

# ANTI-BULLYING POLICY

The 'School' refers to all staff and students in Abbot's Hill School, which includes the Early Years/Foundation Stage (EYFS), the Pre-Prep, Prep and Senior School.

The term 'parent' refers to those who have a parental responsibility for a child.

## MONITORING AND REVIEW

Person Responsible	Acting Assistant Head, Pastoral (Senior) Assistant Head, Pastoral (Prep)
Reviewed by	Head
Approved by	Governors
Frequency of Review	Annually
Date of Last Review	November 2023
Date of Next Review	June 2024

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# Anti-Bullying Policy

## 1 Introduction

'Successful schools create an environment which prevents bullying from being a serious problem in the first place.' *DfE: Preventing Bullying*

- 1.1 This policy provides guidance for all pupils, staff, volunteers and parents about recognising bullying and what to do if a bullying incident occurs.
- 1.2 Abbot's Hill School is committed to actively promoting and safeguarding the welfare of its pupils. We have a clear set of values (Appendix 1). These underpin a positive, supportive environment where there is a culture of listening and trust and where pupils feel safe and secure. Our values inform our Code of Conduct (Appendix 2) and this plays a key role in signposting our expectations to all members of our school community and forms the backbone of our anti-bullying strategy.
- 1.3 We know that it is inevitable that bullying in some form will take place. All staff are vigilant in looking out for bullying and address it straight away, seeking support when necessary or referring on more complex incidents as appropriate. Support will be provided to all involved in a bullying incident - including to the perpetrator - so that they come to understand and adjust their own behaviour.
- 1.4 This policy has regard to relevant legislation and government guidance issued from time to time.

## 2 Related Policies

- 2.1 A copy of this policy is available on the school website and upon request from the Head and Bursar's EA and should be read in conjunction with the following:
  - Safeguarding and Child Protection Policy
  - RSE and PDE Policies
  - Equal Opportunities Policy
  - Health and Safety Policy
  - Educational Visits Policy
  - Promoting Positive Behaviour Policy
  - Exclusion Policy
  - Online Safety Policy
  - ICT Acceptable Use Policy

The keynote of all these policies is that pupils will learn best in a happy, safe and calm environment that is free from disruption and in which education is the primary focus.

### **3 Aims**

- 3.1 This policy aims to create a culture in the school that ensures everyone can operate in a supportive, caring and safe environment without the fear of being bullied. All members of the school community, including Governors, teaching and support staff, pupils and parents should have an understanding of what bullying is and be able to deal with bullying in a consistent way when it arises.
- 3.2 Bullying is an anti-social behaviour, which affects everyone. It is unacceptable and will not be tolerated.
- 3.3 Specifically, we aim to:
- Provide a positive environment where pupils feel safe, valued and where they can tell anyone about bullying, knowing that they will be listened to sincerely.
  - Ensure our community is free from intimidation and bullying or discrimination based on protected characteristics.
  - Develop a preventative strategy that aims to minimise the incidents of bullying.
  - Equip pupils with the confidence to report bullying so that they do not become passive bystanders or otherwise endorse the inappropriate behaviour.
  - Recognise the significance of cyber-bullying and address it by education and appropriate sanctions.
  - Provide clear procedures that deal with incidents fairly, consistently, and effectively.
  - Ensure that accurate records of incidents are kept and analysed so that the school can evaluate the effectiveness of its approach.
  - Apply measures (including disciplinary sanctions, in accordance with the school's Promoting Good Behaviour Policy and Exclusion Policy), to any pupil who is found to be responsible for bullying, in addition to providing them with appropriate help and guidance so they can take steps to repair the harm they have caused.
  - Ensure that we work in partnership with parents to set clear expectations for behaviour at school and at home.

### **4 Scope**

- 4.1 As well as tackling any bullying occurring on school grounds, the School recognises that it must take note of bullying perpetrated outside school which spills over into the School.
- 4.2 Where bullying outside school is reported to School staff, it will be investigated and acted on in accordance with the procedures set out below and the School's Promoting Positive Behaviour and Exclusion Policy.

### **5 Definition – what is bullying?**

- 5.1 Bullying can take a number of forms and can be both physical and emotional. It can be motivated by a number of reasons. Bullying, especially left unaddressed, can have a devastating psychological effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.
- 5.2 Bullying behaviour will not be dismissed as being normal between young people, as "banter" or simply "part of growing up". It is no justification that the bully says or believes that the victim is not upset or hurt by the bully's actions or words, or that it is "just for fun".

