and Citizenship, for further details with regard to systems employed for establishing and maintaining positive pastoral support for all pupils in the Preparatory School.

Prevention

The Preparatory School's response to bullying does not start at the point at which a child has been bullied. Staff proactively gather information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

In the Preparatory School there is an ethos of good behaviour where pupils treat one another and the staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. *See also MHSG Preparatory Policies on Behaviour, Discipline and Pastoral Care; SMSC; PHSE and Citizenship, for further details with regard to establishing and maintaining an ethos of positive behaviour and respect for others.*

- The School Nurses will provide a "listening ear" for pupils to talk through relationship difficulties on a confidential basis.

- The School Council will provide an opportunity for pupils to suggest improvements to aspects of school life.
- Each EYES pupil will be allocated a "School Sister" to act as mentors and a "friendly face" in the School's community.
- Thoughts and Feelings boxes in every classroom to encourage pupils to share more privately.
- When investigating bullying incidents, staff will remind pupils about the part they can play in the prevention of bullying, including when they find themselves as bystanders.
- Assemblies will raise awareness of the negative consequences of bullying, for example during Anti-bullying Week and how students themselves can help in the prevention of bullying.
- Assemblies will provide opportunities to celebrate pupils' success and build self-esteem.
- A Bus Code of Conduct, developed with other local schools, aims to improve the standard of behaviour on journeys to and from school.
- Circle time in the class, at an age-appropriate level for the children concerned.

Involving parents in order to support pastoral care within school

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. Parents have a responsibility to support the Preparatory School Anti Bullying Policy and to actively encourage their child to be a positive member of the school. The Head of the Preparatory School 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.

Advice to parents

Via the Preparatory School Parent Handbook and welcome / curriculum information evenings, all parents are advised 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 witnessing bullying, it is suggested that parents:

- Ask their child directly if they are being bullied.
- Don't agree to keep bullying a secret.
- Talk to the Head of the Preparatory School.
- Ask to see the Anti-bullying Policy.
- Put computers in communal rooms and ask to be told if bullying occurs.
- Help with strategies, for example: saying "No" / how to tell an adult.
- Keep a written diary of all incidents.
- Promote friendship with other people to support their child.

Advice to pupils

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

- Telling an adult if they are being bullied or witness bullying.
- Stop thinking like a victim – walk tall and pretend to be confident.
- Laughing at or ignoring comments so they give the bully the reaction they do not want.
- Keeping a diary of events.
- Playing in a group and cultivating a circle of pupils to play with; not focusing their friendships on individual pupils.

The Preparatory School approach to behaviour, discipline and pastoral care aims to foster 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.

Staff guidance: (7) Cyber-bullying

See also MHSG Preparatory Policies on Behaviour, Discipline and Pastoral Care; ICT and E-safety, for further details with regard to systems for preventing and addressing any incidents of cyber-bullying within the Preparatory School.

Cyber-bullying has become an increasing problem in recent years as a result of widespread access to technology. It is particularly difficult to control as it can be directed at a person at any time of day or night and wherever they are. It can be forwarded to a huge audience by the click of a button. UK studies suggest that 20 per cent of young people have suffered cyber-bullying. The following information has been incorporated into the Parent Handbook to be published annually. Staff are asked to follow this guidance when they are advising pupils who are victims of cyber-bullying.

Most technology is used very responsibly. Young people generally use the internet or mobile phone in a positive way as part of their personal, social and academic development. Unfortunately, modern technology is also occasionally used negatively. The School expects that its students will not use technology inside or outside school premises as part of cyber-bullying and that both pupil and parents will co-operate with any reasonable investigation of the use of that technology by the School.

Cyber-bullying is defined as the use of technology deliberately to upset someone else. The following technology may be involved:-

Mobile phones	Instant Messenger	Chatrooms and message boards
Email	Webcams	Social networking sites
Virtual worlds	Video hosting sites	Gaming sites and consoles

Virtual learning environments

The law has recognised that there is no longer a clear boundary between behaviour within a school and the external behaviour of its pupils. Unpleasant messages or images may be sent outside school time. Naturally we would expect parents to play the main role in dealing with any out-of-school incidents and guidance is provided to parents about setting clear boundaries with regards to their child's internet use in introductory evenings at the start of the academic year. If there is a clear link between a pupil's distress in school and inappropriate bullying behaviour offsite by other pupils, for example on the bus to and from school or through computers and mobile phones, we reserve the right to take such action as is reasonable with a view to stopping the alleged bullying and helping to mend relationships. This may involve a ban on bringing a mobile phone onto school premises or a search through a pupil's phone by a senior member of staff where a student is reasonably suspected of involvement in an incident of cyber-bullying. Inappropriate files or images may also be deleted.

