



10a - Anti-Bullying Policy, including Cyber-Bullying Policy

Whole school policy including EYFS.

Introduction

At Port Regis we try to create a community that is free from bullying. We want any bullying to be reported immediately so that it can be eradicated and so that the victim and the bully can be given help and support.

This policy is available on the Port Regis School website and within School in the Staff Handbook. This policy should be read in conjunction with the Port Regis Child Protection Policy (available on the School website or within School in the Staff Handbook).

1.1 Aims and Objectives of this policy

- To encourage all members of our community to respect and tolerate and include one another, regardless of differences – whether real or perceived.
- To promote a happy and safe environment for all.
- To prevent bullying and to reduce opportunities for it to flourish.
- Bullying on the basis of protected characteristics is taken particularly seriously.
- To support those who are, or feel, bullied and to help them, and others, feel safe in reporting instances of bullying.
- To change the behaviour of anyone discovered to be bullying.

1.2 References

Preventing and tackling bullying (Department for Education, 2017)

The Anti-bullying Alliance web site (<http://www.anti-bullyingalliance.org.uk>)

Cyber Bullying Advice for Head teachers 2014 Keeping Children Safe in Education (2021)

2. Definition of Bullying

2.1 The Department for Education defines bullying as:

- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

2.2 The Anti-bullying Alliance defines bullying as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

2.3 Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking or hiding belongings; inappropriate e-mailing; sending offensive or degrading images via the internet; producing offensive graffiti; excluding people from groups; and spreading hurtful and untruthful rumours.

2.4 Bullying is often hidden and subtle, but it can also be overt and intimidatory.

2.5 Specific types of bullying include:

- Bullying related to race, religion or culture – this includes colour racism, phobias about religious beliefs and mocking personal or cultural customs.
- Bullying related to special educational needs or disabilities – this includes taunting a pupil who has Learning Support lessons, name-calling (e.g. ‘retard’) and innuendo based on a pupil’s perceived academic or intellectual ability, and exploiting a pupil’s inability to react physically or mentally to what is happening to him.
- Bullying related to appearance or health conditions – this includes hurtful teasing or exclusion from a group because of physical appearance or health issues.
- Sexual bullying – this includes bullying behaviour that has a specific sexual dimension and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.
- Homophobic bullying – this includes bullying that is motivated by a prejudice against lesbian, gay or bisexual people. It includes spreading rumours that someone is gay, or suggesting that something or someone is inferior and so they are “gay”.
- Cyberbullying (see policy below) – this includes all bullying related to the internet, mobile phones, social networking sites or any other form of electronic communication. It can include all the above types of bullying but technology is the method by which the bullying is carried out. It differs from other types of bullying in that it invades home/personal space and is difficult to control once information is circulated. It may also include sexting.
- Bullying related to a child’s family circumstances (e.g. because a child is adopted, or has caring responsibilities at home).

2.6 Pupils, parents and staff should understand that serious cases of bullying can cause psychological damage or even suicide. Although bullying is not a specific criminal offence, there are criminal laws which relate to harassment and threatening behaviour.

2.7 Staff should be careful not to pass off bullying as mere “banter”.

2.8 In line with Keeping Children Safe in Education 2022 a bullying incident should be addressed as a child protection concern where a child is suffering, or is likely to suffer, significant harm’; the investigation should be halted, with only a verbatim record of the child’s words. The incident should be immediately raised with the Designated Safeguarding Lead and action taken.

2.9 As with all issues of child protection, we use the Threshold of Needs Matrix issued by the Dorset Safeguarding Children Board to determine whether the incident/s are at a threshold that need referral.

2.10 Bullying on the basis of protected characteristics is taken particularly seriously:

- Age,
- Disability
- Gender reassignment
- Race,
- Religion or belief,
- Sex,
- Sexual orientation

3. Prevention

3.1 The school aims to maintain and promote a culture within which bullying may not flourish. The Port Regis Aims declare that it is part of the school’s ethos to develop a culture of traditional values, good manners, courtesy, honesty, self-discipline, kindness and respect and tolerance for others at all times.

3.2 Education of the children by members of the Life Skills department and key pastoral members of staff. The differences between unkindness, teasing and bullying are explained and explored. The Programme of Study builds on this principle increasing the depth and knowledge base from Year 3 up to Year 8.

