



ANTI-BULLYING POLICY (Including EYFS)

All policies carrying the Bryanston logo apply equally to any other brands or operations of Bryanston including Bryanston Prep

1 Aim of this document

The aim of this document is to state clearly that bullying is always unacceptable and should form no part of life at Bryanston. Every pupil has the right to live in the School community without fear, and to have their contribution to school life valued. All pupils should be safe at school and be supported and protected if they feel vulnerable.

2 School ethos

The School attempts to create an ethos of good behaviour (refer to Bryanston Behaviour Policy) in which pupils treat one another and the staff with respect, because they know that this is the right way to behave (this applies to behaviour between pupils when they are in school and also when they are out of school). Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how actions affecting others permeate the whole school environment. This is reinforced by staff and older pupils who seek to set a good example to others.

3 What is Bullying?

Bullying behaviour is behaviour which hurts or causes distress by taking advantage of the vulnerability of its victim, making them feel uncomfortable or threatened. Bullying is a serious issue, whether it is physical or emotional (which may cause psychological damage).

Bullying is behaviour by an individual or a group, that intentionally hurts another individual or group either physically or emotionally. It should be noted that unintentional behaviour may cause hurt, and that once it has been made clear that a form of behaviour causes hurt to someone else, the impact of a repetition of that behaviour cannot be deemed 'unintentional' any longer. However, the notion of intentionality implies the ability to control the behaviour. Bullying can take many forms; for example, cyberbullying via text messages or the internet, which may involve social websites, mobile phones, text messages, photographs and email. It may occur directly or through cyber-technology (see separate Bryanston Cyberbullying Policy).

Bullying involves an imbalance of power between the perpetrator and the victim – the bully behaving in a way which might provide excitement, confirmation of status, material gain or where it meets the needs of a social group. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. This could be because the victim does not have the resources, status or ability to counteract or stop the harmful behaviour. The imbalance of power can manifest itself in a number of ways. It may be physical or psychological/emotional, or it may derive from an intellectual imbalance. Alternatively, it can manifest itself by having access to the support of a group or the capacity to isolate socially. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. A victim may be vulnerable because of their age, physical appearance, nationality, race, gender, religion, sexual orientation (homophobic or biphobic bullying) or because they are new to the School, appears to be uncertain or has no friends. Bullying behaviour may hurt



or distress the victim and, over a period of time, or in relation to a single incident, it can lower their self-esteem and make them depressed.

Harassment, threatening behaviour and damage to another's property may also be regarded as a criminal offence (and a civil wrong) which can have repercussions outside the School for example where the Police are involved.

Prejudice based bullying: bullying is sometimes motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, culture, special educational needs, disability or adoption. It might be motivated by actual differences between children, or by perceived differences.

Bullying on the basis of a protected characteristic, as defined in the Equality Act 2010, is taken particularly seriously.

4 Child-on-Child Abuse

All staff should recognise that children can abuse their peers. All staff should be clear on school policy and procedure about Child-on-Child Abuse.

Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur inside or outside school. Cyberbullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. (Refer to Bryanston Cyberbullying Policy).

5 Aspects of bullying

Here are some examples of bullying behaviour:

- hitting, kicking, pushing people around, spitting, hair-pulling;
- name calling, taunting, teasing, insulting;
- intimidating, isolating or excluding from the group;
- taking, damaging or hiding possessions;
- spreading rumours or writing unkind notes;
- cyberbullying, including inappropriate use of mobile phones and texting; inappropriate comments on email/social networking sites;
- 'sexting' which involves the sending, receiving, or forwarding of sexually explicit messages, photographs, or videos, primarily between mobile phones, of oneself which intends to harm another person;



- Talking to or touching the victim in a sexually inappropriate way.

6 Where do bullies operate?

Bullies can operate anywhere but the 'hidden' areas are more likely. These can include the gardens (for example the Spinney and Greenwood at Bryanston Prep), changing rooms, the dormitories/boarding houses and music practice rooms. Staff must be aware and vigilant at all times to bullying but particularly when on duty during break and free time.

7 How do we recognise bullies and victims?

Anyone can be a bully. As they enjoy being popular and finding weaker children to do their dirty work for them, bullies can appear to be well-liked - the 'queen bee' syndrome.

Victims may be crying or have bruises, but they may also be performing less well in class or lose interest in activities. They may seem tired and withdrawn or have lost their 'joie de vivre'.

Victims may be reluctant to come to school but will not say why. They may pretend to be ill.

8 What should a pupil do?

If you are being bullied or you know someone who is being bullied, you should report what is happening to someone in authority. If you feel uncertain about taking this step you may want to talk first informally to:

Bryanston:

- your House Parent, tutor or any other teacher;
- your House Matron;
- a senior pupil;
- the Chaplain;
- the School Counsellor or the Independent Listener;
- the School Doctor or a Nurse in the Medical Centre;
- the Head, Senior Deputy Head, Deputy Head Boarding & Pastoral, Deputy Head Pupil Development, The Safeguarding Co-ordinator;
- your parents.

Bryanston Prep:

- your parents
- your form tutor or any other teacher
- a Matron
- a senior pupil
- the Independent Listener
- the School Doctor
- the Head or Deputy Head or Assistant Head

Any of these people will be able to advise and support you and to help you to take this matter further.



Pupils are advised that they may choose any member of staff to turn to when they experience or witness bullying. This can also include the Office of the Children's Commissioner (Freephone: 0800 528 0731).

In some cases, a victim of bullying does not want anyone else to know what is happening because:

- they don't want to 'tell tales';
- they don't want the bully to be punished;
- they are afraid of what the bully will do;
- they have become demoralized, and feel they don't deserve any better.

