



PEMBROKE HOUSE



ANTI BULLYING POLICY

A whole-school policy including the EYFS



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1. Introduction

Pembroke is committed to providing a caring, friendly, safe and healthy environment for all our pupils so they can learn in a relaxed and secure atmosphere. We regularly affirm our fundamental tenets and ethos through chapel, form time, tutor sessions and house meetings.

All bullying, whatever the motivation or method is unacceptable and will not be tolerated at Pembroke. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The UK Education (Independent School Standards) Regulations 2014 and the Inspection Framework requires inspectors to make a judgement on the extent to which leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.

This policy outlines both the preventative work we do with children to reduce the risk of bullying behaviour occurring and how we respond when bullying incidents arise.

2. Definition of Bullying

At Pembroke, we define bullying as repetitive, intentional hurting of one person by another person or group, either physically or emotionally. It can happen face to face or online.

Bullying may be:

- **Emotional** – examples include being unfriendly, excluding or tormenting
- **Physical** – examples include hitting, kicking, pushing, biting, pinching, taking another's belongings and use of violence
- **Prejudice based and discriminatory including racial, faith-based, gendered (sexist), homophobic, biphobic, transphobic, disability based** – examples include taunts, gestures, physical or verbal abuse focused on particular characteristics e.g. gender, race and sexuality
- **Sexual** – examples include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attentions, comments about sexual reputation or performance or inappropriate touching.
- **Direct or indirect verbal abuse** – examples include name calling, sarcasm, spreading rumours, teasing, belittling, leaving someone out.
- **Cyberbullying** – bullying that takes place online such as through social networking sites, messaging apps or gaming sites.



These forms of bullying may occur separately or coexist.

3. How we respond to bullying incidents

- **Identifying Bullying**
 - All staff are trained on the need to take reports of bullying seriously.
 - Staff should be vigilant and look out for any signs that a child may be experiencing bullying. Examples of such signs include changes in behaviour, becoming shy and nervous, feigning illness with regular visits to the Sanatorium or frequent absences due to ‘tummy aches’, becoming clingy and tearful or not wanting to come to school. These are all indicators that could signify all is not well at school.
 - House staff should be particularly vigilant at listening to older pupils and dormitory prefects, holding dormitory prefects’ meetings, and supervising children at shower times and bedtimes.
- **Receiving a bullying report**
 - If a staff member suspects that an individual or a group is being bullied but is unsure, he or she should pass on the information to the tutor, Deputy Headmaster Pastoral, Headmistress and (when necessary) the Designated Safeguarding Leader.
 - Where parents/carers have concerns about bullying, they must inform Class Teachers in the first instances.
 - There is a “Problem Box” in the library for pupils to report instances of bullying.
- **Recording bullying incidents**
 - When an incident of bullying is reported, the Deputy Headmaster Pastoral will endeavour to make a written account of the incident within twenty-four (24) hours of the incident occurring.
 - Bullying incidents are recorded using a Bullying Incident Report Form

4. How we support pupils affected by bullying behaviours

The priority of all staff in supporting a child who has been targeted by bullying is to ensure that they feel safe. We seek to be led by the child’s wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour.

There are a range of strategies that may be deployed to support a child affected by bullying behaviours, including:



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- Providing a named adult in school with whom the child feels comfortable talking to about the situation to monitor the situation and check-in regularly with the child.
- Participating in PSHEE and having access to aspects of our Anti-Bullying Prevention Education Curriculum content
- Referring the students to counselling services, with parental consent

As a school we have a duty of care towards all children and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support may include:

- Restorative work to help the child face up to the harm they have caused, learn from it and repair the harm.
- Attendance at social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem solving.
- Providing structured positive playtime/lunchtimes
- Participating in whole school PSHEE to access aspects of the Anti-Bullying Preventative Education Curriculum content
- “What's the Buzz” a training program for social skills conducted with tutors on a weekly basis.
- Accessing support from external agencies and professionals including counselling services

Certain cases of bullying, the school will consider the use of disciplinary sanctions e.g. in the case of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sanctions will be applied fairly and proportionately in accordance with the School's Behaviour Policy. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The school will draw upon the school's Behaviour Policy and follow the systems of sanctions, which includes:

- Removing/separating the perpetrator from other individuals or groups of children
- Removing/excluding the perpetrator from certain whole school activities or key points in the day e.g. break times/ lunchtimes

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- Withdrawing privileges
- Use of detention.
- Fixed term exclusion
- Official warnings to cease offending