- 5.3 Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim is wrong and may well constitute bullying, including low-level disruptive behaviour and the use of offensive language.
- 5.4 **Protected characteristics.** Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that fall under the protected characteristics (although bullying is not limited to these) pertaining to a pupil's:
- Age
  - Sex
  - Race
  - Disability
  - Religion or belief
  - Sexual orientation
  - Gender reassignment
- 5.5 **Prejudice-based bullying.** This is repeated hurtful behaviour that exploits or abuses someone based on their actual or supposed membership of a vulnerable group or their support for such a group. Some children are more likely to experience bullying. Staff should be particularly vigilant around bullying of a child that could be:
- Related to their race or faith
  - Bullying of looked after children or adopted or otherwise related to home circumstances
  - Bullying of young carers
  - Related to a SEN and/or disability and/or a health condition
  - Related to their appearance or body shape
  - Related to their gender identity or reassignment
  - Related to their sexual orientation
- 5.6 Bullying takes many forms, direct and indirect, which can often interlink and can include:
- **Physical (including sexual) behaviour:** pushing, poking, kicking, hitting, biting, pinching, removing or stealing belongings, damaging property, touching someone in an inappropriate or sexually inappropriate way, homophobic abuse, exposure to inappropriate online content.
  - **Verbal:** name calling, sarcasm, spreading rumours and gossip, insulting (including sexually inappropriate comments), threats, teasing, belittling.
  - **Emotional:** isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
  - **Online /cyber:** (see Section 8 below).
  - **Indirect:** emotional tormenting by excluding from social groups, gossiping or spreading hurtful or untrue rumours, initiation ceremonies intended or likely to cause pain, anxiety or humiliation

- 5.7 It is widely understood that bullying involves an imbalance of power between the perpetrator and the victim. We aim to clarify for pupils the difference between being confident and assertive, and being unkind.
- 5.7.1 All forms of bullying are unacceptable at AHS and staff must set clear expectations of behaviour that is and is not acceptable and stop negative behaviours from escalating.
- 5.7.2 In the Senior School, immediate action to address any concerns must be taken by alerting the form tutor and Head of Year (HoY) in order to prevent normalising any unkind or inappropriate behaviour.
- 5.7.3 In the Prep School, immediate action to address any concerns must be taken by alerting the Class teacher and HoY in order to prevent normalising any unkind or inappropriate behaviour.

## **6 Bullying and Safeguarding**

- 6.1 Staff are alert to the possibility of bullying and monitor for signs of bullying.
- 6.2 Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur.
- 6.3 Bullying incidents must be treated as a safeguarding concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and staff must report this immediately to the Designated Safeguarding Lead (DSL) in line with the Safeguarding and Child Protection Policy.
- 6.4 The seriousness of bullying cannot be over-emphasised. Bullying is a form of emotional abuse, especially if it causes them to feel frightened or in danger. Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school. Bullying is also a top concern of children and young people themselves.
- 6.5 Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem, and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school; marginalises those individuals or groups who may be particular targets for bullies, and can have a life-long negative impact on some young people's lives.
- 6.6 At worst, bullying can be a factor in pupil suicide.
- 6.7 Children with specific vulnerabilities such as special educational needs and disabilities are more likely to be a victim of bullying. All staff should take this into consideration when dealing with incidents of bullying.
- 6.8 Details of DSL team, the Counsellor and external sources of support, including Childline, Toot Toot and Shout are readily accessible to pupils on posters displayed around the school.

