



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

ANTI-BULLYING Policy Including the EYFS

| UPDATED | REVIEW DATE |
|--------------|-------------|
| 18 May 2017 | 17 May 2019 |
| Mrs A Wright | |

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

1. Introduction

In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB, Reigate St Mary's has adopted the following anti-bullying policy within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013; The Education and Inspections Act 2006; Independent School Standard Regulation 2010; The equality Act 2010 and the DfE Preventing and tackling bullying Advice October 2014.

This policy should be read in conjunction with the school pastoral care policy so that staff and parents are aware of how bullying incidences are recorded and dealt with.

The purpose of this policy is to provide clear guidelines on how the school defines bullying, educates pupils regarding bullying and how bullying is dealt with when it occurs.

The Anti-bullying Coordinator in our school is the Deputy Head. Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents alongside the form teacher
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

2. Best practice and prevention of bullying

Reigate St Mary's recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and that bullying itself can become a safeguarding issue, in which case safeguarding procedures will be followed. We are therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive school culture and climate which:
 - Is welcoming of difference and diversity and is based on inclusivity
 - Encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment, and
 - Promotes respectful relationships across the school community.
- Effective leadership and communication
- A school-wide approach
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures) that:
 - Build empathy, respect and resilience in pupils, and
 - Explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic, transphobic and racial bullying
- Effective supervision and monitoring of pupils
- Supports for staff
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies) and
- On-going evaluation of the effectiveness of the anti-bullying policy
-

3. Early Years Foundation Stage

Bullying involves the persistent physical or verbal abuse of another child or children. In the Early Years at Reigate St Mary's we take bullying very seriously. Any concerns regarding bullying in the Early Years should be addressed to the Key Worker, EYFS Teacher or Head of Lower School.

If a child bullies another child or children:

- We intervene (where possible) to stop the child harming the other child or children;

- We explain to the child doing the bullying why his/her behaviour is inappropriate;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying to say sorry for her/his actions;
- We make sure that children who bully receive positive attention when they display acceptable behaviour;
- We do not label children who bully;
- When children bully, the form teacher discusses what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, the form teacher shares what has happened with the child's parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

4. Definition of bullying and bullying behaviour

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying
- Cyber-bullying and
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

Isolated or one-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's Rewards and Sanctions policy.

However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour

Bullying is defined as by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.

Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, inappropriate text messaging and electronic messaging (including through websites, social networking site and instant messenger), sending offensive or degrading images by telephone or by the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, gender, gender homophobia, special educational needs and disability, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical.

Examples

Physical

- Hitting
- Kicking
- Pulling hair
- Punching
- Tripping up
- Damaging belongings

Verbal - Direct

- Name calling

- Mocking someone's appearance or speech
- Racial or sexual harassment
- Hurtful teasing

Verbal – Indirect

- Spreading nasty stories
- Passing nasty notes
- Social exclusion
- Disability discrimination

Gestural

- Showing hostility
- Making signs with hands, bodies and postures
- Ignoring
- Using negative, unpleasant facial expression
- Rejecting

Passive

- Being a bystander

Cyber

- Using communications technology, telephone, text, email, photographs, social websites such as Facebook, to intentionally cause hurt to the recipient

Additional information on different types of bullying is set out in Section 2 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

At Reigate St Mary's we seek to prevent bullying and tackle bullying should it occur. The school recognises that bullying is unpleasant in the first instance and is damaging to the school community as a whole but it can also cause psychological damage in the long term and there are cases where even suicide has been recorded as the result of ongoing, serious, high level long term bullying. Therefore, the school takes its responsibility to protect children in this way very seriously. We also acknowledge that bullying can occur in the workplace between members of staff. This is taken equally seriously as between pupils and in the first instance the member of staff should speak to the Deputy Head (Pastoral). If this is not appropriate due to the nature of the bullying the member of staff should speak directly to the Headmaster or Chair of Governors.

Although bullying in itself is not a specific criminal offence in the UK it is important to note that some types of harassing or threatening behaviour, or communications, could be a criminal offence under the 'Protection from Harassment Act' 1997, the 'Malicious Communications Act' 1998, the 'Communication Act' 2003 and the 'Public Order Act' 1986. The school should seek Police assistance if it is felt that an offence may have been committed.

5. Investigating and dealing with bullying

The relevant member of staff for investigating and dealing with bullying is the Form Teacher and they can seek support and guidance from the Phase Leader and/or Deputy Head.