3.3 The school has appointed Anti-Bullying Champions amongst the staff:

Deputy Head/DSL/Head of Middle School/Head of Lower School/Head of Pre Prep – their role is to promote a culture that does not enable bullying to develop. This is done through a combination of assemblies, meetings, themed weeks and raising the profile of bullying within the school.

3.4 Within the Pre-Prep children are encouraged to be kind. Any unkindness, teasing or bullying is discussed within class time as soon as issues arise or within “Circle times”.

- 3.5 Assemblies, Sunday Services, Tutor sessions and day-to-day informal contact with the children.
- 3.6 Confidential questionnaires are undertaken with all the children on a regular basis, and the Deputy Head analyses the findings. This procedure allows for the identification and close monitoring of any possible or likely perpetrators, victims, times and places.
- 3.7 Regular staff training is provided to ensure everyone is reminded of and updated on the contents of the anti-bullying policy and the primary importance of implementing it effectively.
- 3.8 All staff and tutors look out for, then discuss and seek to resolve, any friendship issues in the early stages of problems occurring. They may also choose to spend a form-based session discussing this if appropriate.
- 3.9 There are appropriate levels of supervision in the changing rooms, any queue (such as at meal times) and during free time, which represent the times and places where bullying is most likely to occur.
- 3.10 A high level of supervision occurs within the Pre Prep due to the age of the children, whilst trying to encourage the children to have a level of independence.
- 3.11 As part of their induction programme Dorm and School Captains are given guidance, by Houseparents, on what to do if they notice anything untoward in this regard, however small.
- 3.12 Those children who have access to a mobile phone sign a contract, together with their parents, agreeing to the school's terms and conditions which clarify specific usage. These phones are randomly and regularly checked to maximise the chances of identifying any cyber bullying issues.
- 3.13 Pupils who we deem as "vulnerable" to bullying are identified in the school's Traffic Light System and their profile around the school is heightened.

4. Recognising Signs of Bullying

- 4.1 A pupil who is experiencing bullying may display some of the following behaviour:
- Is unwilling to come to school, or shows fear of attending specific lessons or going into a specific area of the school, or is late or absent frequently;
 - Shows a marked change in normal routine for no apparent reason;

- Displays excessive anxiety, becomes withdrawn or unusually quiet or lacking in self-confidence;
- Fails (uncharacteristically) to produce work, or produces work that is unusually poor or that appears to have been copied, interfered with or spoiled by others;
- Has books, bags, clothing or other possessions that 'go missing' or are damaged;
- Visits the Health Centre frequently with symptoms such as stomach pains, headaches or feeling 'unwell';
- Has unexplained cuts, bruises or other injuries;
- Becomes aggressive, disruptive or unreasonable and may start to bully others;
- Is reluctant to mix with others in public places such as the Dining Room;
- Is afraid to use the internet;
- Threatens or attempts to run away or harm himself or, in the extreme, suicide.

4.2 Although there may be other causes for the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated; any member of staff with concerns should share them with the Headmaster, the Deputy Head/DSL.

5. Child on Child Abuse

5.1 Staff are actively encouraged to monitor the language and the behaviours amongst the pupil body. This is focused in the areas of:

- Sexual
- Physical
- Racist
- Emotional

5.2 Staff record all of their findings into a Child on Child Abuse log. Behaviour and language is categorised as above in 5.1 and then on the level of seriousness in line with the Hackett Behavioural Model.

5.3 The process is highlighted in the Child on Child Abuse Flow Diagram:

6. Collection of information

6.1 Children will be made aware of unacceptable behaviour.

6.2 Children are encouraged to report incidents of bullying done to them or to another. We do this by creating an atmosphere in which children feel they will be listened to and taken seriously and that appropriate sensitive action will be taken.

6.3 Children in the Prep School are also asked to fill in a confidential questionnaire regularly which provides the opportunity to identify alleged bullies and victims as well as times and places when alleged incidents occur. The Deputy Head collates and analyses the returns and alongside other staff identify certain trends:

- Names
- Year Groups
- Gender
- Locations

As a result of this measures are put into place to tackle the trends that pupils have identified.

