



# STRATFORD PREPARATORY

2 - 11 YRS CO-EDUCATIONAL INDEPENDENT DAY SCHOOL

## Anti-bullying Policy, including EYFS

**Approved by:** Dai Preston, Executive Headteacher

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This policy is part of a portfolio of policies associated with Safeguarding and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is drawn up in line with the non-statutory guidance *Behaviour and Discipline in School (2014)*.

### About this Policy

Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour is respect for others.

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### 1. Introduction

Stratford Prep school operates a 'Zero Tolerance' approach to bullying, in all its forms, across the whole school including EYFS. The aim of this anti-bullying policy is to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied or victimised. This policy applies to all members of the school community including teaching/non-teaching staff, pupils and parents. All are required to understand and be familiar with the school policy. This policy has been drawn up in line with the DfE advice 'Preventing and Tackling Bullying' (July 2017)

As a school, we are committed to ensuring that when a young person speaks out about bullying:

- > They are listened to
- > Their concerns are taken seriously
- > The matter is investigated
- > That we tackle the issues
- > That we help and support the young person

### 2. What is bullying?

Bullying is any form of deliberate behaviour, by an individual or group, which intentionally causes hurt or distress physically or emotionally to another individual or group.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). We follow the shared definition of bullying from the Anti-Bullying alliance. Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying behaviour can be:

- > Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- > Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- > Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- > Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- > Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- > Indirect - Can include the exploitation of individuals. Deliberately upsetting people
- > Child on child abuse

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 intended to intimidate but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual, which focus on disabilities or other physical attributes (such as hair colour, gender or body shape) or any reference to Special Educational Needs, or because a child is adopted or is a carer or any other protected characteristic.

SPS adopts the view, taken from the Stephen Lawrence Inquiry report (page 362), that “a racist incident is any incident which is perceived to be racist by the victim or any other person”. As such, any incident that falls into this category would be recorded as a racist incident. This principle is applied to other incidents of potential discriminatory bullying.

The seriousness of bullying cannot be emphasised enough. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

### 3. Our Approach

#### Awareness

We will raise awareness of bullying and the school's anti-bullying strategy through effective staff training (using both training days, staff meetings and TES Develop online courses) to ensure that the legal responsibilities for bullying are known, the correct actions for staff to take are understood and the sorts of support available to staff. In addition, we will use the PSHEE curriculum, Mentor Time sessions, Assemblies and the wider curriculum to educate all children and reinforce the importance of avoiding prejudice based language (please see our PSHEE policy for more information on how we deliver anti-bullying messages).

This policy will be placed onto the school website and periodically sent to parents to ensure that our policy is clear for all. Pupils, particularly prefects, are given a role to play in supporting their peers in regards to bullying and we celebrate the success of pupils in this regards through rewards and certificates (please see our Discipline and Behaviour Policy for examples of the rewards we may give).

#### Encouragement

All pupils are encouraged to feel that it is right to tell someone if they are being bullied or if they know someone is being bullied. Incidents or bullying referred to staff are dealt with quickly and appropriately. The poster displayed around the school shows the names and faces of the DSL's at SPS. Pupils are encouraged to reach out to them or any trusted adult. This message is also reiterated at the start of assembly on slide 1, and reminds pupils of the 'Whisper' function on the school website, which provides an anonymous reporting tool should they prefer to disclose anything that way.

#### Support

To support pupils, Prefects are available to listen and support pupils who wish to disclose bullying to them. Prefects are trained in the correct school procedures for dealing with such incidents. Mentors will make sure all pupils are aware of school procedures for dealing with bullying and they will reinforce the anti-bullying guide for pupils (shown later in this document).

#### Process

Staff suspecting an incident of bullying will reassure the young person that their concerns are taken seriously and that they will be investigated by class teacher or, where applicable, the Head of School. Parents will be advised of investigatory proceedings and kept fully informed of outcomes. If, after investigation it is clear that bullying has taken place, sanctions will apply.

