



UCS Junior Branch Anti-Bullying Policy



Author: Dominic Edwards

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ANTI-BULLYING POLICY

The nature of UCS's foundation makes us especially concerned to create a community founded upon principles of tolerance and mutual respect. This strategy takes as its starting point the UCS Code of Conduct, a document familiar to all members of the school community. **It has also been written with reference to the DfE guidelines 'Preventing and Tackling Bullying' (July 2017) and KCSIE (September 2021).**

Aims

- We aim to keep all our pupils safe and happy when they are in school.
- We aim to ensure that any pupil who feels unhappy has been given ^{[[1]]}_{SEP} strategies to try on their own to deal with incident of bullying, but also knows who and how to ask for help and support ^{[[1]]}_{SEP}

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. ^{[[1]]}_{SEP}

Under the terms of Section 90 and 91 of the Education and Inspections Act 2006, we reserve the right to investigate incidents that take place outside of school hours, on school visits and trips, and that occur in the vicinity of the school, involving our pupils.

Definition

Bullying and intolerance may be said to include all acts that are deliberately cruel towards another member of the school community:

- physical intimidation
- sustained or repeated teasing and verbal abuse (including social media, mobile electronic devices, text messages, photographs (sexting) and email).
The school will not pass off such teasing as 'Banter' and it is important that all members of the community understand this.
- racial/cultural, sexual/sexist, homophobic, ethnic, or religious comments or taunts
- unkind references to a child being adopted
- unkind references to a child being in the role of a carer
- unkind references to another person's disability (including SEN)
- unkind references to another person's intellectual capabilities
- rejection or deliberate isolation of a pupil by his peer group; tormenting or ^{[[1]]}_{SEP} spreading malicious rumours
- manipulating a third party to tease or torment someone
- complicity in unkind behaviour that falls short of direct participation ^{[[1]]}_{SEP}
- unkind references to Covid-19 related issues

All behaviour of this kind is unacceptable at UCS. It can cause psychological damage and in extreme cases may even result in the suicide of a victim. 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. Training is given to staff in order to raise their awareness of the problem and with the aim of reducing the risk of bullying.

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 and is distinguished in the records kept by the Head Teacher. Staff are aware of and alert to correcting prejudice based language and commentary.

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 Medical Centre 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 suicide or 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. Staff with worries will keep a record if monitoring concerns.

Preventative measures

All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.

We have a strong and experienced pastoral team of Form Teachers and Subject Teachers, who support the Deputy Head (Pastoral) and who are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.

In PSHEE, 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
- how to deal with unwanted name-calling
- how sloppy language can develop into bullying
- to take responsibility for what they say

The work we do in this area is reinforced in Lessons, Form periods and Assemblies, around the school before, between and after lessons, during lunch, and in the playground, by staff.

We have a team of Peer Mentors (boys in Year 6, who are trained by the Peer Mentor Co-ordinator to support pupils in all Year Groups with bullying and other concerns and who are supported by the Peer Mentor Co-ordinator and the Deputy Head Pastoral).

When boys join in Year 3 they are assigned a 'buddy' from Year 4 to help support them while settling into a new school environment. The Buddy System is set up and monitored by the Year 3&4 Phase Leader.

It is hoped that, supported by this, members of staff - particularly form- teachers, the Deputy Head (Pastoral) and the Headmaster - 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 pastoral staff (Form Teacher, Pastoral Deputy Head or the Headmaster) at once. Such approaches will always be treated in complete confidence. All reported incidents are recorded by the Deputy Head Pastoral to enable patterns to be identified, and investigated immediately.

Procedures to deal with reported bullying

- 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.
- He or she will inform a member of the pastoral team as soon as possible.
- The victim will be interviewed on his/her own and asked to give an account of events, notes about which are written down by the member of staff, who may be the form teacher or the Deputy Head Pastoral.
- The bully, together with all others involved, will be interviewed individually and asked to give an account of events, notes about which are written down by the member of staff, who may be the form teacher or the Deputy Head (P)
- The notes of these accounts are kept as part of the incident report, and the incident should be recorded, by the Deputy Head Pastoral, to allow for the identification of any patterns of behaviour.
- All appropriate pastoral staff should be informed. In serious incidents, the Head should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separate from the alleged perpetrator. It will be made clear to the victim why revenge is inappropriate. He will be offered support to develop a strategy to help himself.
- It will be made clear to the bully why his behaviour was inappropriate and caused distress. He will be offered guidance on modifying his behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and they may also be invited into school to discuss the matter. Their support should be sought.
- A way forward, which might include disciplinary sanctions and/or counselling, 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.
- A monitoring and review strategy will be put in place.
- It is the policy of University College School to attempt to resolve ^[1]_[SEP]bullying issues internally under the school's own disciplinary procedures. However, in cases where there is a suspicion of abuse, the school follows the UCS Foundation Child Protection Policy. In such serious cases, and only after the Child Protection Officer and/or the Head have been involved, it may be necessary to make a report to the Police or to Social Services at the London Borough of Camden.

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. The school will use its Behaviour Policy to deal with repeat offences and where this does not work, or a more serious incident occurs, apply its Exclusion Policy. We welcome feedback from parents and guardians on the effectiveness of our preventative measures. ^[1]_[SEP]

Electronic Communication

The development of electronic means of communication – the Internet, electronic chat-rooms and associated websites – has created new avenues for bullying, cruelty, unkindness and intolerance. The policy stated above 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. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.

In particular, all pupils must be aware that:

- Messages or images posted on websites must never be teasing or abusive of others – including other members of the school community – nor should they encourage others into teasing or abusive behaviour.
- Such messages or images must never include racial, sexist, homophobic, ethnic, religious or other taunts or remarks directed towards others.
- Such messages or images must never suggest threats or intimidation towards others.
- Such messages or images must never be such as to damage the reputation of the school, nor of any member of the school community – whether staff or pupil.
- As a general principle, no image of the school, or of any member of the school community, should be posted on the Internet or communicated electronically to others, without the consent of the individual(s) involved. In the case of the school itself, this will require the consent of the Headmaster.

Pupils and their parents should note that this policy applies to all media of electronic communication, not simply to the use of the school's own IT network.

As with any cases of bullying, cruelty or intolerance, offences against this code will be treated seriously. It may be necessary in some cases to report the incident to the Police or to Social Services at the London Borough of Camden. Offenders are likely to be excluded from school. Repeat or serious offences may lead to permanent exclusion from the school.

Parental Influence

Parents also have influence to help prevent bullying behaviours in children.

1. **Conveying warmth** and engaging positively
2. **Setting clear and positive expectations** for desired behavior
3. **Setting firm limits** on unacceptable behavior
4. **Modeling positive** solutions, e.g., never using emotional or physical violence to control a child's behavior.

Speakers are invited in to talk with the parent body about online safety and bullying issues that can arise from use of technology.

Safeguarding

A bullying or 'peer on peer abuse' 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 an 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 'peer on peer abuse', or to tackle any underlying issue which has contributed to a child engaging in such behaviour.

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