- 6.9 Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, withdrawn, feigning illness/genuine illness, taking unusual absences or clinging to adults.
- 6.10 There may be changes in work patterns, a lack of concentration, or truancy, lateness, losing belongings, being isolated, or under achieving.
- 6.11 In such cases, the HoY, in conjunction with the relevant Assistant Head, will conduct a risk assessment and then meet with the pupil's parents to discuss and agree a strategy to address these difficulties.
- 6.12 As stated in Keeping Children Safe in Education 2023 (KCSIE 2023), All staff should be aware that children can abuse each other and the role they have to play in preventing it and responding where they believe a child may be at risk from it. If staff have any concerns regarding child-on-child abuse, they should speak to the DSL or a member of the Safeguarding Team; it should also be recorded on CPOMS. It is essential that all staff understand the importance of challenging inappropriate behaviours between children, listed below, that are abusive in nature:
- Bullying
  - Teenage relationship abuse
  - Physical abuse
  - Sexual violence
  - Sexual harassment
  - Causing someone to engage in sexual activity without consent
  - Consensual and non-consensual sharing of nude/ semi-nude images
  - Upskirting
  - Initiation/ Hazing type violence and rituals
- 6.13 At Abbot's Hill School, we are aware of the importance of:
- Making clear that misogyny, sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
  - Not tolerating or dismissing sexual violence, sexual harassment, homophobic language as 'banter', 'part of growing up', 'just a laugh' or 'boys being boys'
  - Making it clear that the non-consensual sharing of nudes via messaging or social media is unacceptable
  - Challenging behaviours such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them
  - Recognising that relationships that have a controlling element are likely to be unhealthy
  - Recognising that girls, pupils with SEND, LGBTQ+ pupils can be especially vulnerable

All inappropriate behaviours must be challenged and pupils must be confident that any issue will be dealt with seriously.

## **7 Prevention of bullying**

- 7.1 Abbot's Hill School is committed to having clear policies communicated to parents, pupils and staff and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebrations of success.

- 7.2 The school leadership team analyse available data to ascertain how the school environment can be improved to lessen incidents of bullying.
- 7.3 Our systems of record keeping including CPOMS and the whole school child on child abuse log allow us to track trends and patterns in bullying, and thus enable us to target preventative and support measures accurately and effectively.
- 7.4 All members of our school community will model and reinforce healthy relationships. These help to create a climate of trust where all feel listened to and supported and where all members of the school work together to ensure bullying plays no part.
- 7.5 Abbot's Hill is a 'telling school' which is one where pupils do inform staff when bullying is taking place. A pupil who is being bullied, or others who know about it, know that they will be listened to and believed, and that action will be swift but sensitive to their concern.
- 7.6 Promotion of our school's values and ethos by all staff and a collective celebration of our successes and journeys fosters pride in individuals and in our school.
- 7.7 Diversity is celebrated and pupils are encouraged to be strong, kind, compassionate, independent young people who support each other. Charities work allows pupils to engage with matters relating to a range of themes such as homelessness and other inequalities which enhances the awareness and understanding of people with different backgrounds.
- 7.8 There are many opportunities to reinforce the school's message on bullying. In the Senior School, we do this directly through the PDE programme, events and speakers and also in assemblies and form times. In the Prep School, we reinforce the school's message through the PDE programme, school assemblies, class assemblies and form times.
- 7.9 The Code of Conduct, which is on display in all classrooms, places strong emphasis on the prevention of bullying. It encourages pupils to speak up if anything is wrong. Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.
- 7.10 The key points from this policy will be prominently displayed on school notice boards and will be discussed with pupils during class and form time. It will also be revisited as necessary during HoY sessions to all years and reinforced in other areas of the curriculum and co-curriculum, as the opportunities present themselves.
- 7.11 All staff are encouraged to keep a special eye out for more vulnerable pupils who may be the victim of bullying and are likely to suffer more from any bullying.
- 7.12 Pupil surveys will be used at school to facilitate an understanding of the level and type of bullying that pupils might have experienced, to ensure that bullying is not occurring and that should incidents occur they are being dealt with swiftly and appropriately in line with the sanctions outlined in the behaviour policy.



- 7.13 Leadership training is provided to Heads of School, Head Prefects and the wider pupil leadership teams which specifically covers the importance of offering support and assistance to younger and vulnerable pupils.
- 7.14 Anti-Bullying is also a standing item on the whole school Pastoral Group (PG). The PG generally meets half-termly
- 7.15 The School Councils discuss and review the Code of Conduct at least annually.

## **8 Cyberbullying**

- 8.1 **Definition.** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying which can occur outside school. Cyberbullying is the use of electronic communications technologies (such as email, mobile phone and text messaging, digital photography, instant messaging, personal websites, chat rooms, blogs and social networking sites) to harass, intimidate, insult, abuse, embarrass or otherwise harm or cause distress to others.
- 8.2 We encourage parents to have an active interest and year group appropriate dialogue with their child/ren about their online activity. Transparency about checking devices and discussing social media profiles, app use and what they view online is also helpful.
- 8.3 Liking or commenting on messages or posts, sharing images or content and anonymous posts can all be used for unkindness and bullying. On any platform, it is totally unacceptable.
- 8.4 Cyber-bullying is a different form of bullying and can happen at all times of day, with a potentially bigger audience than other types of bullying.