In the first instance, an investigation will take place, using **Pupil Statement Sheets** to document the information and allow all parties to share an account. Once the investigation is concluded, the lead member of staff will then complete a Serious Incident Form (if appropriate) to submit to the Head of School. The Head of School may then convene a panel review of the incident to decide on appropriate sanctions (depending on the seriousness of the incident and evidence found). Please see our 'Anti-bullying Flow Chart' contained in this policy for an overview of the process.

Whilst bullying is not be tolerated at ALS, actions can only be taken when it is possible to prove wrongdoing from one pupil to another.

### **On-going Monitoring**

All cases of bullying (even if unsubstantiated) will be recorded in the incident and bullying log so that the school can evaluate the effectiveness of the approach we adopt and that any patterns can be easily identified.

## **4. Policy Review**

This policy is monitored and reviewed annually by the Headteacher and Board of Directors.

## **5. Anti-Bullying Policy: Code of Practice**

### **Our Commitment**

We shall create a restorative environment wherever possible and provide opportunities where:

- > The wrongdoer learns the effect of an action on others
- > Those affected are heard and acknowledged
- > Responsibility is taken with appropriate actions to make things right
- > A positive learning experience is created

### **Our Accessibility**

We shall respond to allegations of bullying in a professional, sensitive and timely manner.

We encourage any concerns about bullying to be reported to a member of staff. This may be the class teacher or Deputy Head of School. As a school we will:

- > provide advice, support and assistance for any person reporting bullying
- > accept referrals from members of staff
- > attend any meetings or multi-agency meetings to give feedback on pupils
- > liaise with parents to ensure all parties are aware of any incidents and follow up strategies
- > maintain written records of bullying incidents files
- > support, manage and mentor the Prefect body
- > run PSHEE sessions and assemblies geared to sharing knowledge how to combat bullying in school

Our Prefects can be the first point of contact for pupils who wish to disclose incidents of bullying to another pupil *and*:

- > are available during break times to support fellow students
- > share concerns about vulnerable pupils with Mentors and Heads of Key Stage
- > provide guidance to pupils to other support which is available
- > show commitment to the school's anti-bullying message
- > take the lead in promoting good citizenship and inclusion throughout the school

### **Our approach**

In dealing with actual or alleged incidents of bullying we shall follow a practiced response of:

- > Asking the wrongdoer what happened, and to then identify who has been affected and how
- > Asking the harmed person what has happened, to express their feelings and needs, and how they would like us to deal with it (just listen, listen and advise, or listen and take action)
- > Allowing all pupils involved, including any witnesses, the chance to write a statement expressing their view on the incident
- > Ensuring everyone understands the outcome and individual responsibilities

Our approach is based on the principals of restorative practice and education for pupils who engage in bullying behaviours. In our investigation of actual or alleged incidents we shall avoid:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>&gt; Asking 'why?'</li> <li>&gt; Thinking we already know what happened</li> <li>&gt; Giving our opinion</li> </ul> | <ul style="list-style-type: none"> <li>&gt; Interrupting</li> <li>&gt; Losing patience</li> <li>&gt; Leading interventions</li> </ul> |
|--|---|

Before questioning pupils on any incident, pupils should be given the chance to write a statement to provide their point of view. Where a pupil does not wish to write, a staff member may scribe for them. After this, if a questioning is required of those involved in any actual or alleged incidents we shall adopt a questioning style geared to producing truthful/factual response. E.g.

- > Could you tell me/us what happened?
- > What were you thinking about when this happened?
- > What did you think when you realised what had happened?
- > How do you think ..... has been affected?
- > How do you feel about what happened?
- > What do you think needs to happen next?

### **Our Action**

Wherever and whenever an actual or alleged incidence of bullying is identified staff we shall:

- > Reassure those involved that such matters are taken seriously and will be investigated
- > Follow the flow chart with escalation to Deputy Head.
- > Give every pupil involved the opportunity to provide a written statement where this is not possible a verbal or pictorial statement may be recorded by a member of staff.
- > Interview all pupils involved in the alleged incident/s and allow every voice to be heard
- > In response to an incident of confirmed bullying details of support given to the victim, contact with parents and support and sanctions for the perpetrator shall be documented and recorded.
- > Those involved will be monitored by the Prefect Team, the Mentor and the Deputy Head with a follow up meeting advised.
- > Appropriate staff (including external agencies where applicable) will be kept informed of the individual needs of the pupils.