At Reigate St Mary's we seek to discuss relevant aspects of our anti-bullying policy with our pupils on a regular basis. Pupils are made aware that if they are unhappy in the way that they are being treated by another child or an adult they should:

- Speak to their Form Teacher who has primary responsibility for pastoral care.
- Consideration for others is one of the key elements in the school's Charter of Values (see Appendix 1). This Charter is regularly promoted in Assemblies and is displayed in all classrooms to be referred to where staff deem it appropriate. Staff support the Charter of Values and in all aspects of school life, promote positive relationships and encourage children to speak up when they identify or are victims of bullying.
- At Reigate St Mary's we include within our planning Values, principles that drive our behaviour.
- At Reigate St Mary's we seek to ensure that pupils are aware that all bullying concerns will be taken seriously and dealt with sensitively and effectively so that pupils feel safe in the school environment.
- The school will report back to parents/carers regarding any concerns about bullying informing the parents fully and promptly as to how issues have been dealt with. The school encourages parents to work with staff to uphold the anti-bullying policy and enforce it at home as well.

- The school seeks to learn from good anti-bullying practice elsewhere and to make use of support agencies and the local authority and other relevant organisations should it be appropriate to do so.

6. Education and prevention strategies

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying including in particular, homophobic and transphobic bullying) that will be used by the school as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*).

Preventing, identifying and responding to bullying

If children even feel as though they are being bullied they are encouraged to speak in the first instance to their Form Teacher. If they are uncomfortable talking to their Form Teacher the Phase Leader, Head of Lower School, Deputy Head or Head of House are also identified as pastoral staff who will take their concerns seriously.

At Reigate St Mary's we work with staff and where necessary outside agencies to identify all forms of prejudice and bullying. Staff are encouraged to speak up if they are uncomfortable for any reason.

The school curriculum provides a systematic approach to developing pupils' social and emotional skills through PSHE lessons, through form time and through assemblies with this as the focus.

The school operates a School Council which provides a forum for discussions about topics such as bullying. The school also operates a Peer Mediation system where pupils are trained to deal with conflicts in the playground thereby supporting the staff. As part of the staff INSET training they are encouraged to be watchful for bullying and aware of the school's Pastoral Care Policy applying the appropriate sanctions and informing the appropriate staff/parents should concerns arise. All new staff undergo an induction which makes them aware of the school's Pastoral Care Policy. Appendix 4 shows the children's own design for an anti-bullying poster which is displayed at various points around the school.

Alerts and signs of bullying

These can include:

- The recipient, or another pupil, confiding in a member of staff
- Staff becoming aware of signs such as:
 - Lost/missing clothing or belongings
 - Sudden drop in levels of achievement
 - Unhappiness in school
 - Unexplained bruising or other physical signs
- A parent raises concerns about behaviour with a member of staff

Intervention

Disciplinary penalties are intended to impress on the perpetrator that what he/she has done is unacceptable and is intended to act as a deterrent and clear signal to others. Bullying by a member of staff will be dealt with by the staff disciplinary procedures.

A pupil who has been acting in a bullying way will be given the opportunity to apologise and, where possible, make restitution. Pastoral support will be readily available for the perpetrator.

Sanctions include:

- Verbal or written apology
- Telephone call/ meeting with parents
- A temporary restriction on movement/loss of break time
- Encouragement Card to monitor child's behaviour in lessons and/or during break times.
- Temporary or permanent exclusion

A full account can be found in the Rewards and Sanctions Policy and in the Staff Handbook.

Combating bullying in the longer term

Anti-bullying strategies

The school is pro-active in implementing intervention and preventative systems.

Strategies include:

- Prevention, de-escalation and stopping any continuation of harmful behaviour
- Reaction to alleged and proven incidents of bullying in a prompt, reasonable, proportionate and consistent way
- Safeguarding the person who has experienced bullying and to trigger sources of support
- The application of disciplinary sanctions to the person causing the bullying and to ensure that they learn from the experience
- An ethos that makes it clear that bullying will not be tolerated
- Structured support from Form Teachers, PSHE lessons and the House system
- All children from Reception – Year 6 are issued with a ‘bubble’ which has their name on. If they need to speak to a Teacher but do not want to approach them directly they can place the ‘bubble’ on the Teacher’s desk and the Teacher will come to find them to talk through their concerns.
- School Council to raise issues troubling the pupils
- Planned times through the year to address bullying, as well as daily contact with a supportive adult, such as a Form Teacher
- Staff meet on a regular basis to discuss all pupils individually within a Form so that everyone who teaches them has a clear picture of the child.
- Open relationships with parents
- Celebration of diversity
- Encouraging support for the less fortunate

Communication with parents and carers

Parents are encouraged to contact Form Teachers directly if they have any concerns whether pastoral, social or academic. They are advised annually at the ‘Meet the New Form Teacher Evening’ and through the Parent Handbook that Form Teachers should always be the first port of call.