6.4 Through assemblies, notice boards and Life Skills children are made aware of the channels open to them. They can talk to numerous staff, email staff or even use the "Cause for Concern" box. The staff they contact is: the Deputy Head, Headmaster, Teaching Staff, Gaps, Dorm Captains, Houseparents, School Nurse and Independent Listener.

6.5 Staff are trained and reminded that they are not to offer confidentiality.

6.6 They are also encouraged to talk about bullying and its negative effects in Life Skills & RSE, Form and Tutor Times, Assemblies, Boarding House Meetings and Religious Studies.

6.7 Incidents of bullying should be passed on to the Tutor or Form Teacher in the Pre Prep whenever possible. The Deputy Head or Head of the Pre-Prep (if involving Pre Prep children) should **always** be told so that a record may be kept. Staff are to use the [Bullying Incident document](#) that clearly guides staff through the process and what information/evidence that they need to collect and what stages they need to contact parents.

6.8 With any bullying claims no matter how serious, the parents of both parties will be informed. As part of the process a plan of action will be drawn up. The use of the bullying log is key and even if patterns of unkindness emerge parents will be contacted.

7 Recording of information

7.1 The Deputy Head or Pre-Prep Head keeps records of all reports of bullying, with dates and statements where possible, whether action has been taken or not. These are shared with Headmaster. All incidents of bullying/suspect bullying are recorded by staff on the correct [document](#). Copies are kept by both Tutor and Deputy Head.

7.2 As detailed above, the Deputy Head will also record and analyse the returns of the pupils' anti-bullying questionnaires. These too are shared with the Headmaster.

7.3 Incidents of serious or repetitive bullying will be passed to the Headmaster.

7.4 A Bullying Register is maintained by the Deputy Headmaster (available to view on the school intranet). It contains all details of bullying behaviour, including those incidents which are insufficiently serious to lead to an entry onto the higher levels of the School's Sanctions Policy.

7.5 It is important that such records are kept in order to evaluate the effectiveness of the school's approach and to enable any patterns to be identified:

- Location
- Names
- Victims
- Gender
- Boarding
- Day

8 Protection of recipient

8.1 The recipient should know that his/her name will be kept out of discussions wherever possible, assuming they wish this.

8.2 Pupils will be made aware that action will always be taken and that this will be positive action designed to improve the situation and that it will not have adverse effects on the recipient.

8.3 Increased supervision will be arranged if particular times or places are identified. Safe zones will be created for the pupil to retreat to if necessary.

8.4 For pupils that are flagged as vulnerable the School will look to the LS Department to help develop social and resilience skills.

9 Negotiation and action

9.1 All forms of bullying will be taken seriously and dealt with appropriately. Bullying is not tolerated at Port Regis.

9.2 If an allegation of bullying is reported to, or an incident witnessed by, a member of staff, the first priority is to ensure the safety of any pupils involved. Immediately thereafter, he/she will control the situation and reassure or support pupils as necessary.

9.3 If the incident is minor, appropriate sanctions should be taken, such as Misdemeanours or Break Losses, although in some cases a verbal reprimand might be deemed sufficient.

9.4 Sanctions for bullying will be appropriate to the incident and the age of pupils involved but in cases of severe and persistent bullying may involve exclusion.

9.5 All incidents of bullying or alleged bullying must be reported to the Headmaster or the Deputy Headmaster. In more serious and/or persistent cases of bullying or alleged bullying, one of them will at the earliest opportunity interview all parties involved. The children may be asked to write an account of the incident(s).

9.6 Parents of a pupil found to have bullied or have been bullied will always be informed and kept to date as to how the case is progressing and what support that they can reinforce at home.

9.7 Relevant staff, including Tutors and Houseparents should also be informed. They will have a role to play in supporting and, if necessary, comforting the pupils concerned, whether victim or bully.

9.8 A strategy will be put in place to bring the matter to a close, and to monitor and review the situation. Counselling may be considered for any of the involved parties. The use of restorative justice is used to bring the parties together so that the issues that have been highlighted can be discussed and learnt from, in the attempt to draw a line under the incident.