### **Our Response**

**The response and sanctions adopted shall be proportional to the specific incident and may include:**

- > An opportunity for those involved to reflect on their behaviour and learn from their mistakes
- > Support and advice given related to the incident
- > Alterations to seating plans within teaching groups
- > Pupil moves between teaching sets and mentor groups as required
- > Cooling off periods (whether this is internal or external will vary depending on the incident)
- > Isolation from peer group during mentor times, break times and lunchtimes
- > A formal written warning from the Head of School
- > In the most serious cases, the school will consider a high level 'M' sanction (M4, M5)\* (Seniors)/Purple card (Juniors) alongside a suspension or a permanent exclusion

(\*See Discipline and Behaviour Policy p.6-7 for further detail around the 'M' system used in the seniors/Positive Behaviour Policy Juniors )

## 6. Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

## 7. Cyber Bullying

Cyber-bullying, much like any type of bullying, is an intentional act carried out by a group or individual with the intent to cause harm repeatedly over time involving electronic forms of contact.

### Cyber-bullying might include:

- > Bullying by text message, messages sent via social media or calls to mobile phones
- > The use of mobile phone cameras to cause distress, fear or humiliation
- > Posing threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites and social networking sites.
- > Hijacking/cloning accounts
- > Making threatening, abusive, and defamatory or humiliating remarks in chat rooms or social media.

Cyber-bullying is a serious issue and will be dealt with in the same manner as any other form of bullying use the bullying procedures in school.

### Legal Issues

Cyber-bullying is generally criminal in character. The law applies to cyberspace.

- > It is unlawful to disseminate defamatory information in any media including internet sites.
- > Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- > The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Stratford Prep School, through Mentor time, PSHEE lessons, the wider curriculum and assemblies, educates pupils on the proper use of telecommunications and about the serious consequences of cyber-bullying. In school, we look to block access to inappropriate websites, monitor pupils' access to internet, and track key word searches using Censornet.

## 8. Personal Electronic Devices

Pupils at SPS are not entitled to utilise personal electronic devices. They may, from time to time, utilise school devices to access learning. Acceptable use of these devices does not include:

- > Taking pictures or videos on school property at any time for any reason
- > Accessing inappropriate websites or inappropriate material via their device
- > Use in lesson times unless **direct permission** is given from the teacher

## 9. Electronic Photographs in School

Staff may only take photographs of pupils, including EYFS, if they are using official school technology (for example, a school iPad or camera) and for official purposes only. In turn, such photographs should only be transferred to school devices (such as a school computer). At no point, other than where explicit permission is given (during a school production, for example) should a member of staff, parent or pupil use a personal device to take a photograph on school property. Please see our Child Protection Policy for more information.

## 10. Cyber-bullying Guidance for Pupils

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, your class teacher, Mentor, your Head of Key Stage, a member of the welfare team, the School Counsellor, or the Head of School.

- > Do not answer abusive messages but log and report them
- > Do not delete anything until it has been shown to your Mentor, parents/guardian or the Head of School (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- > Do not give out personal IT details
- > Never reply to abusive e-mails
- > Never reply to someone you do not know
- > Stay in public areas in chat rooms

## 11. Prejudice-based and discriminatory Bullying

Our school culture and ethos is inclusive of all pupils in school. Whilst ALS takes a zero tolerance approach to bullying of any kind, discriminatory bullying is treated very seriously. Alongside the importance of inclusivity to our school ethos, under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, faith, sex/gender, homophobic, transphobic or disability.

Racist, sexist, homophobic or discriminatory behaviour is considered serious misbehaviour.

## 12. Guidance for Parents

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.