Parents have access to the school’s Complaints Procedure should they feel it necessary to follow this route if dissatisfied with any action taken.

Reigate St Mary’s will combat bullying in the long term by:

- Pro-actively training and supporting staff in dealing with incidents
- Regularly updating and informing staff of current initiatives
- Regularly updating and informing staff of any ongoing bullying situations in school
- Raising awareness of problems and discussing with children alternative positive behaviour
- Promoting strategies to protect and support the victims and making children aware of where they might find help eg.

www.childline.org.uk

www.kidsmart.org.uk

www.bullying.co.uk

www.cfchildren.org

More sources of information may be found attached to this document.

- Providing support for the bully and helping to change their behaviour
- Dealing effectively with incidents using the defined process

Relevant policies

The school operates a Pastoral Care Policy, a Complaints Policy, Child Protection policy as well as structured PSHE lessons which support the Anti-Bullying Policy all of which are accessible to staff either through the Staff Handbook or in the Staff Workroom.

7. Investigation of allegations

The school’s procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*).

Procedures for investigating and dealing with bullying

The school's procedures must be consistent with the following:

- A. The primary aim for the relevant Teacher in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame)
- B. In investigating and dealing with bullying, the Teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- C. All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- D. Non-teaching staff such as secretaries, special needs teachers, GAP students, caretakers, catering staff, cleaners must be encouraged to report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant Teacher.
- E. Parents and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.
- F. It is very important that all involved (including each set of pupils and parents) understand the above approach from the outset.
- G. Teachers should take a calm, unemotional problem-solving approach when dealing with the incidents of alleged bullying behaviour reported by pupils, staff or parents.
- H. Incidents are general best investigated outside the classroom situation to ensure the privacy of all involved.
- I. All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- J. When analysing incidents of bullying behaviour, the relevant Teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- K. If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- L. Each member of a group should be supported through the possible pressures that they may face from other members of the group after interview by the Teacher.
- M. It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- N. In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school discipline policy). The school should give parents an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports for their pupils.
- O. When the relevant Teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy and efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied.
- P. It must also be made clear to all involved (each set of pupils and parents) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parents and the school.
- Q. Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable. This can have a therapeutic effect.
- R. In cases where the relevant Teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour has occurred, it must be recorded by the relevant teacher in the recording template at Appendix 2.
- S. In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
 - Whether the bullying behaviour has ceased.
 - Whether any issues between the parties have been resolved as far as is practicable.
 - Whether the relationships between the parties have been restored as far as is practicable; and
 - Any feedback received from the parties involved, their parents or the Headmaster, Deputy Head or Head of Lower School.
- T. Where a parent is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents must be referred, as appropriate, to the school's complaints procedures.

- U. In the event that a parent has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents of their right to make a complaint to the Ombudsman for Children.

8. Support for working with pupils

The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

The interviewer must ensure that the victim feels confident that they know who to approach should further incidents arise. Suitable support and monitoring should be in place for as long as the staff involved deem appropriate.

9. Supervision and monitoring of pupils

The school confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Monitoring and review

The school operates a system of Form Focus meetings whereby every pupil in the school is individually reviewed by all the staff who teach them to ensure that no issues whether social, emotional or academic slip through the net. Each Form Teacher from Year 1 upwards has a profile sheet on which is recorded pertinent information on each child in their class. It is the Senior Leadership Team's intention to review this policy every year. The school will review the policy in the light of any incident that occurs. The school also receives and considers all guidance given by the DfE and the anti-bullying work in school's guidance.

Responsibilities

The policy can only work if the whole community understand it and are involved in ensuring that all of the recommendations are followed. All those in the community must understand the steps that will be taken and respond to bullying. Therefore, it is the responsibility of:

- School Governors to take a lead in monitoring and reviewing policies
- The Headmaster and Senior Leadership Team to be aware of the requirements of the policy and to implement them accordingly
- The Headmaster to communicate the policy to the school community as a whole and the pupils to abide by the policy
- The Deputy Head has overall responsibility for ensuring the policy is applied and adhered to.

