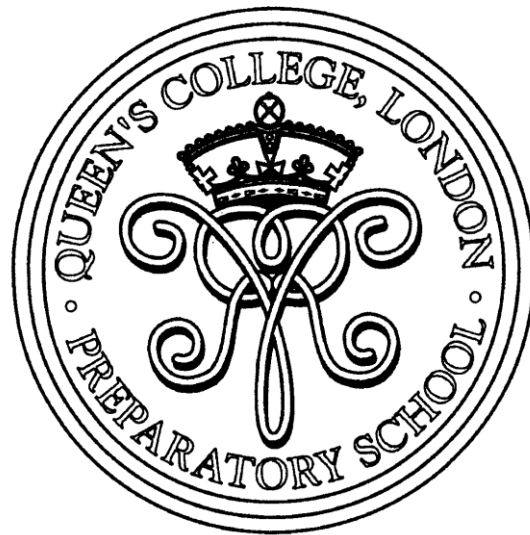


# **Queen's College Preparatory School** (including Early Years Foundation Stage)

## **Anti-Bullying Policy**



## QCPS: Anti-Bullying Policy Document

This policy supports the aims of the Pastoral Care Policy Document and the two documents should be read in conjunction.

### Our Approach

We provide a school environment where children can work and play happily and safely.

We promote an atmosphere that allows children to talk openly and confidently about concerns.

We encourage our children to develop positive and co-operative relationships with each other.

We oppose all forms of bullying and such behaviour is not tolerated.

We take each allegation of bullying seriously.

We listen to and support children who experience bullying.

We work with the perpetrator to change their behaviour.

### Bullying: a definition

*Bullying is **repeated** behaviour that consciously hurts, threatens, frightens or humiliates someone.*

There are different sorts of bullying, but the main types are:

**physical:** pushing, hitting, kicking the victim or damaging, hiding and taking their belongings.

**verbal :** name calling, teasing, insulting, spreading rumours

**cyber:** texting/emailing unkind messages, or other forms of communication using technology

**emotional:** being unfriendly, excluding, ignoring, tormenting, looks or abusive gestures.

**racial / religious / cultural:** focusing on race, religion or cultural background

**sexual harassment:** unwanted or unwelcome physical contact, abusive comments, abusive behaviour and sexist graffiti.

**homophobic:** focusing on the issue of gender or sexual orientation

**passive:** being a bystander, not informing an adult, not getting help, not telling.

It is important to realise that being passive reinforces the power of the bully and makes the bystander partly responsible.

## **Possible Signs and Symptoms of Bullying**

Signs and symptoms that a child is being bullied may include:

- Deterioration of work
- Feigned illness
- Unusual shyness and nervousness
- Isolated and withdrawn behaviour
- A desire to remain with adults
- Erratic attendance
- Fear of the journey to school
- Clothes, possessions and/or books regularly go missing or damaged
- Unexplained bruises, scratches, cuts
- Having nightmares or crying themselves to sleep
- Asking for money or beginning to steal money (to pay the bully)
- Expressing low self-esteem
- Giving improbable excuses to explain any of the above

### **QCPS's approach to prevent bullying:**

PSHE lessons and Form/Circle Time provide opportunities to explore bullying as a topic. Issues considered include why bullying happens, alternative ways of behaving and strategies for dealing with difficulties.

Curriculum areas such as English and Drama offer opportunities to explore relationships with bullying as one theme.

Teaching methods employed encourage co-operative work inside and outside the classroom.

Extra-curricular activities provide opportunities for encouraging better co-operation and understanding between children.

Where appropriate form teachers provide time for class groups to discuss issues related to relationships and consider strategies for dealing with difficulties.

Assemblies are recognised as an important forum to raise awareness and restate expectations of behaviour.

Positive behaviour is encouraged and expected at all times. The Code of Conduct is known to all members of the school community. It is also recognised and fostered by our reward system.

Girls are taught about the safe and appropriate use of the internet. Certain sites are blocked and the teachers monitor pupils' use. Sanctions may be imposed for the misuse or attempted misuse of the internet.

Girls are offered guidance on keeping names, addresses, passwords, mobile phone numbers and other personal items safe.

Mobile telephones are not permitted in school.

Residential and day visits are seen as an excellent way of developing positive relationships and mutual understanding.

### **Key Advice to Adults Working at QCPS:**

All children at QCPS must believe and know that they will be listened to and accepted, and that our response will be swift, effective and sensitive to their concern.

Anyone who suspects bullying may be happening must inform the relevant form teacher of those suspicions.

If a child discloses to an adult that they believe they are being bullied or think that bullying is taking place, that teacher must listen carefully and record the information. Again this information must be passed on directly to the form teacher.

All adults working at QCPS need to be vigilant. There are times and places where victims are more vulnerable, and bullying not easily seen. Outside classrooms in the corridors and stairwells, rooms used for changing, play areas and the toilets are such places.

### **Procedure for Form Teachers**

It is the form teacher's responsibility to investigate thoroughly an allegation of bullying.

*Bullying is **repeated** behaviour that consciously hurts, threatens, frightens or humiliates someone.*

In each case the teacher will follow the procedure set out below:

- inform the Assistant Head (Pastoral) and Headmistress immediately about the allegation
- talk to each child separately in a quiet room.
- record in a clear and factual way each interview.
- meet with the Assistant Head to discuss the information gathered from the interviews and decide upon the next course of action.
- have follow-up conversations / interviews as appropriate with each child. Make a record.

If it is established that there has been bullying the following steps will be taken:

- the bully needs to be made to understand that their behaviour has caused distress and unhappiness to another child and that it must stop instantly. They need to know that such behaviour is not acceptable at QCPS. The way this will be effected will vary depending on a number of factors including the age of the child and the circumstances. However, in all such cases parents of the children involved will be asked to come into school to meet the Assistant Head (Pastoral) and Headmistress.
- the bully will be helped and guided usually by their form teacher to change their behaviour.

- the victim of bullying will need reassurance that they will be free from bullying and will receive support.

### **Follow-Up Action**

- the form teacher files the interview records in the appropriate class folder with copies to the Assistant Head (Pastoral).
- the form teacher monitors the behaviour of the bully and the recovery of the victim. The aim and hope is for the form teacher to be able to reach a judgement that the matter can be considered closed.
- if the bullying returns the form teacher informs the Assistant Head (Pastoral) to discuss the next course of action. From this point the Headmistress will take responsibility.
- persistent bullying may result in parents being required to remove their child from QCPS.

### **The Message We Give To Children**

Children at QCPS are told that if they are being bullied, or know that someone else is, they should tell the adult of their choice. They are assured that such incidents will be dealt with. This message is delivered through PSHE/ Circle Time and supported by assemblies.

### **The Message We Give To Parents**

Parents are advised to talk to their child's form teacher immediately if they believe their daughter is unhappy / upset or has any worries about school – we acknowledge that bullying may be a cause for the distress that a child feels. Parents are also asked to encourage their child to talk to their form teacher if they are worried about something at school.

### **Evaluation of Policy**

This policy is reviewed each year by the Council of Queen's College at its Annual General Meeting.