- > Parents can help by making sure their child understands the school's policy and, above all, how seriously Stratford Prep takes incidents of cyber-bullying (or, indeed, any bullying)
- > Parents should also explain to their children legal issues relating to cyber-bullying
- > If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be by saving an offensive text on their or their child's mobile phone) and make sure they have all relevant information before deleting anything
- > Parents should contact the Designated Safeguarding Lead (DSL) as soon as possible. A meeting can then be arranged with the appropriate members of staff
- > If the incident falls in the holidays Stratford Prep reserves the right to take action against bullying perpetrated outside the school which spills over into the school.

## 13. Anti-Bullying Policy: Child on child abuse

Stratford Prep School takes a firm line in relation to possible child on child abuse. It can take on many forms, including:

- > sexual violence and sexual harassment
- > physical abuse such as hitting, kicking, shaking, biting, hair pulling
- > otherwise causing physical harm
- > sexting and other abusive messaging
- > initiating/hazing type violence and rituals

With regard to sexual violence and sexual harassment, Stratford Prep School pays due regard to Part 5 of KCSIE (September 2022) and the separate DfE guidance “Sexual violence and sexual harassment between children in schools and colleges”. Stratford Prep School holds and promotes a clear view that sexual violence and sexual harassment are never acceptable and will not be tolerated.

Stratford Prep School’s procedures in relation to child on child abuse follow the DfE advice to adopt a “whole school” approach, involving all staff, pupils, directors and parents, as part of Stratford Prep School’s broad approach to safeguarding. Central to such an approach are (i) staff training so that staff know what to do if they have a concern about a child and (ii) a planned curriculum and extra-curricular programme, including assemblies, which takes a preventative approach through the setting of values and standards and the promotion of the fundamental British values, notably in this context, of respect and tolerance. Through the wider curriculum, including Sex and Relationships Education and Personal, Social and Health Economic Education (PSHEE), Stratford Prep School aims to provide pupils with an understanding appropriate to their age and stage of development of issues such as:

- > healthy and respectful relationships
- > what respectful behaviour looks like
- > understanding the concept of consent
- > gender roles, stereotyping, equality
- > body confidence and self-esteem
- > prejudiced behaviour
- > that sexual violence and sexual harassment are always wrong
- > addressing cultures of sexual harassment.

Sexual violence and sexual harassment can occur between two children or a group of children of any age and sex. They may be physical and/or verbal and may occur online and offline. Children who are victims will likely find the experience stressful and distressing and their educational attainment could be negatively affected. Sexual violence and sexual harassment are never acceptable and Stratford Prep School will take all matters seriously and offer victims appropriate support. They will be considered incidences of abuse and will not be tolerated. In particular, reports will not be allowed to be passed off, either by pupils or staff, as:

- > banter
- > just having a laugh
- > part of growing up
- > “boys being boys”

Research shows that it is more likely that girls will be the victims of sexual violence or harassment and more likely that boys are the perpetrators. Children with SEND are three times more likely to be abused than their peers. Further information is available in Part 1.4 of the DfE guidance, cited above. Such behaviour must be challenged, since it is normalised by being dismissed or tolerated.

**Definitions:** In this context, *sexual violence* is as defined in the Sexual Offences Act 2003. *Sexual harassment* is defined as unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to:

- > violate a child’s dignity
- > make them feel intimidated, degraded or humiliated
- > create a hostile, offensive or sexualised environment.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. It can include:

- > sexual comments, (such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names)



- > sexual “jokes” or taunting
- > physical behaviour, (such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature
- > online sexual harassment, (which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence). It may include:
  - non-consensual sharing of sexual images and videos
  - sexualised online bullying
  - unwanted sexual comments and messages (including on social media)
  - sexual exploitation (coercion and threats).

*Harmful sexual behaviour* is a term used to describe behaviour which is beyond that which is normal and developmentally expected, and can be problematic, abusive or violent. It can occur online and/or offline and should be considered in a child protection context. For further information, refer to the NSPCC guidance (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>)

#### 14. Handling a concern

A pupil reporting sexual violence or sexual harassment will be offered support and every effort will be made to ensure that his or her education is not disrupted. Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. Staff are provided with training to facilitate a calm and considered response to any concern.

