UCS
HAMPSTEAD

PAULATIM SED FIRMITER

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Document: 10a Anti Bullying Prevention Strategy

10a Anti Bullying Policy

As part of the UCS Foundation, UCS Pre-Prep is focused on creating a community founded upon principles of tolerance and mutual respect. All acts of bullying or intolerance are completely unacceptable within the community of UCS. It is the duty of every teacher, pupil and parent to support this principle and to act upon it on all occasions.

Bullying can have devastating effects on the individual affecting their learning, mental health and happiness. The school's policy aims to prevent in so far as reasonably practical bullying within the school and our procedures promote an effective anti-bullying strategy.

UCS Pre-Prep does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We record any incidences of bullying so that patterns and evaluation can take place. *See Appendix 1*

Children are made aware that the school does not tolerate bullying through a series of PSHE lessons, communication of the Anti-Bullying Policy and frequent reminders in assemblies and class discussions.

Definition
Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally, often motivated by prejudice. Bullying can take many forms (for instance cyber bullying via text message, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, culture, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual difference between children, or perceived differences.[1]

Bullying involves an imbalance of power between the perpetrator and the victim. This can be physical or psychological and can cause physical and psychological damage. Bullying and intolerance may be said to include all acts that are deliberately cruel towards another member of the school community:
- physical intimidation
- sustained teasing and verbal abuse
- racial, sexist, ethnic, sexual or religious comments or taunts
- rejection or deliberate isolation of a pupil by his peer group; tormenting or spreading malicious rumours
- manipulating a third party to tease or torment someone
- complicity in unkind behaviour that falls short of direct participation

All behaviour of this kind is unacceptable at UCS. It is the responsibility of all members of the school community, pupils as much as staff, to express their disapproval of such behaviour whenever it is encountered.

Types of Bullying
Verbal bullying is saying or writing unkind and hurtful things. Verbal bullying includes:

- Teasing
- Name-calling
- Threatening to harm
- Taunting
- Inappropriate sexual comments

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[1] *Preventing and tackling bullying Advice for head teachers, staff and governing bodies, July 2017*

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Cyberbullying is when bullying occurs through cyber technology through use of the internet be it via a mobile phone, email, social media, webpage etc.

Impact of Bullying
The impact of bullying should not be underestimated. The seriousness of bullying can affect people physically and emotionally causing psychological damage and can fatally result in suicide or death.

Possible Signs of Bullying
Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags 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 visits to the School Office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Preventative Measures
All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place. Staff create a strong and experienced pastoral team supporting pupils and

developing safe and professional relationships where pupils feel they are listened to and supported. Children know whom to talk to and that all staff are available to listen to them.

Through the curriculum, pupils consider the reasons why some people might bully. They learn
- to be more sensitive to others' feelings
- the fine line between teasing and bullying
- how to stand up for themselves
- to deal with unwanted name-calling
- how some language is unkind and can develop into bullying
- to take responsibility for what they say

Pupils also learn that there are different types of teasing and bullying; that bullying is wrong and how to help to deal with bullying.

Pupils learn about bullying through assemblies, visitors, like the NSPCC, regular discussions in class, through drama and stories and through the comprehensive PSHE curriculum. PSHE is taught through a number of programmes, including SEAL. All the 7 areas of SEAL can relate to anti-bulling work but the "Say No to Bullying" section provides an explicit focus on bullying and will be useful during Anti-Bullying Week, and Friendship Week. Pupils also have a strong focus on identifying and naming their emotions and understanding the impact of emotions and how to act when angry or hurt or upset; which aims to prevent pupils engaging in bullying others.

Involvement of Pupils
We will seek to:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites and engage external speakers
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

We welcome feedback from parents and guardians on the effectiveness of our preventative measures. Pupils are asked about anti-bullying measures in school and school council voice views and suggestions.

Electronic Communication
The development of electronic means of communication – the internet, electronic chat-rooms and associated web-sites – has created new avenues for bullying, cruelty, unkindness and intolerance. This policy applies equally and directly to such electronic communication involving any members of the school community. The school expects all pupils to adhere to its policy concerning the use of the Internet. Parents sign an Acceptance Use Agreement on behalf of young children. Certain sites are blocked by our filtering system and our IT Department monitors usage. As with any cases of bullying, cruelty or intolerance, offences against this code will be treated seriously. Repeat or serious offences may lead to permanent exclusion from the school. Please consult the school's Online Safety policy.