### **Prevention**

- 8.6 Abbot's Hill School expects all pupils to adhere to its Online Safety Policy and the relevant Technology Acceptable Use Policy. Certain sites are blocked by our filtering system and our Technology Department monitors pupils' use both at school and at home on school devices via SENSO. The issue of cyberbullying is a part of the Online Safety module that all pupils complete.
- 8.7 Pupils know that they may face disciplinary sanctions for the misuse or attempted misuse of the internet.
- 8.8 All pupils have their own personal school email address.
- 8.9 The school offers guidance on the safe use of social networking sites and cyberbullying in PDE lessons and Computing lessons and assemblies
  - 8.9.1 The school offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe

- 8.9.2 The school does not allow the use of cameras/mobile phone cameras in toilets, washing and changing areas, or any areas in an Early Years Foundation Stage (EYFS) setting
- 8.9.3 The school does not allow the use of mobile phones in classrooms or public areas of the school during the normal school day (8.15 - 4.20). Any pupil found using a phone between these hours will have the device confiscated and a sanction imposed.
- 8.9.4 Parents are made aware of how they can support our efforts to prevent and tackle bullying, e.g. through information evenings on cyberbullying and internet safety.

## **Searching**

***See Promoting Positive Behaviour Policy.***

## **9 Bullying of staff**

- 9.1 It is recognised that bullying behaviour of pupils may also be directed towards staff, which will be dealt with in accordance with Abbot's Hill School's Promoting Positive Behaviour Policy.

## **10 Bullying by staff**

***Please see also the Staff Code of Conduct***

- 10.1 If there is a concern about a member of staff being involved in bullying a student, the Head or Head of Prep should be informed.
- 10.2 If the matter relates to a member of the senior leadership team, the matter should be referred to the Head. If the matter relates to the Head, it should be referred to the Chair of Governors.

## **11 What to do if there is a concern?**

- 11.1 Any action is designed to resolve and prevent problems from escalating.
- 11.2 Pupils and parents must alert the school to any incident of bullying.
- 11.3 While it is recognised that often pupils do not want to report on their peers and parents are concerned about the consequences for their child, they should understand that it is the right thing to do.
- 11.4 It is important that pupils feel empowered to stand up to any inappropriate behaviour at school and beyond. The message we give in this area is crucial to supporting individuals to be strong and independent.
- 11.5 Posters, containing advice on what pupils should do if they are being bullied or know of bullying, are displayed in every form room and in other high-use areas such as the toilets, library and senior school common rooms.

- 11.6 It is acknowledged that bullies may have complex reasons for their behaviour and may well also need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. There are criminal laws that apply to harassment, assault, distribution of inappropriate images and threatening behaviour.

## **12 How to report allegations of bullying**

### **12.1 Victims of Bullying:**

Each year in the autumn term we will teach all our pupils to take the following action if they feel they are being bullied:

- If you feel able to, then let the 'bully' know that you do not like what is happening to you and ask the bully to stop. Do not respond physically. Bullies want to upset you; if you respond calmly they will see little point in trying again.
- If the bullying does not stop, tell someone in school. Ideally your class teacher or form tutor who will initiate action to sort out the problem.
- You can also talk to any of the Safeguarding Team, the Pastoral Manager, your friends or a Prefect.
- You can talk to your parents or another family member.
- If you really feel unable to talk to anyone at school, you can report the incident using the TootToot reporting app.

There are other services outside school that can help:

- Childline: 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk);
- Anti-bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Samaritans: [www.samaritans.org](http://www.samaritans.org)

These messages are repeated regularly throughout the year to ensure that all pupils are clear about the channels of communications they should use.

### **12.2 If you are a pupil and you witness bullying behaviour:**

12.2.1 Do not, do nothing. Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.

12.2.2 Take the victim to a trusted adult as described above and reassure them that doing something will make a positive difference or suggest that you see someone on their behalf.

