



Anti-Bullying Policy

This policy applies to all sections of RGS Prep School, including EYFS. Our intention is to fulfil our school's aims and objectives.

1. Aims

It is our primary aim that every member of the school community, feels valued and respected, and that each person is treated fairly. We are a caring community, with values built on mutual trust and respect for all. Our aim is for all pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and develop tolerance and understanding towards each other. Individual differences, which are often the focus for bullying should be understood, accepted and appreciated, so that everyone feels valued and respected.

At RGS Prep School every individual is valued for who they are and what they contribute to the school. Our Values system is intended to support the personal, social and spiritual development of every pupil throughout the school. The whole staff team and all the pupils are involved in promoting the values and recognising where others are 'living the Values'. Our Values have been selected by the school community as values which are important within the school and which we see as important throughout life.

2. Objectives

- To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs.
- To conduct staff and governor training to maintain the high profile of the anti-bullying policy and to introduce new initiatives.
- To build understanding and discussion of anti-bullying and related topics into the PSHCE programme.
- To confirm frequently that pupils will always be supported if bullying is reported.
- To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done.
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies July 2017, The Prevent Duty June 2015, CAFA 2014 and Keeping Children Safe in Education 2023. Parents can access this policy in the parents' area of the website and upon request from the office.

3. Definition of bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, banter, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying is recognised by the school as being a form of Child on Child abuse. It can be emotionally abusive and can cause severe and adverse effects on pupils’ emotional development.

Forms and types of bullying covered by this policy:

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Physical bullying
- Emotional bullying
- Bullying of young carers, children in care or otherwise related to home circumstances
- Prejudicial bullying (against people/pupils with protected characteristics); Bullying related to race, religion, faith and belief and for those without faith; Bullying related to ethnicity, nationality or culture. Racist/Religious or Cultural bullying refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour ethnicity, culture, faith community, national origin or national status.
- Bullying related to Special Educational Needs or Disability (SEND). This bullying refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalised and excluded, powerless or worthless because of a disability. Children with special educational needs may be bullied because of their perceived differences.
- Bullying related to physical/mental health conditions.
- Sexual bullying and or related to sexual orientation. Sexual/Sexist or homophobic bullying refers to a range of hurtful behaviour, both physical and psychological, that makes the person feel unwelcome, marginalised and excluded, powerless or worthless because of their gender or sexuality.
- Child on Child abuse. This bullying is most likely to include but may not be limited to physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence and sexual harassment, sexting (also known as youth produced sexual imagery, initiation/hazing type violence and rituals. Knowing what to look for is vital to early identification of child-on-child abuse and preventing it from escalating. Staff are provided with

regularly updates and appropriate safeguarding training that enables them to understand:

- How to identify the indicators of abuse. What to do if they have a concern about a child
 - How to respond to a report of abuse
 - How to offer support to children
 - Where to go if they need support -This is explained in part 1 of [Keeping Children Safe in Education](#), the Department for Education's (DfE's) statutory safeguarding guidance.
- Cyberbullying: This is the use of Information and Communications Technology (ICT) deliberately to upset someone else. It can encompass all areas of the internet, such as email and internet chat room misuse, personal web spaces in social networking sites such as Facebook, Snapchat, WhatsApp and Instagram, threats made by text messaging and calls and the misuse of associated technology, i.e. camera and video facilities. Pupils will often have access to technologies that have both positive and negative potential. Consideration is given to the use of technology within the school setting and beyond, and this policy is clear, understood and respected by staff, pupils and the wider school community. These areas are important:
 - There are clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy
 - There is clear guidance on the use of technology in the classroom and beyond for all users, including staff, pupils/pupils and visitors that references permissions/restrictions and agreed sanctions
 - RGS Prep has technical provision/infrastructure and the safeguards in place to filter and monitor inappropriate content and alert the school to safeguarding issues
 - RGS Prep builds resilience in its pupils to protect themselves and their peers through education and information
 - Inset training for staff safeguarding professional development includes online safety
 - There are reporting mechanisms available for all users to report issues and concerns to the school
 - RGS Prep informs, communicates with and educates parents/carers in online safety by means of an acceptable use policy and e-safety information evenings for pupils and their parents
 - The management of personal data for staff and pupils is in line with statutory requirements.
 - To counter cyberbullying, pupils must be made aware that:
 - They must never share their password with anyone
 - They must not send inappropriate pictures of themselves or others electronically
 - No pupil is permitted to take pictures or video on their personal device of another student or member of staff without permission, whether on school premises or not.
 - Further information can be obtained from the ICT policy, link below:
[ICT Policy](#)

4. RGS Prep School ethos

The school does not tolerate bullying or harassment. It is the right and the responsibility of everyone to report bullying when it happens.