Parents are also advised that there is a general increase in the use of fake profiles from which pupils can bully each other. Unless there is evidence of criminality in what is said via such fake profiles, there is very little the School can do to identify who is responsible unless evidence indicates blame. In such

situations, support can be offered to the victim and social networking hosts advised of the profiles which can then be taken down.

The guidance for parents and students below is adapted from the DfE document *'Advice for parents and carers on cyberbullying'*, published in November 2014.

Parental advice on how to prevent cyber-bullying:

Parental advice

Parents are provided with and directed to current advice and suggestions for keeping their primary age children safe on the internet at home in the Preparatory School Parent Handbook (updated and republished for parents annually in June), the curriculum information and welcome evenings, and the Preparatory Weekly Bulletin, for example drawing their attention to the advice on the "internetmatters" website: http://www.internetmatters.org/schools/primary/

Advice for parents to share with their children when using mobile phones or the internet at home (included in the Preparatory School Parent Handbook):

- Remember that anything you place on technology (examples listed above), can be made public within seconds. You have very little control over this. **Nothing is guaranteed to stay private**. Whatever you send to others can travel world-wide and could stay on-line for ever. University admissions officers and future employers may be able to view messages, films and photos posted years before.
- Be careful what you say on-line or in text messages. It is easy to upset someone by not reading carefully what you have written before pressing the SEND key. Be careful what images you send.
- If you receive a nasty or rude message about someone, or a photo of them, **do not forward it** to anyone. Doing this means that you will be taking part in the bullying. You could even be breaking the law.
- Keep your password to yourself. Do not let anyone see you key it in. Do not let anyone know it or use it. Change your password regularly. Choose hard-to-guess passwords with symbols or numbers. This makes it harder for others to hack into your account.
- Only give your mobile number or personal website address to loyal friends whom you trust completely. Remember also that some people change friends often, especially in the late primary and early teenage years.
- Choose the highest security settings on internet sites; do not rely on default settings.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent or a teacher.
- While you are on your mobile phone make sure you also pay attention to your surroundings.
- If you see cyber-bulling taking place, support the victim. Report the bully. Bullies get away with bad behaviour if no one tells.
- **Essential advice for parents of primary age children: it is extremely important to remember, for the above reasons, that no pupil in the Preparatory School should have an account for an internet service that is only available to children over the age of 13, for example: Instagram or Facebook. If you discover that your child has personal access to one of these sites, contact the provider to have the account**

blocked. This protects them and provides you with peace of mind with regard to their online safety.

How to respond if you are bullied: advice to pupils

- Do not reply to bullying messages.
- Do not retaliate by sending unpleasant messages back.
- Use the blocking and reporting facilities of the website, and tell a trusted adult immediately.
- If necessary, with help from a trusted adult, change your contact details such as your instant messaging identity or your mobile number.
- Save the evidence. Keep copies, records and dates of offending messages, pictures and on-line conversations. Evidence will be needed by school, internet service providers and mobile phone companies. If the cyber-bullying breaks the law, the evidence may be needed by the police for an investigation. Note that internet service providers will remove text or photos only if they break the law or the company's own terms and conditions.
- To get help if you are worried or afraid:
  - Tell a parent or adult you trust.
  - Call a helpline like Childline on 0800 11 11
  - Check the provider's website to see how to report incidents.
  - Ask a trusted adult at your school for support and advice
  - If the cyber-bullying breaks the law, your parents may decide to contact the police.

Parents are advised to be alert to signs of upset or withdrawn behaviour in their daughter after her use of the internet or a mobile phone.

Further sources of information for staff and parents:

Specialist organisations:

- **The Anti-Bullying Alliance (ABA**): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- **The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying:

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves 12
- **Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- **Digizen:** provides online safety information for educators, parents, carers and young people.
- **Advice on Child Internet Safety 1.0**: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

- **EACH: (Educational Action Challenging Homophobia**): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for
  teachers.

SEND

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.
- **Cyberbullying and children and young people with SEN and disabilities**: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

- **Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- **Kick it Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.
- **Anne Frank Trust:** Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.