



THE
**WHITE
HOUSE**
PREPARATORY SCHOOL

**The White House Preparatory School
and
Woodentops Nursery**

PREP SCHOOL and EARLY YEARS
ANTI-BULLYING POLICY

Bullying is any behaviour which is intended to hurt someone in a sustained fashion and to make him or her uncomfortable or unhappy. This could be physical, verbal, emotional, personal or racial. This policy has been written in accordance with *Bullying: don't suffer in silence* (DfES/0064/2000 and *Safe to Learn: embedding anti-bullying work in schools.* (DCSF 2007).

The White House Prep and Woodentops Kindergarten and Day Nursery aims to teach the value of integrity, morality and a concern for others and to develop pupil's self-confidence and independence so that they are well equipped to understand the community in which they live and in which they will grow up therefore key principles include:

- All members of the school community should show courtesy, respect and consideration for others in their daily life at school.
- All members of the school should feel free from the fear of bullying.
- Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated.
- Bullying will not be tolerated.

As a school we aim to ensure:

1. Our environment and culture minimises the likelihood of bullying.
2. We are aware of the potential for bullying and that we maintain a culture where adults and children practice this awareness every day so that if it should occur children feel able to report it and adults are very likely to spot it.
3. A fundamental awareness that to do nothing in response to perceived bullying is totally unacceptable. We retain a range of responses and strategies to support the person who may be being bullied as well as in responding to the person who is perceived to be bullying.

Day Nursery and Kindergarten

As such, 'bullying' action requires the child to have a higher level of reasoning and thinking than most three years olds have. An outburst by a young child is therefore more likely to be a reflection of their emotional wellbeing, stage of development or behaviour that they have copied from someone else. Bullying at this age is a learnt action rather than deliberate behaviour. We





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take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

Bullying can involve the persistent physical, emotional or verbal abuse of another child or children.

"Bullying may be defined as: *Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally*". Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (see references).

Bullying

As has been stated before bullying will not be tolerated especially as we recognise the potential impact on any child whether physical, emotional and psychologically.

Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" (Guidance on Preventing and Tackling Bullying, Department for Education)

Put another way, bullying is the intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media and SMS or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours) means. It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are sexual or sexist, homophobic, racist, which focus on religion or cultural or family background, special educational needs, disabilities or physical attributes (such as hair colour or body shape) i.e. a negative response to a person's protected characteristics (Equality Act 2010) i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It may also be unpleasant in other ways.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young





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people, staff and parents.

It may include any of the following:

1. Mental bullying:

- Name calling
- Taunting - verbal abuse
- Isolation - being "sent to Coventry"
- Spreading rumours
- Threatening looks and gestures
- Writing unpleasant notes about someone else
- Racism
- Emotional abuse

2. Physical bullying

- Hurting another person causing physical harm or/and hurt – bullying behaviour need not leave an observable mark
- Damaging someone else's property

3. Cyber Bullying

Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others" (Belsey, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself. Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones;
- The use of mobile phone camera images to cause distress, fear or humiliation;
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube);
- Using e-mail to message others in a threatening or abusive manner; or
- Hijacking/ cloning e-mail accounts.

SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to come to school;





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- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags, money 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 complaints of symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated by parents and teachers and reported/ recorded as appropriate (see below).

BULLYING - PREVENTATIVE MEASURES

We take the following preventative measures in order to ensure that bullying does not become a problem which is associated with The White House Preparatory School and Woodentops Day Nursery.

Pupils

- All new pupils [(including our youngest pupils)] are briefed thoroughly on the school's expected standards of behaviour, kindness and respect are at the heart of everything we do. They are told what to do if they encounter bullying. We guarantee that those who report bullying in good faith will not be punished and will be supported;
- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce messages about community involvement and taking care of each other;
- Other lessons, particularly English, RE and Drama highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable;
- All our pupils are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place;





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- We operate a peer House System , whereby older pupils are encouraged to offer advice and support to younger pupils;
- The School Council actively reviews how children behave towards each other and can identify potential issues:
- Anti-Bullying week is recognised and celebrated yearly with class work and assemblies.

Staff

- Upon induction, all new members of staff are given guidance on the school's anti-bullying policy and on how to react to and record allegations of bullying at The White House Preparatory School and Woodentops Day Nursery. All school staff understand the principles of the school policy, their legal responsibilities, actions to be taken to resolve and prevent problems and sources of further support;
- Pupil concerns are discussed regularly in staff and SLT meetings. This can dovetail with specific reference to bullying and training around this issue whether eSafety or otherwise. Staff are trained as appropriate to their role and to support their effective application of their responsibilities including responding to bullying.
- All reported incidents are recorded and investigated at once – this includes events which may have the potential to develop into bullying. We always monitor reported incidents. Records of any incidents are kept securely in the office in order that patterns of behaviour can be identified and monitored;
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour;
- The school has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside school hours, on school visits and trips or that otherwise occur outside of school. The school has the right to take disciplinary measures in respect of such acts.

Parents

- We encourage close contact between the Class Teacher and parents/ guardians and will always make contact if we are worried about a pupil's well-being.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of this anti-bullying policy.
- We work with parents as appropriate to eliminate any instance of bullying.