Definition of Cyber Bullying

"Cyber Bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself[2]." Cyber bullying can happen at all times of the day, with a potentially bugger audience, and more accessories as people forward on content.

- Bullying via websites
- Text message bullying
- Picture/video-clip bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying through instant messaging (IM)

Setting & Promoting Online Safety

Bullying can occur in and out of school and therefore parents and the school need to work together. (Please see Online Safety Policy, ICT policy, Acceptable Use Consent and Online Safety Procedures)

Parents sign a user agreement on behalf of pupils and the pupils discuss how to use IT appropriately in school. Please consult the Online Safety Policy which includes IT use infringements such as peer on peer abuse, upskirting and sexting.

Prejudice Based Bullying or Bullying on the Basis of Protected Characteristics

Prejudice Based Bullying or Bullying on the Basis of Protected Characteristics
is taken very seriously. Staff area aware of and alert to correcting prejudice based language and commentary. Any incidents involving protected characteristics are identified to enable monitoring of patterns .

Staff Training and awareness

All parents sign an Acceptable Use of ICT, Email and the Internet policy at the start of the academic year on behalf of their child. Information evenings for parents are held about Online Safety and Cyber Bullying prevention. Staff are trained on online safety and cyberbullying regularly. Issues are discussed in staff meetings and at Key Stage meetings. Anti-Bullying week is an annual event on the school calendar and used to promote awareness amongst pupils and parents. The ethos and environment of the school also promote respect and care. Age appropriate work in PSHE, assemblies, stories, drama and discussion, promote and celebrate difference, tolerance and highlight prejudice. Staff are aware of the needs of pupils with SEND and more vulnerable members of the school community.

It is hoped that, supported by this, members of staff - particularly Class Teachers, the Deputy Head and the Headmistress - will succeed in creating an environment in which bullies (whether single or in groups, whether active or passive) are left in no doubt of the need to reconsider and to adjust their attitudes towards others.

If any pupil, parent or teacher believes that bullying is taking place, it is essential that this is drawn to the attention of the Class Teacher, Deputy Head or the Headmistress at once. Such approaches will always be treated in complete confidence. All reported incidents are recorded and investigated immediately.

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[2] Report to the Anti-Bullying Alliance by Goldsmiths College, University of London

Procedures to Promote the Prevention of Bullying
- Open school environment where pupils can talk to all staff
- Clear policies communicated to parents and an environment of good behavior and mutual respect.
- Regular parent sessions about keeping children safe online, promoting healthy friendships.
- Through the curriculum, PSHE, discrete lessons about anti-bullying and differences between people
- Through visitors and speakers from organisations and anti-bullying charities and experts
- Through having peer mediators- Resolving Conflicts Creatively
- Annual Anti-bullying Week and regular visits from drama companies, NSPCC etc
- Posters around the school highlighting anti-bullying and NSPCC posters and contact information
- Clear Behaviour Policy promoting positive behaviour, celebration assemblies
- Clear disciplinary sanctions
- Classroom post boxes to raise concerns anonymously. Bubble time with class teachers and circle times address friendship concerns/difference between acceptable and unacceptable behaviour and bullying.

Procedures for Reporting and Recording Bullying
We have a clear procedure so pupils know who to tell and teachers know how to record incidents so patterns can be observed. Behavioural incidents found to be related to bullying will be dealt with swiftly and in the following manner: (This refers to cyber bullying and bullying outside of school)

1. The member of staff who first becomes aware of bullying, or to whom it is first reported will control the situation and reassure and support the pupils involved.
2. He will inform the Deputy Head as soon as possible.
3. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
4. The victim will be interviewed at a later stage by their Class Teacher separate from the alleged bully. He will be offered support to develop a strategy to help himself.
5. The alleged bully will be interviewed by their Class Teacher, separately from the victim, and it will be made clear why his behaviour was inappropriate and caused distress. He will be offered guidance on modifying his/her behaviour, together with any appropriate disciplinary sanctions.
6. The parents/guardians of all parties should be informed.
7. A way forward, which might include disciplinary sanctions, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures. Any of the school's formal sanctions punishments can be used as appropriate. If necessary and appropriate, police will be consulted.
8. Records are kept to evaluate the effectiveness of the school's approach and to enable patterns to be identified, monitored
9. A monitoring and review strategy will be put in place.
10. In very serious cases, and only after the Headmistress has been involved, it may be necessary to make a report to the police or Social Services. However, it is the policy of University College School to attempt to resolve such issues internally under the school's own disciplinary procedures.