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

5. Measures we have put in place to prevent bullying

- We make it clear to all members of our school community that bullying is unacceptable and that we take a zero-tolerance approach to bullying.
- There are many opportunities in the daily life of the school for issues relating to bullying to be addressed. PSHEE lessons offer a positive opportunity to talk about this issue and the impact of such lessons cannot be underestimated. Role play and drama allow pupils to consider and reflect upon their actions in a secure, non-threatening way. Tutor periods and whole school assemblies offer a useful forum for general debate and the highlighting of bullying and how to deal with it.
- Tutors, form teachers and PSHEE teachers emphasise the school's policy on behaviour regularly and allow time for discussion of behaviour as the need arises. Pupils will be positively encouraged to talk about any experiences or issues that are troubling them and to use the Problem Box.
- When staff receive Child Protection and Safeguarding Training, bullying matters are included within this. In addition, relevant outside agencies may be brought into school to offer training (an example being the Childnet workshop on "Cyber Bullying" which was presented to staff and parents).
- All pupils are reminded regularly of the need to share their worries with either their friends or adults. Tutors and teachers, Houseparents, Designated Safeguarding Lead, Deputy

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Headmaster Pastoral and the Headmistress are always available to the pupils. They are also encouraged to share any concerns with their families.

- Whilst bullying can occur anywhere and at any time, the school identifies ‘at risk’ areas and times and provides adequate supervision e.g. free time, ICT, dorms.
- Discussions relating to pupils’ academic and pastoral welfare are conducted at all Staff Meetings (which are held twice weekly). Furthermore, staff regularly talk about pupil issues during the daily “Staff Shout”.
- All reported incidents of bullying are followed up and appropriate action taken and monitored. The nature of the action will vary depending on what has taken place and what is considered appropriate in terms of support and punishment.
- We confront pupils about unkind or anti-social behaviour and when such incidents occur inform the relevant tutors, Headmistress, Deputy Headmaster Pastoral and (when necessary) the Designated Safeguarding Lead.
- The Headmistress works with the Deputy Headmaster Pastoral and the Designated Safeguarding Lead to inform parents of any incidents relating to bullying.
- We have a school counsellor to give the children the necessary tools to manage their behaviour is another way the school has chosen to be proactive in eradicating bullying.

6. Cyberbullying

Pembroke House is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

- **What is cyberbullying?** There are many types of cyber-bullying. The more common types are:
 - **Text messages** – can be threatening or cause discomfort. Also included here is ‘Bluejacking’ (the sending of anonymous text messages over short distances using Bluetooth wireless technology)
 - **Picture/video-clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.
 - **Mobile phone calls** – silent calls, abusive messages or stealing the victim’s phone and using it to harass others, to make them believe the victim is responsible.

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- o **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name.
- o **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room.
- o **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using IM or similar tools.
- o **Bullying via websites** – use of defamatory blogs (weblogs), personal websites and online personal ‘own web space’ sites such as YouTube, Facebook, Ask.fm, Bebo (which works by signing on in one’s school, therefore making it easy to find a victim) and Myspace – although there are others.

- **Aims of Policy**
 - o To ensure that pupils, staff and parents understand what cyberbullying is and how it can be combated
 - o To ensure that practices and procedures are agreed to prevent incidents of cyberbullying
 - o To ensure that reported incidents of cyberbullying are dealt with effectively and quickly.

- **Understanding Cyber Bullying**
 - o Cyberbullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person
 - o It can take place anywhere and involve many people
 - o Anybody can be targeted including pupils and school staff
 - o It can include threats, intimidation, harassment, cyberstalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorised publication of private information or images, etc.

- **Procedures to prevent Cyber Bullying**
 - o Staff, pupils, parents and school council members to be made aware of issues surrounding cyber bullying.
 - o Pupils and parents will be urged to report all incidents of cyberbullying to the school.
 - o Staff CPD (Continuous Professional Development) will assist in learning about current technologies.
 - o Pupils will learn about cyber bullying through Personal, Social, Health and Economic Education (PSHEE), assemblies and other curriculum projects.
 - o Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract.
 - o Pupils, parents and staff will be involved in reviewing and revising this policy and school procedure.
 - o All reports of cyber bullying will be investigated, noted and monitored regularly.

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- o The school will engage in an Internet Safety programme which forms part of the ICT curriculum.
- o Procedures in our school Anti-bullying and Child Protection and Safeguarding Policies shall apply.
- o This policy will be reviewed regularly.

- **Information for Pupils**
If you are being bullied by phone or the Internet:
 - o Remember, bullying is never your fault. It can be stopped and it can usually be traced.
 - o Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
 - o Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.
 - o Don't give your personal details online - if you're in a chat room, watch what you say about where you live, the school you go to, your email address, etc. All these things can help someone who wants to harm you to build up a picture about you.
 - o Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.
 - o If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
 - o There's plenty of online advice on how to react to cyberbullying. For example:
 - www.antibullying.net
 - www.bbc.co.uk/schools/bullying
 - www.kidpower.org
 - www.chatdanger.com
 - www.kidsmart.org.uk/beingsmart
 - www.childnet.int.org

7. Linkages to other policies

This Anti-Bullying Policy is intrinsically linked with the Behaviour and Discipline Policy, Boarding Policy, PSHEE Policy and ICT Policy in striving to achieve a positive working environment where all members of the community show respect, tolerance and kindness for one another.