However, if you are being bullied, it is better to tell someone because:

- sharing what is happening will help you to deal with your feelings;
- bullying thrives on secrecy - it is best dealt with by being brought into the open;
- it may save other people from becoming victims of the same bully.

Bryanston also offers an anonymous reporting system called 'Whisper.' This platform, available on the pupil hub and run by the SWGfL provides pupils the opportunity to report instances of bullying anonymously.

9 What happens next? – How the School will respond to bullying incident(s)

All incidents of bullying will be treated seriously. Bryanston has a duty to intervene in an appropriate way if someone is being bullied in order to support victims and to deal effectively with those that bully.

A thorough investigation will take place, most likely to include, the Head of Department or House Parent and where necessary will involve the Senior Deputy Head.

Sanctions

In most cases the action taken in the first instance will not be disciplinary - a bully will be asked to talk about their behaviour and encouraged to find ways to change it. It may sometimes be the case that the bully genuinely has not recognised the distress caused to the victim by their behaviour. If those responsible for the bullying behaviour repeat it, then sanctions may be applied.

Strong sanctions such as exclusion (ultimately a bully who will not change their behaviour may have to leave the School) may be necessary in cases of severe and persistent bullying.

Monitoring

When bullying has been reported and action to prevent it has been taken, the situation will be monitored carefully by staff to prevent it recurring and to ensure there has been no repercussions from the perpetrator or other pupils on the victim. Everyone involved has responsibility for helping the bully to change their behaviour. In addition, the victim may need help to deal with their feelings and to understand and overcome their vulnerability.

10 Logging incidents of bullying



Bryanston:

Incidents of bullying are recorded by the Deputy Head Pupil Development in a bullying log and via MyConcern.

Bryanston Prep:

Incidents of bullying are recorded in the pastoral care book monitored by the Assistant Head and the Incident Log / MyConcern held by the Deputy Head.

In both instances logs are kept in order to see whether patterns can be identified. Logs will distinguish any incidents of bullying which are based on protected characteristics to enable the monitoring of meeting standards in instilling values of tolerance and respect and actively promoting the well-being of pupils.

Parents will be involved, where appropriate, and it will be made clear to all pupils the part they can play to prevent bullying, including when they find themselves as bystanders.

11 Education and Prevention

Bryanston:

The School's values will be outlined by means of the PSRE programme which incorporates discussion and via Assemblies, both at a School level and at a House level. Clear sanctions will be applied, and support will be provided for pupils, as appropriate. The Senior Deputy Head and the Deputy Head Pupil Development and House Parents will record incidents of bullying in order to see whether patterns can be identified and to assess the effectiveness of the interventions taken. Records will distinguish any incidents of bullying which are based on protected characteristics.

Staff awareness of the issues will be raised through training and in meetings so that the School policy is understood, and responsibilities are known. This will also include addressing those issues involving those with special educational needs and disabilities, and LGBT+ pupils. The Anti-Bullying Policy should be read in close conjunction with the Safeguarding Policy. Good practice is shared in relation to dealing with such problems and sources of support are identified. Staff will seek to foster an ethos of mutual respect between staff and pupils in order to encourage good behaviour.

Prefects (both School and House) will be encouraged to show a good example to younger pupils and will also serve as a listening ear. Parents will be involved and have access to the Teen Tips educational resource which includes educational material on the issue of bullying. It will be made clear to all pupils the part they can play to prevent bullying, including when they find themselves as bystanders.

Issues about how individuals should interact with other individuals and groups are addressed regularly in School Assemblies, House Assemblies and in PSRE lessons. House Parents talk to small groups/individuals on an ongoing basis about how pupils should interact with other pupils. In addition, School Prefects are regularly briefed about setting a good example and are encouraged to be proactive both in the House and in the School. In addition, they are briefed about how to deal with bullying and their assistance is sometimes sought in dealing with specific issues.



The School will gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. The threshold for reporting of bullying issues to external agencies is known. A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. The School will inform the relevant external agencies in such cases. A bullying incident is also gauged to balance the fact that such incidents often indicate that the perpetrator also may need help.

Parents and pupils are encouraged to communicate with House Parents and to provide them with information about bullying incidents so that it is possible to build up an understanding of what is going on and to address issues and to deal with them.

Bryanston Prep:

The School attempts to create an ethos of good behaviour (refer to Bryanston Behaviour Policy) in which pupils treat one another and the staff with respect, because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how actions affect others are central to the school ethos. This is reinforced by staff and older pupils who seek to set a good example to others.

Issues about how individuals should interact with other individuals and groups are addressed regularly in school Assemblies, Tutor Time and in Floreat (PSHEE) sessions.

Senior staff talk to small groups/individuals on an ongoing basis about how pupils should interact with other pupils. In addition, Prefects are regularly briefed about setting a good example and are encouraged to report any concerns about younger pupils.

The School will gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. The threshold for reporting of bullying issues to external agencies is known.

Parents and pupils are encouraged to communicate with Form Tutors or Class Teachers and to provide them with information about bullying incidents so that it is possible to build up an understanding of what is going on and to address issues and to deal with them.

This policy is prepared in line with the Department for Education (DfE) guidance 'Preventing and Tackling Bullying (July 2017)'.

This document should be read in conjunction with the following school policies:

- Bryanston Rules and Regulations
- Bryanston Behaviour Policy
- Bryanston Cyberbullying Policy
- Bryanston Youth Involved Sexual Imagery Policy
- Bryanston Peer-on-Peer Abuse Policy

Governors have an overview on the effectiveness of the Anti-Bullying Policy, understanding their roles and duties and reviewing/making suggestions, as appropriate.



Reviewed: September 2023
Reviewer: Deputy Head Pupil Development and Housemasters/Housemistresses
Next Review: September 2024
Author: Deputy Head Pupil Development /Deputy Head Bryanston Prep