



## Anti-Bullying Policy

*This policy applies to the Prep School and Pre-Prep School*

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## **1. Statement of Intent**

- 1.1 Danes Hill believe that all pupils are entitled to learn in a safe and supportive environment, free from all forms of bullying behaviour. This policy outlines the procedures for dealing with any bullying incidents and the preventive measures.
- 1.2 Staff, governors, parents and pupils work together to prevent and reduce any instances of bullying. There is a zero-tolerance policy for bullying at school.

## **2. Legal Framework and Other Policies**

- 2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping children safe in education '
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

- 2.2 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy and Procedures
- Behaviour and Rewards Policy
- RSHE Policy
- Pupil Mental Health and Wellbeing Policy
- Pastoral Care Policy
- Inclusive Education and Equal Opportunities Policy

## **3. Introduction**

- 3.1 Danes Hill expects all members of the school community to treat other people with courtesy and respect. Everyone has the right to be safe and secure, whether at school or elsewhere, and to be protected when vulnerable, so that all may flourish without fear of unfair treatment or harassment.
- 3.2 The School recognises its moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are

respected and valued and to always consider the best interests of the child. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We operate within a culture of openness and recognise and accept that abuse can happen in any organisation.

- 3.3 The school's approach to bullying is clear: it is always unacceptable. It damages children and the school will therefore do all it can to prevent it. Bullying may take many forms. Any behaviour which makes another feel uncomfortable or threatened may be construed as bullying, whether intended or not. Its impact on the victim and context will determine if unintentional behaviour is bullying.
- 3.4 Bullying can occur in any group of pupils regardless of the size or the age of its members. There are many different forms of bullying; at Danes Hill School, bullying is considered to be any intimidating behaviour by children or adults. As a school we are aware that psychological bullying can be just as harmful and hurtful as physical violence or cyber bullying and it's often harder to prove, isolating the victim and taking longer to be reported. The seriousness of any form of bullying, particularly the psychological bullying, cannot be underestimated and can, in extreme circumstances, lead to self-harming behaviour, depression or even suicide.
- 3.5 Danes Hill School does not allow adults to bully other adults or children, nor allow children to bully adults or other children.
- 3.6 All cases of bullying will be managed appropriately and in extreme cases this may result in suspension or permanent removal from school.
- 3.7 Bullying behaviour is unacceptable, and we believe it is the responsibility of the entire community to eradicate all forms of bullying. Danes Hill particularly encourages pupils to be open with their parents, who can then pass on any concern to the school.
- 3.8 The DfE advice Preventing and Tackling Bullying (July 2017) was used to develop this policy. A bullying incident is treated as a child protection concern when the school has reasonable cause to believe that a child is suffering or likely to suffer significant harm. In this instance the DSL is responsible for contacting the local Surrey police or Surrey children's social care (0300 123 1610).

## **4. Aims**

- 4.1 At Danes Hill we aim to create a safe and calm environment that is free from disruption and in which education is the primary focus.
- 4.2 The Head, SLT and staff aim to foster an ethos of positive behaviour where pupils understand the importance of treating one another and their teachers with respect. Throughout the curriculum and specifically in Personal Development lessons pupils are encouraged to develop a strong sense of respect both for themselves and others. This allows the pupils to behave in an appropriate manner because they know that this is the right way to behave.

- 4.3 Through a number of school initiatives, assemblies, School Council, Eco Council, partnered reading and various sporting activities, pupils consolidate the knowledge and values taught in lessons. The Pupil Expectations gives clear guidelines to all members of the school community and is constantly reinforced by staff and older pupils setting an excellent example to all pupils.

## **5. Objectives**

- 5.1 The objective of our anti-bullying statement is to prevent any form of recurrence or retaliation and to provide a secure, happy learning environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- 5.2 A longer-term objective is to offer children the support of educational psychologists who are able to deal with emotional difficulties brought about by unhappiness at school or at home. Children's well-being can therefore be monitored (and psychological help offered) over a longer period of time, to enhance self-esteem and raise levels of confidence.
- 5.3 By praising, rewarding and celebrating the success of all children, we aim to foster a positive whole school ethos and prevent incidents of bullying.