9.9 In the extreme case that there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern (*Children Act, 1989*).

Port Regis Cyber-Bullying Policy

At Port Regis we recognise that technology plays an important and positive role in children's lives. The School is committed to helping all members of our community to understand the benefits and the risks, and to educate children to be able to use technology responsibly and safely. (Where this Policy refers to Port Regis, this includes the EYFS and the Port Regis Pre-Prep.)

Aims:

- to ensure that pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be
- to put in place knowledge, policies and procedures to prevent incidents of cyberbullying in school or within the school community (with reference to DfE 2011 Preventing and Tackling Bullying: Advice for School Leaders and Governing Bodies)
- to ensure that we have effective measures in place to deal effectively with cases of cyberbullying

- to ensure that we have measures in place to monitor the effectiveness of our prevention procedures

What is Cyber Bullying?

- Cyber Bullying is the use of technology to hurt or upset someone.
- It can be an extension of all sorts of other types of bullying.
- Because of the nature of cyber space it can extend far beyond the usual forms of bullying and does not require face-to-face contact.
- It can involve large numbers of people both as bullies or victims.
- It can invade the privacy of the victim's own home or expose the victim to ridicule across the whole Internet.
- It can be used against every person in the community including pupils, their siblings, staff and parents.
- It can draw bystanders into being accessories.
- It can take the form of: harassment and cyber-stalking, threats and intimidation, defamation, exclusion and rejection, impersonation, public humiliation, manipulation and spying.

Preventing Cyberbullying

- The Head of ICT and the Deputy Head are responsible for overseeing the practices and procedures outlined in this policy
- The School employs web and content filtering products which endeavour to prevent access to unsuitable or undesirable content and take screenshots of any unacceptable behaviour (online or offline) as evidence. This is followed up via the established pastoral channels.
- Throughout the school, lessons in e-safety will be delivered, including lectures given by e-safety experts. Education about cyberbullying will be delivered via assemblies and Life Skills
- Regular Forums for parents are held to discuss matters of e-safety.
- School staff are trained on E Safety and in line with the latest guidance from KCSiE 22.

Responding to an incident of Cyberbullying:

Most cases of cyberbullying will be dealt with through the school's Anti-Bullying and Behaviour Policies.

In practice, the differences from other forms of bullying are:

- The scale of cyberbullying can be greater than other forms of bullying
- The people involved may be rather different from those involved in other types of bullying behaviours
- The cyberbullying can take place "24/7"
- It may be that the person being bullied does not know who the perpetrator is
- Some people may be unaware that what they are doing is bullying
- Unlike other forms of bullying, the evidence is there
- It may be that a member of staff becomes the victim of this kind of bullying

Support for the person being bullied:

- Reassure them that they have done the right thing in telling someone;
- Offer emotional support;
- Advise them not to reply or retaliate, but to take a screen shot or print out and take it to parent or member of staff;
- Think together about what information the person has in the public domain;
- In some circumstances, it may be advisable to change contact details e.g. mobile telephone number, email address, social network profile or messenger identity;
- Try to get any hurtful or embarrassing content removed from the web. Ask the perpetrator to remove it or contact the provider and make a report asking for it to be removed;
- Block the perpetrator;
- If any child protection concerns arise from the bullying, contact the School's Deputy Head.

Sanctions and Restorative Justice:

- Breaches of the rules set out will be sanctioned using the school's Behaviour Policy;
- Consideration will be given to the impact of the bullying and to the possibility that it was in retaliation;
- Parents will be informed of incidents of cyberbullying;
- The outcome must include helping the perpetrator to recognize the consequence of their actions and to enable a change in behaviour and attitude;
- Any behaviour out of school which has an impact on a member of the school community or the school itself, will be sanctioned by the school.

Evaluating Policy:

- This Policy will be reviewed annually;
- Cyberbullying will be included in the regular Anti-bullying pupil questionnaires and results of this will be discussed with staff, pupils and parents.