A member of staff who receives a report of sexual violence or sexual harassment will take action in line with the standard guidance for dealing with disclosures, as identified in this policy. As with all concerns about the welfare of a child, all staff should act in the best interests of the child. The child making the report will be reassured, supported, taken seriously and kept safe. He or she should never be given the impression that reporting causes a problem, or be made to feel ashamed for making a report. In some cases, a third party, such as a friend, rather than the victim, may make the report. In such cases the same procedures will be followed, and it is important that Stratford Prep School understands why the victim has chosen not to make the report personally.

In overseeing the management of the concern, the DSL will consider, in line with overall safeguarding guidance, whether a referral should be made to children’s social care and, where a crime may have been committed, will make a referral to the police.

The principles for handling a report of sexual violence or sexual harassment remain the same if the incident is alleged to have taken place off Stratford Prep School premises, or to have involved pupils from more than one school. In the latter case, appropriate information sharing and effective multi-agency working are especially important.

If possible, a report will be managed with two members of staff present, (preferably one of them being the DSL or Deputy DSL). However, this might not always be possible. The DSL should be informed as soon as practically possible, if he or she is not involved in the initial report. If the report involves illegal images of children, it is a key consideration that staff should not view or forward such images. If viewing such an image is unavoidable, the UKCCIS advice ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf)) provides more details on what to do.

When there has been a report of sexual violence, the DSL or deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- > the victim, especially his or her protection and support
- > the alleged perpetrator
- > all the other children (and, if appropriate, adult students and staff) at Stratford Prep School

The risk assessment will be recorded and kept under constant review. Full details of the matters for the DSL to consider in managing a report are given in paragraph 61 onwards of the DfE guidance cited above. In summary these are:

- > the wishes of the victim in terms of how he or she wants to proceed
- > the nature of the alleged incidents
- > the ages and developmental stages of the children involved

- > any power imbalance between the children
- > whether the incident is a one-off or a sustained pattern of abuse
- > any ongoing risks to the victim
- > any other related issues and wider context

## 15. Pupil Portal Information

The following page shows the guidance given to pupils on the Pupil Portal around acceptable behaviour and reporting instances of child on child abuse:

### Acceptable Behaviour and Child on child Abuse

**'You are defined only by your choices. SPS is a safe place to be you. Be proud to be you.'**

The Stratford Prep School Community embraces all pupils, staff and parents regardless of gender or sex, ethnicity, age or sexual orientation. As part of our school mission to create a happy, safe and positive culture for all pupils, the Stratford Prep community has a firm stance on any action (verbal or physical, in person or otherwise) that does not reflect the ethos and values of the school.

We do not tolerate behaviour in school that does not fit with our school culture (such as bullying behaviours, particularly those that are discriminatory). Behaviour that is considered sexual harassment or the use of inappropriate sexualised language, homophobic language or discriminatory language will be **met with a zero-tolerance approach**.

We expect our pupils to help reinforce our happy, safe culture for all by acting with kindness towards others. Our pupils are positive champions for the rights of others to feel safe and happy in school and will act as 'up-standers' if they encounter behaviour that does not embrace our school ethos. If you are concerned about any type of sexual harassment in school including inappropriate sexualised language or homophobic language, please talk to any safe adult in school.

### Reporting Child on child Abuse

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes bullying, cyberbullying, sexual violence, harassment and sexting. Bullying is any form of deliberate behaviour, by an individual or group which intentionally causes hurt or distress physically or emotionally to another individual or group.

Child on child sexual abuse can include sexual harassment (including sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern), 'up skirting' or sexting. There is a wide variety of behaviour that can happen online linked to child on child sexual abuse. This can include receiving unsolicited explicit photographs, being pressured to send inappropriate pictures ('nudes') or being sent or shown solicited and unsolicited online explicit material.

#### What SHOULD I do if I know that another pupil is suffering from sexual harassment or child on child abuse?

- > I will support them, whoever they are, even if I do not particularly know or like them because I know that the behaviour is wrong.
- > I will seek the help of a teacher or adult that I trust.
- > I will not ignore child on child abuse on the grounds that does not involve me.