## **6. Definitions**

- 6.1 Bullying is hurtful behaviour that usually occurs over a period of time (although can occur in single instances, and single instance of unkindness or alleged bullying will be investigated and recorded). Generally, it is deemed as behaviour that a reasonable bystander would say was calculated or intended to hurt or upset the victim. It is behaviour that harasses, humiliates or intimidates others. In some instances, unintended behaviour can be classed as bullying. (e.g. mimicking someone's accent or speech, sharing a photo or message that embarrasses someone, thinking it's funny, or constantly interrupting or talking over someone in class, making them feel silenced, etc)
- 6.2 It may take the form of teasing, verbal criticism and harassment on the grounds for example that someone has different coloured skin, the way they talk, their size or their name. The following list could all constitute claims of bullying or harassment: racism, sexual bullying, negative remarks about appearance, health conditions or home circumstances, nationality, religion or culture, disability, gender or sexuality, SEND, health anxiety (or any other characteristic protected under the Equality Act 2010) whether on-line or off-line.
- 6.3 "Bullying such that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. "

6.4 Bullying may occur directly or through cyber-technology. The impact of bullying is both physical and emotional and can result in psychological damage. Bullying can take many forms:

Emotional	Excluding, tormenting e.g. hiding books
Physical	hitting, punching, tripping up
Racist	Racial taunts, gestures (Any member of staff witnessing, or being informed of, any incident or suspected incident of racial bullying is to report it directly to the Head/Deputy Head/DSL. Any form of racism is totally forbidden at Danes Hill School and will not be tolerated. It is considered a very serious offence, hence the policy that the Head/Deputy Head/DSL will deal with any such incidents, in a way that he/ she feels is appropriate (depending on the circumstances and seriousness of the allegations))
Sexual/Sexist	Unwanted physical contact or sexually abusive comments
Homophobic	Focusing on the issue of sexuality
Religious	Taunts, name calling or prejudice regarding religious belief
Cultural	Exclusion, verbal or physical harassment
SEND	Taunts, exclusion, rumour-spreading. (We are aware that some learners with SEN and disabilities are less likely than others to recognise and report bullying behaviour and may need help to do this.)
Verbal	Name-calling, rumour-spreading, excessive teasing
Cyberbullying	Including social websites, mobile phones, text messages, photographs and email policy
Sharing of Nude and Semi-Nude Images	Where sexual imagery of people under 18 has been shared.

#### **A. Cyberbullying**

6.5 Danes Hill School recognises that whilst the acts of cyberbullying rarely occur on the school premises, it our responsibility to:

- Be aware of all methods of cyberbullying.
- Educate our pupils in how to avoid cyberbullying situations
- Encourage pupils to take appropriate action and know to whom they can approach.
- Any cases of cyberbullying that occur outside of school will be dealt with on a case-by-case basis by DSL and Pastoral Team.

6.6 Danes Hill School recognises the additional opportunities that electronic technologies present to those with a mind to bully and that ALL electronic means of bullying is unacceptable.

## **B. Sharing of Nude and Semi-Nude Images**

- 6.7 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sharing nude and semi-nudes: how to respond to an incident'.
- 6.8 Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.
- 6.9 If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL immediately.
- 6.10 The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

## **7. Signs of Bullying**

7.1 Staff and parents are advised to be aware of:

- Unwillingness to come to school/feeling so anxious that they are truant from school.
- Withdrawn, isolated behaviour/becoming depressed –
- Complaining about missing possessions
- Refusal to talk about the problem/experience low self-esteem
- Being easily distressed or feeling unwell/experiencing physical complaints, like constant stomach aches and headaches, which are brought on by stress
- Damaged or incomplete work

7.2 Staff use their knowledge of the pupils to identify changes in their behaviour that might indicate bullying.

## **8. Preventing Bullying**

- 8.1 Positive values of mutual respect and consideration will be promoted within the school in a wide range of contexts from assembly and tutorial periods to informal discussion.
- 8.2 The school reinforces the belief that bullying is unacceptable behaviour and will not be tolerated and that all incidents will be treated appropriately. We understand that policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- 8.3 We aim to create a culture of trust by discussing issues of power and control, bullying and relationships. All pupils are actively involved in the prevention of bullying. Junior and Upper school pupils begin each term's Personal Development's lessons with a discussion of the Pupil Expectations.

