



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 and the Inspection Framework requires inspectors to make a judgement on the extent to which leaders, teachers and learners create an environment where bullying, child-on-child 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 unwanted, aggressive behaviour that involves a real or perceived imbalance of power. An imbalance of power may be because someone is physically bigger, stronger, more popular, has more money or has more power in another way. The behaviour is or has the potential to be 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 attention, 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.



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- **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, Head of Pastoral, Headmistress and the Designated Safeguarding Leader.
- Where parents/carers have concerns about bullying, they must inform Tutors in the first instance.
- 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 Head of 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 an 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 PSHE 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 PSHE to access aspects of the Anti-Bullying Preventative Education Curriculum content.
- “What's the Buzz” a training program for social skills.
- Accessing support from external agencies and professionals including counselling services
- Community Service.

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.
- Withdrawing privileges.

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- 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 there will be consequences as per the Behaviour and Discipline Policy.
- There are many opportunities in the daily life of the school for issues relating to bullying to be addressed. PSHE 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 PSHE 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, Head of Pastoral and the Headmistress are always available to the pupils. They are also encouraged to share any concerns with their families.

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- 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 the weekly Staff Meeting. Furthermore, staff regularly talk about pupil issues during the daily “Staff Shout” and weekly Pastoral Team meetings.
- All reported incidents of bullying are followed up and appropriate action taken, monitored and recorded. 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, Head of Pastoral and the Designated Safeguarding Lead.
- The Headmistress works with the Head of 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.
 - **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else’s name.

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- **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room.
 - **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using IM or similar tools.
 - **Bullying via websites** – use of defamatory blogs (weblogs), personal websites and online personal ‘own web space’ sites.
- **Aims of Policy**
 - To ensure that pupils, staff and parents understand what cyberbullying is and how it can be combated.
 - To ensure that practices and procedures are agreed to prevent incidents of cyberbullying.
 - To ensure that reported incidents of cyberbullying are dealt with effectively and quickly.
 - **Understanding Cyber Bullying**
 - Cyberbullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person.
 - It can take place anywhere and involve many people.
 - Anybody can be targeted including pupils and school staff.
 - 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**
 - Staff, pupils, parents and school council members to be made aware of issues surrounding cyber bullying.
 - Pupils and parents will be urged to report all incidents of cyberbullying to the school.
 - Staff CPD (Continuous Professional Development) will assist in learning about current technologies.
 - Pupils will learn about cyber bullying through Personal, Social, Health Education (PSHE), assemblies and other curriculum projects.
 - Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract.
 - Pupils, parents and staff will be involved in reviewing and revising this policy and school procedure.
 - All reports of cyber bullying will be investigated, noted and monitored regularly.
 - The school will engage in an Internet Safety programme which forms part of the ICT curriculum.



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- Procedures in our school Anti-bullying and Child Protection and Safeguarding Policies shall apply.
- This policy will be reviewed regularly.

7. The Parent's Role

If you suspect that your child is being bullied:

- Discuss it with them.
- Encourage them to report the bullying to their tutor or a trusted adult in school.
- Follow this up with an email or letter to the tutor and Head to ensure a dialogue between home and school is created.
- Encourage your child to report the issue as soon as possible after the event – not to wait until they get home.

8. Linkages to other policies

This Anti-Bullying Policy is intrinsically linked with the Behaviour and Discipline Policy, Boarding Policy, PSHE 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.

Annex A - Anti-Bullying Policy (for the children)

PUPIL RESPONSIBILITIES

As a child at Pembroke House school, you are expected to:

- Not to put up with any form of bullying.
- To work with others to stop bullying.
- To inform a member of staff or trusted adult of any form of bullying.
- Not to be afraid of reporting any incidents. If you do nothing, it might suggest that you are supporting the bullying.
- Not to put up with bullies in your group of friends.
- Not to bully others.
- Tell your friends to stop if you think something they are doing, or saying, is upsetting someone.

Q. What is bullying?

A. At Pembroke, we define bullying as unwanted, aggressive behaviour that involves a real or perceived imbalance of power. The behaviour is or has the potential to be repetitive, intentional

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hurting of one person by another person or group, either physically or emotionally. It can happen face to face or online.

Physical

Bullying can be physical...