**Author: HJNM
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Advice for Staff

Preventing and dealing with Bullying

- Draw attention to the need to inform someone if they are feeling bullied.
- Refer to Deputy Head Pastoral for advice as necessary and ensure incidents beyond a one off situation that is recognised and dealt with, are referred to them to facilitate recognition on trends etc.
- Efficient supervision of changing rooms, queues, breaks, meals, and free time is essential.
- Define bullying in a language the children can understand.
- Ensure that we as a school treat bullying as a serious offence which can cause psychological damage and (ultimately even suicide)
- Generate a non-tolerance by the children akin to stealing etc.
- Be aware of potential victims, perhaps because of their individuality or desire to be alone.
- Be aware too that bullying may take the form of racist, sexual/sexist or homophobic behaviour and that it can be physical, verbal, emotional and cyber (social websites, mobile phones, text messages, photographs and e-mail), and the nature of the bullying may be racial, sexual/sexist, homophobic or directed at a disability. Bullying may take place based on religious grounds, gender, special needs or because a child is a carer or adopted.

If discovered

Stage 1

- Listen to the recipient, taking notes of details.
- Listen to the accused, taking notes.
- If possible get both parties together to iron out differences.
- Explain the effect to the bully and ask that they do not retaliate.
- Give opportunity for a 'no blame' policy to work.
- Report the incident to Deputy Head Pastoral or Head of Pre Prep depending on the age of the child.

Stage 2 (if stage 1 has no effect)

- Inform tutors / class teachers and Deputy Head Pastoral.
- Issue a warning that sanctions may be imposed if there is a repeat occurrence.

Stage 3 (if stage 2 has no effect)

- Wednesday detention with the approval of Deputy Head Pastoral and Tutor who will inform parents.
- In the Pre Prep parents would be involved and an action plan created to help both parties move forward positively.

Stage 4 (if stage 3 has no effect)

- Inform HM who will warn of or deliver a Saturday detention.
- Parents will be involved and the possibility of suspension discussed.

If all else fails, at the Headmaster's discretion a pupil may be suspended or even expelled.

Port Regis Policy Statement on Bullying (for Parents)

The School is committed to the protection of all children, not least those with any sort of disability, physical or other, from bullying. The following policy, statement and notice have been devised with the involvement and agreement of management, staff and pupils. It has been designed to protect all children, not least those with any sort of disability, physical or other.

Definition

Bullying is behaviour or language which deliberately and repeatedly causes physical or mental hurt to another.

We must be aware that there are different types of bullying: physical, verbal, emotional and cyber (social websites, mobile phones, text messages, photographs and e-mail), and the nature of the bullying may be racial, sexual/sexist, homophobic or directed at a disability. Bullying may take place based on religious grounds, gender, special needs or because a child is a carer or adopted.

We should be aware that bullying is a very serious matter which can cause psychological damage (and ultimately even suicide) and that there are criminal laws which apply to harassment and threatening behaviour.

Aims and Objectives

That children should

- **be able to grow and develop in safety, free from harassment, prejudice and discrimination**
- **feel listened to and have their views taken into account**
- **be respectful and respected**
- **see their needs and interests at the heart of everything the school does**
- **be confident that any concerns they raise will be followed up appropriately**

Prevention

The school promotes an ethos of non-tolerance of bullying. It does this in several ways:

- education of the children by class teachers and members of the Life Skills department. The differences between unkindness, teasing and bullying are explained and explored. The Programme of Study builds on this principle increasing the depth and knowledge base from Year 3 up to Year 8
- Assemblies, Sunday Services, Tutor sessions and day-to-day informal contact with the children
- regular staff training is provided to ensure everyone is reminded of and updated on the contents of the anti-bullying policy and the primary importance of implementing it effectively
- all staff and tutors look out for, then discuss and seek to resolve, any friendship issues in the early stages of problems occurring. They may also choose to spend a form-based session discussing this if appropriate
- there are appropriate levels of supervision in the changing rooms, any queue (such as at meal times) and during free time, which represent the times and places where bullying is most likely to occur.

- as part of their induction programme Dorm and School Captains are given guidance, by Houseparents and the Headmaster respectively, on what to do if they notice anything untoward in this regard, however small.
- those children who have access to a mobile phone sign a contract, together with their parents, agreeing to the school's terms and conditions which clarify specific usage. These phones are randomly and regularly checked to maximise the chances of identifying any cyber bullying issues
- confidential questionnaires are undertaken with all the children on a regular basis, and the Deputy Head Pastoral analyses these and shares the findings with the Headmaster. This procedure allows for the identification and close monitoring of any possible or likely perpetrators, victims, times and places.