8.4 Pupils understand the School's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. This message is given clearly and discussed regularly in:

- School Assemblies
- Lessons in RS/TPR
- Personal Development classes (See Schemes of Work Years 2-8 where 'Bullying' and 'Friendships' are topics covered in every year group)
- National Anti-bullying week every November
- Drama, History and Geography
- Tutor/form periods

8.5 During playtime, where the behaviour of all children is monitored closely

8.6 The day-to-day interactions of pupils are observed by all members of staff, whether in lessons or around the school grounds and buildings. The behaviour of the children is monitored particularly closely during break times, when staff actively patrol the playground.

8.7 Pupils, in Personal Development and RSE lessons, are expected to openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Pupils are also taught that using any prejudice-based language is unacceptable. They are also taught about protected characteristics. Pupils are made aware that they can play a part in preventing bullying, including when they find themselves as bystanders.

8.8 The School can draw on the experience and expertise of anti-bullying organisations (such as Stonewall) with proven track records and which provide resources for dealing effectively with certain forms of bullying. We aim to provide effective and regular staff training in anti-bullying.

8.9 Assemblies are given on the importance of sharing, being kind to one another and appreciating the differences between us. Crucial is the weekly 'Circle Time' which takes place in Junior School (excluding year 2 and 3) and Bevendean. Here the Golden Rules are discussed, and children are taught the importance of positive behaviour. Bullying is also a topic covered in such subjects as RS, Drama, History and English.

8.10 All members of the School should help to create an atmosphere in which bullying and inappropriate behaviour or language that demeans any individual or section of society, will be spoken of openly, taken seriously and responded to with appropriate action. The school expects staff, pupils, parents and governors to:

- treat other people with respect and sensitivity – including (but not limited to) members of the school and the wider community; members of other schools; visitors and exchange students.
- think carefully before speaking/acting (whether face-to-face or via any form of media) in ways which may cause upset
- respect and celebrate differences and variety
- be sensitive to the fact that what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual)
- show kindness and consideration to those who appear unhappy or vulnerable
- proactively share concerns about bullying behaviour with those who can help
- make a stand against those who ignore or go against these aims



## **9. Procedures**

- 9.1 The school will adopt a zero-tolerance approach to any bullying issues. This does not mean that the school will seek to apply the strongest possible consequence in all cases of bullying, but rather that every effort will be made to address the behaviour and work towards a resolution where the behaviour has stopped, and the victim is reassured and feels safe once again.
- 9.2 All those involved in the school - and this includes staff, pupils, parents and governors - have a responsibility to show that they believe that any form of bullying is unacceptable and to set an example which reflects that view. Any bullying on the basis of protected characteristics is taken particularly seriously
- 9.3 All incidents or suspected incidents of bullying are dealt with individually and immediately, whether they have occurred at school or at home. Both are considered equally damaging to the happiness and emotional health and welfare of our children.
- 9.4 We believe that if the recipient feels they are being bullied it is sufficient evidence to treat the case as prima facie bullying. We follow a no blame approach, whereby actions may be considered unacceptable, but people are not. The appropriate consequence will be decided on a case-by-case basis.
- 9.5 All staff are expected to challenge any negative behaviour between pupils that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see Safeguarding policy for further details about dealing with child-on-child abuse.
- 9.6 As a general rule, the Head, a Deputy Head, or DSL must always be involved in very serious bullying issues.

### **A. Investigations and Safeguarding Children and Young People**

- 9.7 A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff will report their concerns in accordance with the School's Safeguarding and Child Protection Procedures. In such instances, the School will not investigate further before advice has been taken from the police and/or children's social care services.
- 9.8 In the event of an observed or reported instance of bullying that does not meet the criteria for referral under child protection procedures, the matter will be referred to the Pastoral Team, who will coordinate an investigation in accordance with the procedure outlined in schools Behaviour and Rewards Policy.
- 9.9 Once investigated, every effort will be made to resolve the problem through counselling of both parties, which will seek to support the victim(s) and change the behaviour of the perpetrator(s).
- 9.10 In all cases parents will be informed and consulted. This process will normally be carried out by the pupil's tutor or the Head of Year. Staff will deal with the matter in confidence if possible.