12.2.3 All Senior pupils in school are encouraged to read the Safeguarding guidance notices in the Commies.

**12.3 If you are a member of staff and you witness an incident of bullying or it is reported to you:**

12.3.1 Reassure and support the pupils involved. Advise them that you are required to pass details on to the relevant member of the pastoral team: tutor or HoY, Deputy Head (Pastoral), or Assistant Head (Prep). Inform the appropriate member of the pastoral team/key worker/class teacher as soon as possible.

12.3.2 Low level disruption should be challenged. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviour escalating.

**12.4 Nursery:**

In the Nursery, parents should speak to the Nursery Manager if they have any concerns that their child is being bullied.

**12.5 Information for Parents:**

The following information may be helpful to parents and guardians in playing their part in the prevention of bullying:

- Look for unusual behaviour in your child. For example, they may suddenly not want to attend school, feel ill regularly, or not complete work to their usual standard.
- Ask how your child's day has gone, who they have spent time with, what they did at lunchtime etc.
- If you feel your child is being bullied, encourage them to inform their class teacher or form tutor immediately. If they will not do so, then please do so yourself. Your concern will be taken seriously and appropriate action in accordance with this policy will follow.
- It is important that you tell your child not to fight back. It can make matters worse! Where possible encourage your child to take ownership of the issue themselves and tell staff themselves.
- Tell your child that there is nothing wrong with him or her. It is not his/her fault that they are being bullied.
- Make sure your child is fully aware of this Anti-Bullying Policy, and that s/he should not be afraid to ask for help.
- The DfE has published the following guidance document for parents: Advice for parents and carers on cyberbullying. It can be downloaded from [www.gov.uk](http://www.gov.uk).

## **13 What will happen once bullying has been reported?**

13.1 Every allegation of bullying will be taken seriously and, where appropriate, will be considered in conjunction with the School's Promoting Positive Behaviour Policy and/or its Safeguarding and Child Protection Policy.

13.2 Members of the pastoral team, tutor, HoY, key worker, class teacher, Deputy Designated Safeguarding Lead (DDSL), Assistant Head (Prep) or Assistant Head (Pastoral) will record all incidents of reported bullying. At school the report must be completed on CPOMs.

Follow up dates will be recorded on CPOMS as an action. The initial follow up must occur within 2 weeks of the incident, or sooner if necessary.

- 13.3 These reports are reviewed regularly by the Assistant Head (Pastoral) and Assistant Head (Prep).

The Assistant Head (Pastoral) will, via CPOMS and the Child on Child abuse log, keep a central log of all complaints or incidences of bullying. The log will be reviewed regularly by the School's leadership team so that any patterns of concerning behaviour can be spotted.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a bullying incident should be addressed as a child protection concern. Staff should immediately discuss the issue with the DSL or deputy DSLs in this situation

The school reserves the right to contact the police if an offence may have been committed under the Malicious Communications Act 1988.

- 13.4 The procedures to be followed in the event of bullying are set out in appendix 3.

- 13.5 An investigation into a complaint of bullying will be carried out in most cases by the Head of Year, but on occasion by a member of SLT and Nursery Manager.

- 13.6 **Reparation:**

This may be used in conjunction with any level of bullying. It offers a 'no blame' approach to both parties. The victim(s) and their bully(ies) may have a discussion with a teacher who would normally be the HoY. This discussion allows both parties to give their opinions and to try to work out a solution which is mutually agreeable. The aim is to allow the perpetrator to realise that they are causing unhappiness and that their behaviour will not be tolerated. Everything in this discussion will be recorded in writing and filed on CPOMS.

Following this, communication will be made with parents / guardians to let them know about the situation and what has been done. This will be confidential, although tutors and Nursery Manager should be made aware and an incident should be uploaded to CPOMS.

The HoY may want to inform teaching staff so that they can be vigilant.

**In all cases it is important that the "voice of the child" is heard and that their views are sought and recorded. A pupil may chose not to partake in the reparation process, for example.**

## 14 Sanctions

*Please see the Appendix 3 which sets out the procedures to follow if bullying is reported at each of four levels of severity. The Sanctions grid within the Promoting Positive Behaviour Policy sets out the measures taken to sanction bullying at each stage.*

- 14.1 At Abbot's Hill School, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children.

- 14.2 Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed.
- 14.3 These procedures are designed to apply across the school. Adaptations should be made according to the age of the children involved but, broadly, the approach should be the same.
- 14.4 A Stage 3 or 4 incident could be escalated and result in a fixed term suspension or exclusion from the School.
- 14.5 All incidents will be closely monitored to ensure that there is no recurrence.
- 14.6 The school will not inform third parties of what steps are taken in each individual case unless the concern reaches the threshold for involvement of the police or CEOP in stage 4.