10. Prevention of harassment

The school confirms that it will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine groups specified ie. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

11. The Policy

The policy will be reviewed and updated on a bi-annual basis by the Deputy Head in conjunction with the Senior Leadership Team.

12. Availability of policy for parents and staff

This policy is available to school personnel and may be found in T/Shared Folder/Policy Documents. The policy is also published on the school website where it is accessible to parents and pupils.

Appendix I

Practical tips for building a positive school culture and climate

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to help prevent and tackle bullying behaviour.

- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of these messages.
- Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or SEN.
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phones and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/outdoor supervision.
- School staff can get pupils to help them to identify bullying 'hot spots' and 'hot times' for bullying in the school.
 - Hot spots tend to be in the playground, outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
 - Hot times again tend to be times when there is less structured supervision such as when pupils are in the playground or moving classrooms.
- Support the establishment and work of the pupils School Council.

Charter of Values

- We treat others as we would like to be treated
- We forgive
- We are always honest, truthful and fair
- We listen to each other
- We are kind and helpful
- We do our best to be our best self

Appendix 2
Template for recording bullying behaviour

1. Name of pupil being bullied and form group

Name _____ Form _____

2. Name and class of pupils engaged in bullying behaviour

| Name | Form group |
|------|------------|
| | |
| | |
| | |
| | |

3. Source of bullying concern/report *(tick relevant boxes)*

| | | | |
|-----------------|--------------------------|-------------|--------------------------|
| Pupil Concerned | <input type="checkbox"/> | Other pupil | <input type="checkbox"/> |
| Parent | <input type="checkbox"/> | Teacher | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | | <input type="checkbox"/> |

4. Location of incidents *(tick relevant box(es))*

| | | | |
|----------------|--------------------------|-----------|--------------------------|
| Playground | <input type="checkbox"/> | Classroom | <input type="checkbox"/> |
| Corridor | <input type="checkbox"/> | Toilets | <input type="checkbox"/> |
| Changing rooms | <input type="checkbox"/> | Other | <input type="checkbox"/> |

5. Name of person(s) who reported the bullying concern

6. Type of bullying behaviour *(tick relevant boxes)*

| | | | |
|---------------------|--------------------------|------------------|--------------------------|
| Physical aggression | <input type="checkbox"/> | Cyber-bullying | <input type="checkbox"/> |
| Damage to property | <input type="checkbox"/> | Intimidation | <input type="checkbox"/> |
| Isolation/exclusion | <input type="checkbox"/> | Malicious gossip | <input type="checkbox"/> |
| Name calling | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category.

| | | | | |
|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------|
| Homophobic | Disability/SEN Related | Racist | Member of Traveller Community | Other (specify) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Brief description of bullying behaviour and its impact

9. Details of actions taken

Signed by teacher _____ Date _____

Seen by Headmaster/Deputy Head/Head of Lower School initials and date _____

Appendix 3

Checklist for annual review of the anti-bullying policy and its implementation

The school must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

| | Yes/No |
|--|--------|
| Has the school formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post Primary Schools</i> ? | |
| Has the school published the policy on the school website? | |
| Has the school ensured that the policy has been made available to school staff (including new staff)? | |
| Is the school satisfied that staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work? | |
| Has the school ensured that the policy has been adequately communicated to all pupils? | |
| Has the policy documented the prevention and education strategies that the school applies? | |
| Have all the prevention and education strategies been implemented? | |
| Has the effectiveness of the prevention and education strategies that have been implemented been examined? | |
| Is the school satisfied that all teachers are recording and dealing with incidents in accordance with the policy? | |
| Has the Board of Governors received and minuted the periodic summary reports of the Headmaster? | |
| Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Headmaster's periodic report to the Board? | |
| Has any parent withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation? | |
| Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed? | |
| Has the data available from cases reported to the Headmaster (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour? | |
| Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement? | |
| Has the Board put in place an action plan to address any areas for improvement? | |

Signed _____ Date _____
Chair of Governors

Signed _____ Date _____
Headmaster

Notification regarding the Board of Governor’s annual review of the anti-bullying policy

To _____

The Board of Governors of Reigate Grammar School wishes to inform you that:

- The Board of Governors annual review of the school’s anti-bullying policy and its implementation was completed at the Board meeting of