CYBERBULLYING - PREVENTATIVE MEASURES

For the prevention of cyber-bullying, in addition to the measures described above, The White





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House Preparatory School and Woodentops Day Nursery:

- Cyberbullying education and preventative measures are embedded into the eSafety curriculum.
- Expects all pupils to adhere to its [policy for the safe use of the internet and eSafety Policy. Certain sites are blocked by our filtering system and staff monitor pupils' use;
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet;
- Pupils do not have access to personal school email address. Access to social media sites and personal email sites such as "hotmail" is not allowed from school computers inside school;
- Offers guidance on the safe use of social networking sites and cyberbullying in ICT lessons, which covers blocking, removing contacts from "friend" lists and sharing personal data;
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- Does not allow the use of mobile phones in classrooms, public areas of the school, or where they may cause annoyance to others; and older children must hand in phones to teachers at the beginning of each day.
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas or at anytime when children are on their own with or with out an adult present.

Procedures for Dealing with Bullying in School

Bullying is much less likely to occur if everyone is open about it and therefore children are encouraged to "tell" if they are being bullied or know of someone who is being bullied. Children are encouraged to trust adults and they may report an issue to their parents or/and any member of the school staff. Parents should contact the class teacher to discuss - this can be done discretely if appropriate. The Headmaster holds a log of all bullying issues which is reviewed regularly therefore the concern will be recorded and monitored if it is a case of bullying.

Cases of suspected bullying will be investigated thoroughly and carefully. All those involved will be given the opportunity to talk about the matter with an appropriate person who will then take the appropriate action. A record of the investigation and its outcome will be made.

The following procedures will be adopted as appropriate:

- Initially establish facts by interviewing victims, witnesses and alleged bullies separately and a appropriately as the information gathering continues.
- Devise and apply strategies once the facts are established e.g. bully and victim may be seen together by an appropriate adult so that the victim can have the opportunity of





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confronting the bully with the safety of an adult present (this needs careful handling and methods should be discussed with the Headteacher). This is one among many options that may be pursued, regardless of strategy the determination is that the bullying should stop, for the bully to appreciate the nature and impact of their actions and for the victim to be supported and protected.

- Ensure any victim is supported as far as is possible, also involving their parents where appropriate.
- Parents of a bully may be called into school where bullying is serious or persistent and an action plan will be drawn up with appropriate sanctions

When bullying is serious or persistent and sanctions are appropriate these will follow a similar hierarchy to those for other unacceptable behaviour.

The school is prepared to exclude, temporarily or permanently, a child who applies bullying behaviour if the persistence or seriousness demands this action.

If a child is showing bullying tendencies we will:

1. Intervene to stop the harming of other children.
2. Look for a pattern or reason to behaviours
3. Give reassurance to the children who have been hurt or upset.
4. Help the child understand why his or her behaviour is inappropriate and the consequences.
5. Promote an understanding of our emotions through empathy.
6. Praise all children's positive behaviour.

To Pupils: If you are being bullied or you suspect that someone else is being bullied it is very important to tell someone who may be able to help. This may be a friend, a member of your House, a member of your family, your class teacher or anyone else that you feel able to confide in. It is important to share with another person any concern about bullying that is worrying you.

To Staff: Staff who have concerns about bullying should tell an appropriate person. In most cases this will be the Principal, Head teacher, Deputy or Assistant Head or EYs Lead. In the case of the Day Nursery this will be the Manager or the Principal.





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To Parents: Parents are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed properly. Parents of EYs children should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled. (The Complaints Procedure explains how to complain to Ofsted or ISI).

NURSERY/EYs CHILDREN

The youngest children are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Nursery Manager is in charge of the management of behaviour in the Nursery Department and for the youngest children in the school, responsibility rests with the Head of Pre-Prep.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the Nursery Department; but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see the Nursery Manager or Head of Pre-Prep who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed via a note in the homework diary when any sanction or reproof is needed, and in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher, the Nursery Manager or/and Head of Pre-Prep as appropriate to agree a joint way of handling the difficulty.

References

- A. [Preventing and Tackling Bullying](#)", DfE, October 2014
- B. ISI Handbook for the Inspection of Schools: The Regulatory Requirements, January 2015 (<http://www.isi.net/home/>)
- C. Reference Guide to the key standards in each type of social care service inspected by Ofsted (Reference 080117) (<http://www.ofsted.gov.uk/>)
- D. The Early Years Foundation Stage Statutory Framework 2014, (<http://www.foundationyears.org.uk/eyfs-statutory-framework/>)
- E. "Bullying": An ISC Child Health and Wellbeing Working Party Guidance Update Five
- F. "Where You are NOT Alone" <http://www.bullying.org/>
- G. "Cyberbullying" A briefing note on the ISBA website by Farrer & Co
- H. "Child Protection and New Technologies" - Childnet International <http://www.childnet-int.org/>





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I. "[Cyberbullying Guidance: Supporting School Staff](http://www.childnet-int.org/)" - Childnet International <http://www.childnet-int.org/>

Policy will be reviewed annually			
Policy reviewed:	Sept 16	By:	Headteacher
Policy reviewed:	Sept 17	By:	Headteacher
Policy reviewed:	Sept 18	By:	Headteacher
Policy reviewed:	Sept 19	By:	Headteacher
Policy reviewed:	Sept 20	By:	Headteacher
To be reviewed:	Sept 21	By:	Headteacher



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