## **15 Engaging with parents**

- 15.1 We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying.
- 15.2 We will ensure that parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.
- 15.3 Some parents may need specific support to help deal with their child's behaviour.
- 15.4 Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.
- 15.5 Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the appropriate person as identified by the school and the parents keep in contact
- 15.6 We will always endeavor to contact parents as soon as possible after an incident has occurred.

## **16 Complaints Procedure**

- 16.1 Parents are encouraged to use our Complaints Policy (which is published on our website) if they feel that any concerns about bullying are not being addressed properly.

## **17 Monitoring and Review**

- 17.1 This policy is reviewed annually and whenever legislative advice is issued by the DfE and ISI and OFSTED for EYFS.

- 17.2 It is reviewed annually by the Assistant Head (Pastoral) and Assistant Head (Prep) under the guidance of the governor responsible for Safeguarding.
- 17.3 Records of any incidents are kept by the Assistant Head (Pastoral) and reviewed regularly in order that patterns of behaviour can be identified and monitored.
- 17.4 The Assistant Head (Pastoral), Assistant Head Prep (Pastoral) and the Heads of Year are responsible for ensuring the consistent implementation of the policy across the school.
- 17.5 We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## 18 Staff Training

- 18.1 The school will raise the awareness of all the staff through education and staff briefings which will ensure that staff responsibilities and the principles underpinning this policy are understood. The school will also ensure that specialist training is available for staff as required to enable greater understanding of pupils' needs including those with protected characteristics. This is done through staff meetings and INSET days.
- 18.2 Staff are helped to develop appropriate strategies for preventing and resolving problems and are encouraged to seek guidance from other specialist organisations where required. Useful organisations include but are not limited to:
- TooledUp <https://www.tooledupeducation.com/>
  - The Anti-Bullying Alliance (ABA): <https://anti-bullyingalliance.org.uk/>
  - The Diana Award: <https://diana-award.org.uk/antibullying>
  - The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively. [www.bullyinginterventiongroup.com](http://www.bullyinginterventiongroup.com)
  - Restorative Justice Council: Includes best practice guidance for practitioners. <https://restorativejustice.org.uk>
  - ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. [www.childnet.com](http://www.childnet.com)
  - Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
  - Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
  - Show Racism the Red Card: [www.theredcard.org](http://www.theredcard.org)
  - Kick it Out: [www.kickitout.org](http://www.kickitout.org)
  - Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Issue Date: November 2023

Review Date: June 2024 or earlier if major change requires



Mrs Kathryn Gorman  
Head

## APPENDIX 1 SCHOOL VALUES

# CODE OF CONDUCT

There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.

We support our school values in the following ways:-



**Be kind**



**Be authentic**



**Be involved**



**Be curious**



**Be challengers**



# APPENDIX 2 CODE OF CONDUCT



## Code of Conduct

There is one rule for all of us at Abbot's Hill: adults and pupils act with courtesy and consideration for others.  
We support our school values in the following ways:-

### Be kind

- We are respectful and inclusive to all and celebrate the diversity of our community
- We show humility at all times
- We empower others: always trying our best to encourage and enable one another to succeed
- We care about each other and are considerate of other people's feelings
- We respect ourselves, others and our environment

### Be authentic

- We are unique. Proud of ourselves and our individuality.
- We are sincere in the way we interact with others and show integrity in the way we behave in all aspects of life
- We are true to our feelings and beliefs in the way we reflect on our actions and learn from them
- We take pride in our responsibilities

### Be involved

- We work hard as part of the school and contribute to the community beyond Abbot's Hill
- We are proud of the school, its history and tradition
- We always give our best and embrace opportunities
- We celebrate other people's successes and achievements
- We are positive role models

### Be curious

- We love to learn, create and use our imagination
- We are inquisitive: we explore new opportunities
- We ask questions about the world around us
- We embrace calculated risk and seek adventure

### Be challengers

- We persevere in the face of challenge: we are resilient
- We are self-motivated, ambitious and determined to develop and improve through work and play now and into the future
- We prioritise our physical and mental wellbeing
- We have the freedom to speak out and to voice our own ideas
- We have the courage to test our ideas, to fail and to adapt as we prepare for life beyond school
- We have fun