- 9.11 The bully is helped to recognise that their behaviour is unsociable, and they are offered support to moderate their behaviour.
- 9.12 Equally, the victim is offered support and counselling, as he/she may well feel powerless and vulnerable. Confidence needs to be re-established, and self-esteem raised.
- 9.13 Efforts are made to establish why a pupil has bullied, so preventing a recurrence of such behaviour. It is also important that everyone is given some responsibility, some sense of their own worth within the school.
- 9.14 The DSL will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying behaviour will be provided with the necessary support either in school or through the employment of external agencies.
- 9.15 Where safeguarding is not considered to be an issue, the School may nonetheless need to draw on a range of external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. A referral will be made to Children's social care services in accordance with the School's Safeguarding and Child Protection Procedures where pupils have been identified as 'in need' of support, whether as perpetrator or victim of bullying behaviour.

## **B. Recording Incidents and Identifying Patterns**

- 9.16 A confidential record of all bullying incidents is kept on CPOMS (Child Protection Online Monitoring System) to enable the School to monitor numbers of incidents and identify patterns, including occasions where bullying has recurred between or against the same pupil.

## **C. Consequences**

- 9.17 When considering appropriate consequences, the priority is to ensure that the chosen consequence will be the most effective way to achieve the following aims:
- The pupil should reflect on their actions in order to understand the impact on others.
  - The pupil should work towards some form of restitution.
  - The pupil should show remorse for their actions.
  - The pupil should resolve to improve their behaviour in the future.

- 9.18 Each incident is dealt with on a case-by-case basis. Based on the findings of an investigation, the Head of Section will work with the Deputy Head and Head to decide on an appropriate consequence in line with the guidelines in the Behaviour and Rewards Policy. Please note that it is not our policy to share specific information about consequence with other pupils or parent.

### **Victim Support**

- 9.19 Appropriate support for victims will be put in place and this may be access to a counsellor, to the team of ELSAs who can offer guidance, counselling, and emotional support, or regular

touchpoints with the form teacher to monitor the well-being of the victim and address any concerns or issues they may be facing.

9.20 Our aim is to empower the victim, rebuild their confidence, and boost their self-esteem, recognising the importance of restoring their sense of security and well-being.

## **10. Pre-Prep School**

10.1 Bullying, ganging up and exclusion tactics are regarded as negative behaviour at Danes Hill School. These are forms of persistent behaviour which are dealt with appropriately. Therefore, the Form Teacher, Head of Year and parents must be informed and a CPOMS incident completed.

10.2 The behaviour books in the staff room must also be completed. It is likely that the Deputy Head Pastoral will also be informed and similar action to that taken when dealing with Junior and Upper School children will occur.

10.3 The Head of Pre-Prep/Bevendean monitors any patterns of bullying incidents which occur at Bevendean including any EYFS incidents of bullying. The Head will also receive a copy of the CPOMS entry. Support is provided for the bully and bullied children so through the efforts of the Head of Pre-Prep/Bevendean and, in some cases, an educational psychologist, school counsellor or ELSA practitioner.

10.4 The use of specific organisations can be called upon to help with particular problems. The Head of Bevendean can draw on the experience and expertise of anti-bullying organisations and/or specialised expertise in dealing with certain forms of bullying.

10.5 A copy of all documentation will be kept in both the perpetrator's and victim's confidential files.

## **11. Prep School**

11.1 The process that is followed by staff when they have concern with regard to a particular situation or child is as follows:

### **A. Investigation**

- i The Deputy Head Pastoral or DSL is alerted, depending on whether it has a safeguarding implication or not
- ii The Deputy Head Pastoral or DSL informs the relevant Form Teacher, Head of Year and Head of Section
- iii Details of the concern are recorded on CPOMS
- iv The pupils involved are normally interviewed separately by the Pastoral Team.
- v There may be occasions when both parties are included in a meeting, in order to resolve a situation fully.