#### What SHOULD I do if I am suffering from sexual harassment or child on child abuse?

- > I will tell someone that I trust: a friend, a senior pupil, my mentor, any member of staff, my parents.
- > Trust that the school and the adults that I trust will support me in trying to ensure that this behaviour stops immediately and the people responsible are held to account.

### Anti-Bullying Policy: homophobic, transphobic and biphobic abuse

Stratford Prep takes a zero tolerance line in response to homophobic, biphobic and transphobic bullying. These forms of bullying can present themselves in many forms. These can be experienced by anyone who is, or is perceived to be, lesbian, gay, bisexual or transgender. These can also be experienced by people who have lesbian, gay, bisexual or transgender family members or friends. Examples of such bullying include:

- > someone repeatedly being called gay
- > someone who comes out as gay, lesbian, bisexual or trans and finds out that people move away from them or laugh at them on a regular basis
- > A transgender person being asked deliberately intrusive questions such 'where are you?', 'are you a real boy or a girl?', and 'what bits do you have?'
- > Asking questions in a negative way about family members. An example of this might be 'is your mum a real woman?'

More explicit forms of homophobic, biphobic and transphobic bullying might also include someone being called or having the following phrases said to them: (these are just a few examples):

- > Gay boy, lezza, dyke, faggot, tranny, freak, shemale, that is so gay, you're so gay and greedy bisexual.

# 16. Anti-Bullying Flow Chart – Juniors



## TEACHER MADE AWARE OF INCIDENT - SUSPECTED BULLYING

DECISION DISCUSSED WITH AND SIGNED OFF BY ASSISTANT HEAD OF JUNIORS  
 ASSISTANT HEAD OF JUNIORS MAY THEN FEEL THAT THE MATTER SHOULD BE ESCALATED TO HEAD OF JUNIOR

**BULLYING ISSUE IDENTIFIED - PURPLE CARD  
 (SEE BEHAVIOUR POLICY)**

→

**LOG IN BEHAVIOUR BOOK (UPPER/LOWER)  
 RECORD ON MY CONCERN  
 PARENTS INFORMED THAT THIS INCIDENT IS  
 BEING TREATED AS BULLYING**

→

### FIRST OFFENCE

**ASSISTANT HEAD OF JUNIORS TO  
 ARRANGE DATE FOR PANEL TO LOOK AT  
 EVIDENCE AND AGREE UPON SANCTION**

IF DEEMED NECESSARY, THE PANEL CAN  
 ESCALATE TO HEAD OF JUNIORS WHO  
 MAY THEN DECIDE TO ESCALATE  
 FURTHER TO THE  
 HEADTEACHER AT THIS STAGE

**COMPLETE SANCTION DOCUMENT  
 SUPPORT IDENTIFIED - INTERNAL AND  
 EXTERNAL AS NECESSARY**

**CLASS TEACHER ALONG WITH  
 ASSISTANT HEAD OF JUNIORS TO MEET  
 WITH CHILD AND PARENTS TO DISCUSS  
 SUPPORT AND SANCTIONS**  
 PARENTS RECEIVE SANCTIONS  
 DOCUMENT

**CLASS TEACHER TO MONITOR AND  
 AGREE REGULAR REVIEWS WITH ALL  
 PUPILS INVOLVED**

### MULTIPLE OFFENCES

**ESCALATE TO HEAD OF JUNIOR SCHOOL**  
 FIRST WRITTEN WARNING

**COMPLETE SANCTION DOCUMENT**  
 SUPPORT IDENTIFIED - INTERNAL AND  
 EXTERNAL AS NECESSARY  
 REGULAR REVIEWS WITH ALL PUPILS INVOLVED

**CLASS TEACHER TO MONITOR AND AGREE  
 REGULAR REVIEWS WITH ALL PUPILS INVOLVED**

**IF BULLYING HAS STILL NOT STOPPED THEN  
 ESCALATE TO HEADTEACHER**  
 FINAL WRITTEN WARNING AND MEETING WITH  
 HEADTEACHER

**FRIENDSHIP ISSUES IDENTIFIED**

→

**RECORD ON MY CONCERN**

→

**RESTORATIVE SESSION** (DIGITAL COPIES STORED ON SYSTEM)  
 MONITORING OF SITUATION  
 STRATEGUES IN PLACE- GIRLS ON BOARD/MEDITATION/OUTSIDE AGEN-  
 CIES INVOLVED  
 PARENTS INFORMED IF NECESSARY

→

**SET A DATE TO REVIEW WITH ALL PUPILS INVOLVED**  
 DATES MUST BE SUITABLE AND TAKE INTO ACCOUNT  
 TERM DATES ETC

## Anti-bullying Guide

I think there is bullying going on—what should I do?