_____ (date)

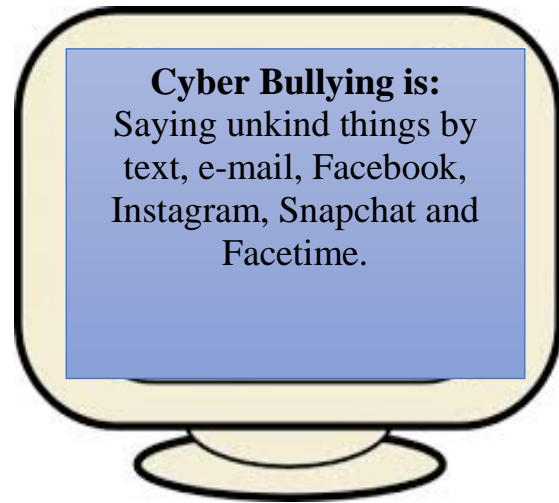
- This review was conducted in accordance with the checklist set out in Appendix 3 of the Department’s *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

Signed _____ Date _____
Chair of Governors

Signed _____ Date _____
Headmaster

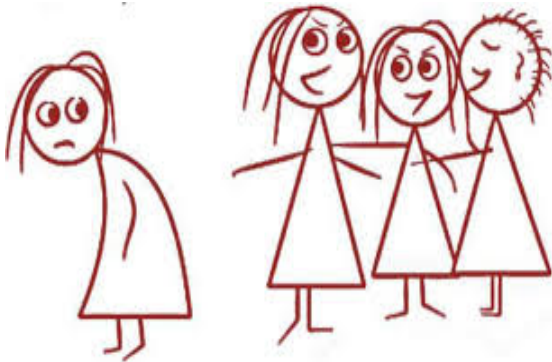
What is Bullying?

| | |
|--|--|
| <p>Several Times On Purpose</p> | <p>This could be name calling, physical hurting or threatening to hurt someone, spreading unpleasant stories about someone, isolating someone.</p> |
|--|--|



Bullying is not

A one off fight, an argument with a friend, a spur of the moment threat or a spiteful comment.



✓ DO

- Tell someone either a teacher, Mrs Wright or Gower, a trusted adult or a friend
- Try and tell the bully to stop
- Use your Bubble

✗ Don't

- Copy the behaviour of the bully
- Do it back to them
- Join in with bullying behaviour

What will the school do?

- ✓ The class teacher will investigate and speak to everyone involved, including parents.
- ✓ The class teacher will ask Mrs Trundle to investigate if it happens again.



REIGATE ST MARY'S PREPARATORY AND CHOIR SCHOOL
 Process for reporting/dealing with incidents of any form of potential bullying

(Appendix 5)

This process will be driven by the appropriate Senior Leadership Team member

Members of staff reporting
Try to get the facts straight. Initial discussions should be held with alleged perpetrators, witnesses and victims. Document giving details of concerns and alert form teacher.
 Information circulated to form teacher and the appropriate member of the pastoral team: Deputy Head or Head of Lower School
 There should be clear indication that incident could be potential bullying

Appropriate member of Pastoral Team
 Investigate further by meeting with the alleged victims, witnesses and the perpetrator to establish situation/issues.

YES
 Alert Headmaster/Deputy Head/Head of Lower School. Agree plan of action with Headmaster/Deputy Head/Head of Lower School see below. Complete log.

Bullying

NO
 Alert all relevant staff to issues and actions. Ensure pastoral care and support in place. Communicate/discuss with parents if necessary. Monitor/take action until satisfied that matters are closed. Ensure documentation complete and filed.

Plan of action
 Headmaster/Deputy Head to speak to those involved another member of staff to take notes. Any child waiting outside should be chaperoned by an adult. Headmaster/Deputy Head/Head of Lower School should contact parents and invite for discussion. Meetings/phone calls should be recorded and filed with incident records. Pastoral support put in place for victims.

NO
 Monitoring put in place. Pastoral support and sanctions (if necessary) put in place for perpetrator. Parents contacted and invited for discussion (if appropriate). All relevant staff made aware of monitoring arrangements and support/sanctions (if applicable). Update log. Ensure documentation complete and filed.

YES
 Sanctions agreed for perpetrator and communicated/discussed with parents. All relevant staff made aware of actions/support/sanctions. Update pastoral bullying log. Ensure documentation complete and filed.