RGS Prep recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential:

- We monitor and review our anti-bullying policy and practice on a regular basis and especially if a serious incident of bullying should occur.
- We support staff to promote positive relationships to help prevent bullying
- We recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include pupils with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
- We intervene by identifying and tackling bullying behaviour appropriately and promptly.
- We ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- All members of the community work to uphold the anti-bullying policy.
- We recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- We deal promptly with grievances regarding bullying in line with our complaints policy.

5. Indications

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, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to the Medical Room with symptoms such as stomach pains, headaches etc.
- 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, experiencing nightmares etc.
- 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.

Even if you are unsure, it is better to raise the issue with a responsible adult. We encourage parents to contact RGS Prep when they have concerns.

All staff, whether teaching or non-teaching, administrative and maintenance, catering or ancillary play their part in making the school what it is. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

6. Staff procedures

The awareness of staff should be raised through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are available; where appropriate, schools can invest in specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

The following steps should be taken when dealing with incidents:

- If a boy reports an incident to you, remain calm: reacting emotionally may add to the bully's enjoyment and control of the situation
- Reassure the victim(s) and ensure that they are not made to feel inadequate or foolish
- Offer concrete help, advice and support to the victim(s)
- If bullying is suspected or reported by a boy, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS which alerts the Head, Deputy Head and Head of Wellbeing.
- The Head of Wellbeing will interview all concerned and will record the incident
- Form teachers will be kept informed and all subject teachers will be informed through the pastoral care email. If the situation persists parents will be kept informed.
- Disciplinary measures will be used as appropriate and in consultation with all parties concerned.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: ▫ looking at use of the school systems; ▫ identifying and interviewing possible witnesses; ▫ Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from

circulation. This may include: Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content. ▪ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy

- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: ▪ advising those targeted not to retaliate or reply; ▪ providing advice on blocking or removing people from contact lists; ▪ helping those involved to think carefully about what private information they may have in the public domain.

After the original incident all staff involved in its discovery and resolution should ensure that: -

- The incident does not live on through reminders from them to the perpetrator(s).
- Forethought is given to the prevention of future recurrences of the incident, especially if the factor which triggered it in the first place has been identified.
- They are not being overprotective and not allowing the victim(s) to help themselves where they can.
- The bully(ies) are not assumed to be irrecoverably bad. They should be encouraged to view their anti-social behaviour objectively, and given a change of heart on their part, the possibility of their restoration as valued members of the community should never be in doubt. Their inability to relate to the community may have been a problem which helped to trigger their anti-social behaviour in the first place. Further stigmatisation could serve to aggravate their problem.
- Accurate records are kept by the Head of Wellbeing to ensure that any patterns can be identified and addressed.

7. Discipline

Bullying is completely unacceptable; it will not be tolerated.

The following disciplinary steps can be taken:

- official warnings to cease offending
- yellow and red reflections
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion

- permanent exclusion.

Parents of a pupil who has bullied others can expect to be asked to attend a meeting with the Head to discuss the situation.

8. Supporting pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied others will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

Pupils who observe bullying are told to support victims by:

- Refusing to join in
- Standing up for the victim
- Pointing out to the bully that they are bullying
- Showing the victim kindness
- Tell an adult

It is important that pupils develop their emotional skills and knowledge by learning to behave in ways which do not cause hurt in the future. Moreover, pupils need to learn how they can take steps to repair the harm they have caused.

9. Prevention and reduction of bullying

Proactive measures exist implicitly within the ethos and aims of the school. Through our pastoral care provision, PSHCE curriculum and through our 'Values' system, pupils and parents are aware of the school's objective to foster an inclusive, safe and happy environment where all pupils can flourish. Staff act as good role models to the pupils, and prefect leadership training encourages the Year 6 pupils to also show the younger children how to behave in support of this policy. Active steps are taken to pre-empt behaviour that may lead to bullying.

Changing the attitude and behaviour of pupils involved in bullying is a key objective of the positive procedures used by the school and therefore building the self-confidence and self-esteem of all individuals is the key preventative measure.

Within the curriculum we will raise the awareness of the nature of bullying through inclusion in PSHCE, form teacher time and assemblies, as appropriate, to eradicate

such behaviour. Circle time and the use of Golden Time will also be used in EYFS and Pre-Prep.

Appropriate 'Values' posters are on display around the school, whilst positive behaviour and our Code of Conduct posters are in every classroom in the Prep Department. Copies of the Golden Rules are displayed in EYFS and Pre-Prep classes.