I am being bullied. What should I do?

It's really important that you tell someone or report via 'Whisper'. Things can only get better if you talk about it and let the school know.

Tell your **parents** so that they can tell the school for you

Tell a **friend** so that they can tell a member of staff

Tell a Senior Prefect so they can tell a member of staff

Tell your **Mentor/Class Teacher** or any other adult in school you trust

I've reported the bullying. What will happen next?

Your Head of Key Stage/Class Teacher will investigate. You might be asked to write a statement. You'll be helped all the time and will have a chance to talk to a Prefect or a trusted adult for more advice

The investigation has found it was bullying. What next?

You'll get support and guidance to make sure you feel safe in school. You'll be assigned a Prefect who will be able to guide you

The person bullying will receive consequences in school and be given the opportunity to realise how their actions hurt you and how they should act in the future

I'm still being bullied...what should I do?

Don't be afraid to tell someone again. You have the right to feel safe, secure and happy in school and no-one should be subjected to bullying.



# Stratford Prep School

## Serious Incident Report Form

### Incident or allegation details

<b>Date of incident</b>		<b>Time of incident</b>	
<b>Location / event</b>			
<b>Where did the incident occur?</b>	<input type="checkbox"/> Outside of class	<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground
	<input type="checkbox"/> Other (specify):		
<b>How did you become aware of the incident?</b>			
<b>Nature / type of incident</b>			
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – items being taken		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
<b>Are there indications that the incident was motivated by any of these? Tick all that apply</b>	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/> Pupil ability	

### Individuals involved

	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				

\* Gender: **F** – Female / **M** – Male / **NB** – Non-binary / Another – please write in

\* Role: **V** – Victim / **R** – Ringleader / **A** – Associate / **B** – Bystander

### Brief summary of allegation

### Brief summary of evidence and investigation

### Actions

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### Reflections

Is there a pattern from the allegation / bullying?

Is this a class issue or a friendship issue?

Is this a safeguarding concern to pass to a DSL?

Are the pupils involved part of a 'trackable' group? Does that factor into the incident?

### Declaration

Form completed by (print your name)	
Today's date	
Leadership Team member	

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## Sanction Review Flowchart



Investigation Details		Brief Summary		Panel Members	
Pupil Name:		Investigator:		Panel Chair:	
Year group:		Date of Report:		KS1:	
				KS2:	

<b>Entry Point</b> Severity of Incident Low / Medium / High	+	<b>Aggravation</b> Summary of why sanction might be extended	-	<b>Mitigation</b> Summary of why sanctions might be reduced	=	<b>Final Sanction</b> M3 / M4 / M5
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Intentional <input type="checkbox"/> Pupil injured <input type="checkbox"/> Discrimination <input type="checkbox"/> Verbal <input type="checkbox"/> Online / Cyber <input type="checkbox"/> Physical <input type="checkbox"/>
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Repeat Offence <input type="checkbox"/> Need for deterrent <input type="checkbox"/> Other factors <input type="checkbox"/>
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Remorse <input type="checkbox"/> Prior behavior record <input type="checkbox"/> Personal context <input type="checkbox"/> SEND <input type="checkbox"/> Other Factors <input type="checkbox"/>
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Summary of Decision

What sanction would normally be applied?
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What factors increase the seriousness?

What factors provide mitigation?
When considering for a pupil with SEND, take into account whether: > the pupil was unable to act differently at the time as a result of their SEND? > the pupil may behave aggressively due to their particular SEND?

Follow Up Review
Meetings Planned > Review with pupils > Restorative with pupils > Parents > Key Staff