- hitting
- kicking
- punching
- biting
- pinching

Cyberbullying

- Bullying can be done using modern technology.
- Cyberbullying can be carried out using:
 - Emails
 - Social network sites
 - Mobile phones
 - Text Messages
 - Instant messenger and chat rooms
 - Interactive gaming
 - and sending viruses
- Cyberbullying is when one person or a group of people aim to threaten, tease or embarrass someone else by using a mobile phone, the internet or other technologies. This can happen in term time or the holidays but you must always tell an adult.

Sexting

- When people talk about sexting, they usually mean sending and receiving:
 - naked pictures or 'nudes' or 'semi-nudes'
 - 'underwear shots'
 - sexual or 'dirty pics'
 - rude text messages or videos.
- They can be sent to or from a friend, boyfriend, girlfriend or someone you've met online.
- Sexting can easily happen. Things can go wrong – even when you didn't mean for them too.
- Sexting is against the law and if it ever happens to you or someone you know, then you must tell an adult immediately.

Child-on-child abuse

This is a difficult one to understand as all friendships have times when things go wrong. However, if an older child picks on a younger child, this could be seen as more than just bullying given the difference in age, size, ability etc. Also, it is more than just bullying if someone has repeatedly

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intended to harm someone else. For example, de-bagging (pulling down someone else's trousers), touching or grabbing their private parts are all kinds of child-on-child abuse.

Sexual violence

Inappropriate sexual violence or harassment (unwanted attention) can occur between two children of any age and sex.

Words

Bullies can also use words to tease and hurt someone's feelings, by saying something about:

- How they look.
- Their religion, nationality, family and friends.
- Their ability in the classroom, onstage or on the sports field.
- Their intelligence.
- How they behave.

Bullies may hide

Bullies may hide people's books, pens, shoes - or any other belongings - in order to make them upset or to get them into trouble.

Bullies exclude people

and encourage others to do the same.

- They may leave people out of games or refuse to share a book or a seat.
- They might refuse to clear a plate or lend a pencil.
- Deliberately ignoring someone can be bullying.

Sometimes children don't realise when a joke goes too far. What seems like 'banter' is actually bullying if the person feels humiliated or the teasing has really upset them.

Q. How do bullies act?

Bullies act alone or sometimes in groups.

- Bullies often get others to do their bullying for them; they have the ideas, but don't want to be caught bullying.
- Be careful that you aren't manipulated or encouraged (willingly or unwillingly) to tease someone or be unkind to someone.

Q. What do bullies look like?

They come in all shapes and sizes. They look like you or me.

- They can be
 - all ages
 - boys and girls

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- men and women
- Bullies are not always obvious. Sometimes they appear to be popular.
- Bullies like having power over people.

Q. What do I do if I see someone being bullied?

- Tell an adult – even if it is during the holidays or away from school.
- Support him/her - don't only help your friends or someone in your class but support all those that you think are being bullied, even those you may not like.
- Don't be a bystander. It's almost as bad as being a bully. Bullies will carry on unless they are stopped, so tell an adult about it.

Q. How do I support someone who is being bullied?

- Tell an adult.
- Be kind to the person that is being bullied.
- Don't ignore bullying even if it doesn't involve you.
- Watching someone being bullied and doing nothing is unkind.
- You really should tell someone if you think that someone is being bullied.

Q. What do I do if I am being bullied?

Remember, bullying is never your fault. Tell someone you trust like:

- a friend
- your Tutor
- any member of staff
- The Designated Safeguarding Lead
- The Head
- Your houseparents
- The Independent Listener
- your parents

If you are being bullied by phone or the Internet:

- Remember, bullying is never your fault. It can be stopped and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent or call an advice line.
- 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.
- 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.
- Keep and save any bullying emails, text messages or images. Then you can show them to a parent or teacher as evidence.

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- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- 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

Q. What will the School do if I am being bullied?

The School will support you.

- The teachers will support you, care for you and do everything that they can to help you, and stop the bullying from happening.
- If necessary, the bully's parents will be asked to meet the Head to discuss the problem. The Head will meet with you and together, will speak to your parents.
- The School will listen to all concerns and worries about being bullied and will view your situation very seriously.
- If the bullying does not stop after efforts have been made to stop it, the bully can expect to receive an appropriate sanction.
- Sometimes there are actions when bullying changes into abuse, for example sexting and child on child abuse. The Head and DSL may have to contact social services and the police.

Further help and information can be found online, including at:

The Anti-Bullying Alliance (ABA) <http://www.anti-bullyingalliance.org.uk>

The NSPCC <https://www.nspcc.org.uk>

Kidscape <https://www.kidscape.org.uk>