### **B. Findings**

- i If there has been a case of bullying, both sets of parents are contacted by the Pastoral Team
- ii Parents are called or invited to the school to discuss the incident with the Head, DSL, Deputy Head Pastoral, Head of Section, Head of Year or Form Teacher.
- iii They are reminded that the school takes all bullying concerns seriously and looks into all incidents thoroughly.
- iv The school also keeps written records of the incident, investigation and outcome. The written record is filed in the bullying log on CPOMS

### **C. Support**

- i Support is provided for the bully and bullied children through the efforts of the Pastoral Team.
- ii In certain cases, the use of specific organisations can be called upon to help with particular problems.
- iii The DSL or Pastoral Team can draw on the experience and expertise of anti-bullying organisations and/or specialised expertise in dealing with certain forms of bullying
- iv For example, to help understand the needs of certain pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGBTQIA+) pupils

### **D. Consequences**

- i Incidents are dealt with in a highly confidential manner so as to avoid the labelling of children by other staff or pupils
- ii Consequences are imposed in line with the Behaviour and Rewards Policy.
- iii In serious cases suspension or permanent exclusion may be considered by the Head
- iv The bully is expected to show remorse and explain their actions. An apology is obtained after the investigation, when the child understands the consequences of their actions and if agreed by the bullied pupil.
- v Records are kept and parents are made aware of any further interviews with the children over time

### **E. Ongoing Monitoring**

- i After an incident has been investigated and dealt with each case will be monitored by the Pastoral Team to ensure repeated bullying does not occur.
- ii The DSL and Pastoral Team responsible for monitoring and evaluating the effectiveness of the approach adopted and identifying any recurring patterns.

11.2 The DSL is responsible for regularly evaluating and updating the School's approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.

11.3 It is hoped, therefore, that parents will support the school's anti-bullying policy and actively encourage their children to be open and honest about their own behaviour at school or the treatment they have received from another child or adult if they feel under pressure or bullied.

## **12. Staff Training**

12.1 In order to raise staff awareness and to improve communication between pupils and staff and between the teachers and non-teaching staff, training is organised on a regular basis.

12.2 School staff are expected to familiarise themselves with the principles and purpose of the school's Anti-bullying and Behaviour and Rewards Policy. Staff are also expected to be familiar with the School's legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

12.3 Pastoral leads in the school attend conferences and training courses on bullying.

12.4 It is a whole school issue, so staff are kept up to date on current research and strategies.

12.5 Staff implement a variety of measures to encourage positive behaviour and prevent all forms of bullying amongst pupils.

12.6 E-Safety providers or external agencies provide effective materials for teaching children, staff and parents about bullying.

12.7 The Personal Development curriculum is taught by specialists and provides a variety of teaching material available for all staff involved in the prevention of bullying.

## **13. Parents**

13.1 The school aims to ensure that parents feel confident that all complaints relating to bullying are taken seriously, and issues are resolved in a way that protects the child.

13.2 Parents are encouraged to reinforce the value of positive behaviour at home. Parents are asked to follow the procedures outlined below if they suspect their child is bullying others or is a victim of bullying:

- Stay calm
- Contact the school by making an appointment to speak to the Head of Section who will in turn inform the Form Teacher
- Remember there are two sides to every story
- Trust that the school will follow the guidelines for dealing with incidents of this nature

- Be re-assured that incidents are followed up and the situation will be reassessed after a short period of time has elapsed and you will be informed of progress
- Please work with the school. Parental support is crucial to the effectiveness of our anti-bullying policy and the welfare of all our children

## 14. Further Resources

14.1 Further information is available online by following the resources listed below:

- Preventing and tackling bullying (DFE, July 2017)
- Cyberbullying: advice for head-teachers and school staff (DFE, November 2014)
- Advice for parents and carers on cyberbullying (DFE, November 2014)

### The Equality Act 2010

14.2 The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

14.3 The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation or any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

14.4 Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of the school to discriminate against, harass or victimise a pupil or a potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales, Part 6 of the Act applies to maintained schools and Academies and to other independent schools.