Collection of information

- 9 Children will be made aware of unacceptable behaviour.
- 10 Children are encouraged to report incidents of bullying done to them or to another. We do this by creating an atmosphere in which children feel they will be listened to and taken seriously and that appropriate sensitive action will be taken.
- 11 Children are also asked to fill in a confidential questionnaire regularly during which provides the opportunity to identify alleged bullies and victims as well as times and places when alleged incidents occur. The Deputy Head Pastoral collates and analyses the returns and will share the information with the Headmaster.
- 12 They may report their concerns to any number of people, for example: the Deputy Head Pastoral, Headmaster, Head of Boarding, Teaching Staff, Captains, Houseparents, School Nurses, Gap-year staff and Independent Listeners.
- 13 They are also encouraged to talk about it in English, Life Skills or Religious Studies
- 14 Incidents of bullying should be passed on to the Tutor whenever possible. The Deputy Head Pastoral should **always** be told so that a record may be kept.
- 15 Questionnaires will be regularly given to ensure staff are aware of the current situation.

Recording of information

- 16 The Deputy Head Pastoral and Pre Prep Head keep records of all reports of bullying, with dates and statements where possible, whether action has been taken or not. These are shared with Headmaster.
- 17 As detailed above, the Deputy Head Pastoral will also record and analyse the returns of the pupils' anti-bullying questionnaires. These too are shared with the Headmaster.
- 18 Incidents of serious or repetitive bullying will be passed to the HM.

Protection of the recipient

Every effort will be made to protect the recipients, whether it is annoying behaviour on their part or not. Their names will be kept confidential if they so wish. Staff will, if necessary, ensure 'Safe Zones' where a child can go where there will be staff supervision. Other pupils may also be involved in looking after recipients.

Negotiation and action

The pupils are made aware that bullying is not something we are prepared to tolerate, nor something *they* should tolerate. Reporting is not 'sneaking' - it is performing a service to the community.

1. Pupils are made aware that action is always taken; that this will be designed to make the situation better, and that the recipient will not be threatened nor will the situation be made worse by their action.
2. We endeavour to involve Captains and other caring individuals in this action.
3. Where identified, dangerous times and areas are given increased supervision.
4. We try, in the first instance, to help the bully be aware of the effect of his/her behaviour and adapt it into more positive conduct. If, however, this proves unsuccessful, the bully will be dealt with according to the school sanctions policy.
5. We will work with recipients to see if any of their behaviour is causing the bullying, but we will also protect them by staff presence and by the involvement of other children.
6. If the bullying is serious or persistent, then the parents of both bully and recipient will be informed and the parents will be asked to become involved in stopping it.

Staged procedure for dealing with bullying. (Prep)

Stage 1

- Listen to the recipient, taking notes of details.
- Listen to the accused, taking notes.
- If possible get both parties together to iron out differences.
- Explain the effect to the bully and ask that they do not retaliate.
- Give opportunity for a 'no blame' policy to work.
- Report the incident to Deputy Head Pastoral .

Stage 2 (if stage 1 has no effect)

- Inform tutors and Deputy Head Pastoral .
- Issue a warning that sanctions may be imposed if there is a repeat occurrence.

Stage 3 (if stage 2 has no effect)

- Wednesday detention with the approval of Deputy Head Pastoral and Tutor who will inform parents.

Stage 4 (if stage 3 has no effect)

- Inform HM who will warn of or deliver a Headmaster's detention on a Saturday.
- At this stage parents will be involved and the possibility of suspension discussed.

If all else fails, then at the Headmaster's discretion a pupil may be suspended or even expelled.

Follow up

Tutors will closely monitor their tutees to discover what changes are taking place and will keep the Deputy Head Pastoral and, if felt appropriate, the Headmaster fully informed.

Staged procedure for dealing with bullying. (Pre Prep)

Stage 1

Discuss behaviour, feelings and what to do about bullying in class time in the Pre-Prep.

Informal chat to parent about notable behaviour would occur in the Pre-Prep

Stage 2

Concerns regarding behaviour of child/children raised and minuted in Pre-Prep staff meeting

Discussion with staff about intervention, prevention and action plan

Parents informed of on going behaviour

Stage 3

Further liaison with parents working in partnership with child and school.

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