



*inspirans flammam  
posteritatis*

**ROSEMEAD  
PREPARATORY  
SCHOOL & NURSERY**  
DULWICH

**ANTI - BULLYING POLICY**  
**(INCLUDING EYFS)**

**Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.**

## **INTRODUCTION**

This policy outlines the prevention, identification and management of bullying at Rosemead Preparatory School. This policy has been drawn up as a result of staff discussion and review of current practices. The implementation of this policy is the responsibility of all staff. It will be reviewed annually.

This policy complies with our duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

The document, Preventing and tackling Bullying (July 2017) was referred to in the development of this policy. This policy also reflects the DFE statutory requirements within Keeping Children Safe in Education (September 2023), the Prevent Duty Guidance: England and Wales (December 2023)

Corporal punishments, or the threat of them, are not to be used under any circumstances.

All school staff, both teaching and non-teaching (for example lunchtime supervisors, caretakers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying.

## **RELATED POLICIES**

Safeguarding Policy (which includes Child Protection Procedures)

Behaviour Policy

Online Safety Policy

PSHE Policy (which references British Values and the school's ethos)

Preventing Extremism and Radicalisation Policy

Equity, Diversity and Inclusion (EDI) Policy

Expulsion Policy

## **AIMS AND PURPOSE OF POLICY**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st century Britain. These values reflect those that will be expected of our children by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures, through careful tracking using CPOMS and the Anti-Bullying Tracking Log

## **NATURE AND DEFINITION OF BULLYING**

The school recognises the seriousness of bullying in causing psychological and emotional damage, inside or outside of school.

There are many definitions of bullying, but it is generally accepted to be:

- Deliberately hurtful, physically or emotionally (including aggression)

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- on a single occasion or repeated incidents over a period of time.
- Difficult for victims to defend themselves against.

It is important to note that if actions are perceived by an individual child as bullying, and these actions continue to happen, following knowledge of the perceived bullying, the school will act in accordance with this policy.

Bullying can take the forms of:

Physical: pushing, kicking, hitting, pinching or any use of violence.

Verbal: name-calling, sarcasm, spreading rumours, teasing.

Emotional: excluding, racial taunts, tormenting (i.e. hiding books, threatening gestures), being unfriendly, graffiti.

Cyber: social websites, mobile phones, text messages, photographs and email

Research has shown that name calling is the most common direct form. Children may be called names for a variety of reasons including individual characteristics, ethnic origin, religion, nationality, gender, a form of disability or sexual orientation.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Age
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs or disability
- Appearance or health conditions
- Related to home or other personal situation such as being adopted or being a carer

No form of bullying will be tolerated, especially against these protected characteristics, and bullying in any form is taken seriously and will be treated as a Child Protection concern, under the Children Act 1989, should there be a reasonable cause to believe that a child is suffering or likely to suffer significant harm.

More information can be found by referring to the school's EDI Policy, definition of terminology is listed below:

### **Homophobic/Sexual/Sexist/Transphobic**

Homophobic, sexual, sexist and transphobic bullying have a significant impact upon individuals, whether child or adult. Those experiencing such bullying are more likely to miss school/work; children are less likely to stay in full time education, and are less likely to feel safe, achieve, be healthy and make a positive contribution to their community.

### **Cyber-bullying**

This is the use of ICT, particularly mobile phones, iPads, Chromebooks and the internet, deliberately to upset someone else. Cyber Bullying can take place at any time, intrude into areas previously considered to be safe/personal and be used to reach a large audience very rapidly, with the perpetrator able to remain anonymous. The person cyber-bullying may never

be in the same personal space as their target, and this is more likely to be happening at home or out of school. It can take place both between peers and across generations; teachers have also been targets. However, some instances of cyber-bullying are known to be unintentional – the result of something sent as a joke may be deeply upsetting or insulting to the recipient. More information can be found in our Online Safety Policy.

### **Racist/Racial**

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. A racist incident is any incident which is perceived to be racist by the victim or any other person.

### **PREVENTION OF BULLYING**

At Rosemead we aim to prevent bullying by promoting self-management of own behaviour and by following a clear set of sanctions should a pupil display unacceptable behaviour (see Behaviour Policy). In addition to this we engage in a number of further strategies/arrangements to help prevent bullying including:

- Having a clear set of ‘Class Rules’ for children to follow and refer to
- Using the school’s internet security as a filtering system to prevent pupils from accessing inappropriate material online (see Online Safety policy)
- Teaching pupils about effective anti-bullying strategies in PSHE lessons, wellbeing lessons, form times and assemblies
- Weekly assemblies link to our School Values (Roots of Rosemead) with the pastoral values (Kind, Responsible, Honest, Respectful and Confident) particularly linking to anti-bullying. Arranging workshops for children that specifically target areas such as friendship, communication and self-esteem.
- Having playground buddies who offer support to all children, including those who are feeling vulnerable
- Seeking advice from outside agencies such as NSPCC
- Taking an active part in ‘Anti bullying Week’ each year
- Making use of curriculum opportunities to raise pupils’ awareness e.g. through drama, story writing etc
- Listening carefully to children and taking a proactive approach
- Ensuring that stereotypes are challenged by staff and children across the school
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- Displaying posters to increase awareness of bullying and the help available
- Ensuring that the Anti Bullying Policy is closely linked to the Behaviour Policy and EDI Policy
- Checking historical information recorded on our Management Information System 3sys, our Safeguarding Software CPOMs and Anti-Bullying and Incident Logs..
- Initiatives led by the EDI Team throughout the academic year
- Our School Counsellor is used to lead social groups or speak with individuals or groups as and when necessary.