## **APPENDIX 3: BULLYING LEVELS AND WHAT WILL HAPPEN.**

**Each 'stage' below relates to each 'stage' of the Sanctions Grid in the Promoting Positive Behaviour policy.**

### **Level 1 (Stage 1) Thoughtlessness**

*Whether on-line or in person, if a pupil has made comments that are unkind and hurtful, but are considered to be clearly thoughtless.*

- The tutor may have a conversation with the pupils (victim and perpetrator) about the incident and its impact. This will ascertain whether any bullying has taken place. This conversation would be recorded by the tutor on CPOMS.
- It is hoped that wrongdoing will be admitted so that apologies are made, lessons learnt and resolution reached.
- The perpetrator may be asked to complete a reflective task and could be placed in detention to write this. This may be sufficient to put an end to the problem.
- The HoY should be consulted to ensure consistency of Level 0 across tutor groups and to determine whether a sanction should be issued.

### **Level 2 (Stage 2)**

*Whether on-line or in person, where there is a degree of repetition, or where thoughtless behaviour involves physicality, or if there is an imbalance of power such as where the victim is a vulnerable pupil, or where the bullying is across different year groups.*

- At Level 2 the situation is likely to involve a HoY. A discussion will be held with all parties (victim, perpetrator and any bystanders) to agree a resolution strategy, agreements and a date to revisit the concern.
- It will be made clear why the behaviour was inappropriate and caused distress.
- The perpetrator will be offered guidance and support on modifying their behaviour. The victim will be offered support to develop a strategy to help him or herself.
- Parents of all parties will be informed in writing by the HoY of:
  - o The allegation
  - o The outcome of the investigation (was the bullying allegation substantiated or not)
  - o The plan in place to support those involved: this includes the perpetrator
  - o Expectations moving forwards
  - o The perpetrator's parents will also be told what sanction has been applied and what might happen if a similar incident happens again
- Records would be recorded by the HoY or tutor (by agreement) on CPOMS including of any sanctions imposed.

- This stage may be by-passed and sanctions imposed immediately if bullying is found to be more serious.

### Level 3 (Stage 3)

*Warning as to future conduct. If, after the above discussion, the bullying continues, it will be assumed that it is deliberate and a more severe approach will need to be taken. This is a serious breach of discipline and the pupil code of conduct. If an individual incident of bullying is deemed serious enough, this may also warrant an immediate level 3 intervention. Sanctions will depend on the severity of the bullying.*

- Following HoY discussion with Assistant Head (Prep) or Deputy Head (Pastoral) a formal letter will be sent to parents.

The following is likely to happen:

- Parents will be asked to school to meet with the HoY and/or the Assistant Head, Prep or AssistanrHead, Pastoral.
- Clarification will be sought as to whether a child is currently open to Children's Services.
- In line with the Promoting Positive Behaviour Policy, sanctions may be applied to the perpetrator which will reflect the severity of the situation and act as a deterrent.
- Support will be offered to all pupils involved. This may involve speaking to the counsellor or support from outside agencies.
- A record of the incident and any sanctions will be kept on the child's file in CPOMS.
- A discussion will be held to agree a resolution strategy, agreements and a date to revisit the concern.
- The situation will be actively monitored, a time-frame created within which the unpleasant behaviours should have been corrected and this will be communicated to staff and parents.
- **If the behaviours do not improve**, the case may be escalated to Stage 4.

### Level 4 (Stage 4)

If after these two steps the bullying continues, or in very serious individual cases where significant physical or emotional harm has been caused, it will be assumed that the pupil has no respect for other Abbot's Hill pupils and this will not be tolerated within the school community.

- In this situation a meeting between parents and the Head or Head of Prep to discuss a pupil's position in the school community will be arranged.
- In very serious cases it may be necessary to make a report to the Police or Social Services. The following would reach the threshold for referral:
  - Violence or sexual assault
  - Theft
  - Repeated harassment or intimidation, for example, name calling, threats and abusive phone calls, emails or text messages

- Hate crimes

In cases involving concern about any of the above, either the Head or Head of Prep will contact the police and follow their advice.

**Abbot's Hill School reserves the right to act to address a pupil's conduct when s/he is not on school premises or under control of a school member of staff. This may include contacting outside agencies.**

**The above levels are equally applicable for breaches of acceptable behaviour on-line.**