Support
- An attempt will be made to help the bully (bullies) change their behaviour.
- Staff who deal with pupils who have been bullied must always offer reassurance.
- Pupils who have been bullied will be given support determined by the Headmistress in consultation with the pupil.
- Support will be offered to the pupil being bullied.
- We will endeavour to change the attitude and behaviour of the bully (bullies) in line with the positive procedures identified with the strategies.

Outcomes and Sanctions
- The bully (bullies) may be asked to genuinely apologise.
- If possible, the pupils will be reconciled

Other consequences may also take place:
- Pupils could be restricted from certain activities or privileges in the school
- In serious cases, suspension or even exclusion will be considered.
- The Police could be called
- After the incident /incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

While such matters will always be treated seriously, every effort will be made to provide prompt, sensitive and effective support for both victim and bully.

Repeated or serious offences of this kind by particular pupils are likely to lead to suspension or even exclusion from UCS Pre-Prep.

Cases of bullying are recorded on the school's proforma and staff are made aware of pupils to monitor as part of the school's ongoing monitoring of pastoral concerns.

Safeguarding
A bullying incident needs to be treated as a safeguarding, or if appropriate a child protection, concern, where there is reasonable cause to believe that a child is suffering or likely to suffer harm. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

Even where safeguarding is not considered to be an issue, the school may need or decide to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

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Criminal law
Some types of harassing or threatening behaviour - or communications - could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious

Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the school believed an offence to have been committed they would report this to the police.

Prevent

The school complies with the *Prevent Duty Departmental advice for schools and childcare providers* June 2015, and *Duty Guidance: for England and Wales Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015* to have due regard to the need to prevent people from being drawn into terrorism. We ensure that through our work on anti-bullying and PSHE that all pupils are aware of not using racist, homophobic or disability discriminatory language. They are encouraged to challenge views that are disrespectful and intolerant of others or extreme.

Bullying which occurs outside school premises

We reserve the right to investigate incidents that take place outside school hours, on school visits and trips, and that occur in the vicinity of the school, involving our pupils. School staff have the power to discipline pupils for incidents that occur outside the school premises imposing the disciplinary sanction in line with the school Behaviour Policy. (Section 90 and 91 Education and Inspections Act 2006).

This policy is monitored by UCS Pre-Prep SMT. This policy was written in consultation with the following:

Keeping Children Safe in Education, Working Together to Safeguard Children, Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2017, Behaviour and Discipline in Schools Guidance, 2016, Power to tackle poor behaviour outside school, counselling in schools a blueprint for the future, 2026 Mental Health and Behaviour in schools, Safe to Learn: Embedding anti-bullying work in schools and Bullying -Don't Suffer in Silence, An anti-bullying pack for schools, Cyberbullying: Advice for head teachers and school staff (2014) and the school's Online Safety Policy.

UCS PRE-PREP

Bullying Incident Report Form

Name(s) of alleged victim:		Location of incident:	
Class(es):		Adult reporting incident:	
Date & time of incident:		EYFS/KS1	
Gender M/F		Home Language	
Ethnicity		SEND/EAL	

Alleged Perpetrator/s

Brief nature of incident including details of any injury or damage to property, etc

Circle any elements that apply:

Form: Physical Verbal Indirect Cyberbullying

Form: Physical Verbal Indirect Cyberbullying

Type: Race/religion/culture Sexual/sexist/transphobic Homophobic SEN/disability

Parents/carers of alleged victim informed:

Date Time

Description of incident including details of witnesses:

Alleged perpetrator(s) account of the incident. Name(s) Age, Year group:

Parents/carers of alleged perpetrators informed:

Date Time

Action taken & any other comments:

Details of immediate action taken

Further action (if any):

Monitoring of action taken and details of follow up and longer term action taken