We should help children to prevent bullying. The most effective way of preventing bullying is to create effective learning environments in which:

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- The contribution of all children is valued;
- All children can feel secure and are able to contribute appropriately;
- Stereotypical views are challenged and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- Children learn to take responsibility for their actions and behaviours both in school and in the wider community;
- All forms of bullying and harassment are challenged;
- Children are supported to develop their social and emotional skills.
- Ensure parents are signposted to all policies so they can be encouraged to mirror school expectations at home

### SUPPORTING TRANSITION

Transition at every level is carefully planned and organised to ensure high standards of behaviour and understanding of structure and routine remains. Parents of children coming into School for the first time regardless of entry point will be involved with the transition process with an expectation of two-way communication.

The transition from Year 2 to Year 3 involves a change of site from the Pre-Prep building to the Prep building and a new cohort of children joining from other schools. It is important that the dynamics between them and the existing children are understood quickly and information from their previous school is used to ensure that their behaviour is in line with our School rules.

The Year 6 transition process to secondary school is carefully considered and planned. The children are spoken to about many aspects of transition, including personal safety and travel safety. We also invite past pupils to talk to the children about specific school transfers. Parents are a huge part of this transition process and are invited in as a group and individually as and when required.

### SCHOOL COUNCIL

Our Prep and Pre-Prep School Councils enable the children and give them a voice. It fosters a whole team, inclusive ethos, whereby every individual feels they have a valued contribution to make, and consequently the ability to voice this.

### **PROCEDURES FOR IDENTIFYING AND MANAGING BULLYING**

Bullying can take place anywhere and at any time. The school ensures that the pupils are aware that we have the same behavioural expectations out of school as we do in school.

During the school day all staff are vigilant in all areas of the school but have an increased focus on the playgrounds at break and lunch time to optimise the chance of identifying any inappropriate behaviour.

If a child is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. The school ensures that the children are aware that if they feel they are being bullied they need to report it to their class teacher or any teacher they feel able to. Children should be able to report concerns in the certain

knowledge that the concerns will be listened to and fully investigated, and that it will result in an effective resolution. The Designated Safeguarding Lead will ensure there is a culture amongst staff and children of knowing that they will be listened to.

Should an incident occur, the following procedures will be followed:

1. Ensure that the child is safe and calm.
2. Report the incident to the Class Teacher, who will make a note of the incident on CPOMs. In regular staff meetings these records will be scrutinised in case any patterns of bullying are able to be identified. These notes will also be tracked by the Senior Leadership Team (SLT) through their Anti-Bullying Log.
3. The unacceptable nature of the behaviour must be made clear to the child involved and strategies should be employed to change their behaviour. The child will offer an apology and other appropriate consequences will take place. The Year Group Leader may become involved at this stage. (see Behaviour Policy)

If bullying is, or has been, established and taking place:

4. The bullying situation should be reported, if this has not happened already, to the Senior Deputy Head or Head of Pre-Prep, who may then consult with the Head.
5. The parents of **both parties** will be informed of any behaviour, preferably through face-to-face contact but failing that via the telephone.
6. Teaching activities and class discussion can be used to develop self-esteem and offer support for both bullies and those being bullied. Related issues are covered in PSHE and other areas of the curriculum. Assemblies taken by the Senior Leadership Team or EDI Team may also focus on topics related to anti-bullying.
7. If the problem continues, arrangements will be made to closely monitor those involved. The Senior Leadership Team will become involved to ensure that strategies are being implemented and an improvement in the current situation is being made. Staff meeting/INSET time will be given over to staff training to develop awareness and whole school strategies.
8. See Behaviour Policy for further escalation of sanctions if the bullying continues.

In serious cases, parents will be informed and asked to attend a meeting to discuss the problem. Suspension or exclusion may be considered in some circumstances.

Staff will ensure that all educational visits are adequately staffed, with additional adults where there is known to be a pupil issue.

Should there be reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, by another child or children, then any such abuse will be referred to local agencies. It would be an expectation that in the event of disclosures about child-on-child abuse that all children involved, whether perpetrator or victim, are treated as being “at risk”. Rosemead will appoint appropriate external agencies to support children as necessary and offer their own internal counsellor to speak to the children either individually or as a group.

**Raising Awareness**

Staff training will include regular exploration of bullying, cyber-bullying and the implementation of our policy. Staff and pupils alike are advised that there is a zero-tolerance attitude towards bullying at Rosemead. Staff are made aware of their legal responsibility and how this impacts on their wider safeguarding responsibilities, as well as how the policy is to be implemented in practice. Recommended actions are defined to resolve and prevent problems, and sources of support are available for staff to use. On occasions and should the situation demand it, Rosemead will enlist the specialist skills and services of outside agencies in order to understand the needs of our pupils.

<b>P4 – Anti-Bullying Policy</b>			
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