Staff should note that bullying tends to occur under the following circumstances:

- a) Inadequate staff supervision.
- b) Boredom resulting from lack of purpose eg changing rooms.
- c) Overcrowding of communal areas, and where there is no place for pupils to withdraw from the hurly burly of school life.
- d) Poor morale or lack of trust and openness and where pupils feel unable to share problems with staff.
- e) Delegation of duties to prefects without adequate training, preparation and above all supervision of the way these duties are being performed.

Staff on duty should ensure that all areas of the school should be visited during their period of duty.

10. Monitoring, evaluation and review

This policy is reviewed annually and changes are considered in the light of its implementation and effectiveness. The policy is promoted to staff, pupils and parents and implemented throughout the school, both the Prep and Pre-Prep departments.

11. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

This policy should be read in conjunction with the following documents:

- Trips Policy
- Pastoral Care Policy
- Equal Opportunities Policy

- Behaviour, rewards, discipline and sanctions policy
- Complaints policy
- Safeguarding, including mobile phone and social media policies
- E-Safety and Acceptable Use Policies (AUP)
- Curriculum, teaching and learning policy
- PSHCE policy

Reviewed by:

The Head of Wellbeing July 2023

To be reviewed in July 2024

Appendix 1:

ANTI-BULLYING POLICY – GUIDANCE FOR PUPILS

THE RULES

1. The school does not tolerate bullying or harassment.
2. It is the right and the responsibility of everyone to report bullying when it happens.

WHAT TO DO

IF YOU ARE BULLIED:

1. Tell the bully to stop. State clearly that his behaviour is unwelcome and offensive.
2. Talk about it to someone whom you trust; this may be a teacher, a prefect, another pupil, or a parent.
3. Report it to a member of staff or your parents or a prefect. Have confidence that such information will be treated with sensitivity.

IF YOU KNOW THAT SOMEONE ELSE IS BEING BULLIED:

1. Show the victim kindness. Care enough to do something about it, whether it affects you personally or not.
2. Refuse to join in.
3. Stand up for the victim.
4. Point out to the bully that they are bullying.
5. Report it to a prefect or a member of staff.

IF YOU ARE BULLYING SOMEONE:

1. Imagine what it is like to be your victim.
2. If you need help to stop what you are doing, talk to a member of staff.
3. Do not expect that you will be allowed to continue your behaviour.

Remember that the normal range of school sanctions (from verbal warning to expulsion) is available when dealing with incidents of bullying.

Appendix 2 – Advice to Staff on bullying

RGS Prep staff must make a strong stand against bullying. They should;

- Not allow it anywhere
- Support children who are being bullied
- Help the bullies to change their behaviour
- Tell children to 'tell' and back them up
- Take bullying seriously and find out the facts when told about an incident of bullying
- Ensure that children, parents and teachers take responsibility for any bullying that goes on
- Break up groups of bullies by not allowing them to play, sit, eat, etc., together
- Use peer pressure against bullying behaviour.
- Clearly identify and communicate bullying behaviours.

What to do when confronted with a report of bullying?

- Listen carefully and record all incidents
- Question, but do not ask leading questions
- Meet the bully and the bullied separately
- Offer the victim immediate support and help by explaining and putting the school's procedures into action
- Consider the need for medical treatment/examination/counselling.

RGS Prep is committed to reinforcing the messages below in PSHCE, assemblies and tutor sessions.

- When someone is being bullied or is in distress, take action. Watching and doing nothing always suggests support for the bullying
- Pupils should inform an adult immediately if they do not wish to get involved at the scene of the problem
- Do not tolerate bullies in the same social group.

The Role of Counselling

Counselling may form an important part of any bullying case, both for the bully and the bullied.

Appendix 3 – Advice to pupils on bullying

SOME THINGS PUPILS SHOULD DO IF THEY ARE BEING BULLIED:

- Tell an adult you trust
- Tell yourself that you don't deserve to be bullied
- Get your friends together and say no to the bully
- Stay with groups of people, even if they are not your friends. There is safety in numbers
- Try to ignore the bullying
- Try not to show you are upset, which is difficult
- If possible, avoid being alone in a place where bullying happens
- Try being assertive - shout 'NO' loudly
- Walk quickly and confidently even if you don't feel that way inside
- If you are in danger, get away. Do not fight to keep possession
- Fighting back may make it worse
- If you are different in some way, be proud of it. It is good to be an individual

Statutory duty of schools

Headteachers have a legal duty for the drawing up and implementing of an effective anti-bullying strategy according to the guidelines laid down by the Independent Schools Standards Regulations 2018.