



SNARES BROOK

PREPARATORY SCHOOL

Anti Bullying Policy

[Policy #065]

This policy relates to the whole school, including Early Years Foundation Stage (EYFS) and all activities, including residential trips and all care arrangements.

Linked Policies:

- [001 Safeguarding / Protection of Children Policy](#)
- [Acceptable Use of Electronic Equipment Agreement - Staff](#)
- [Sexual_violence_and_sexual_harassment_between_children_in_schools_policy 2021](#)
- [Expulsion, Removal & Review Policy](#)
- [021 Behaviour Policy](#)
- [020 E-Safety \(including Online Activities\) Policy](#)
- [012 Staff Code of Conduct](#)

Legislation or Guidance

- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Preventing Bullying \(PDF\)](#)
- [Gender Questioning Children in Schools](#)

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About this policy

Aims

1. This policy is to help members of staff and all adults who work with pupils of Snaresbrook Preparatory School to understand the school's approach to preventing and handling bullying.

Who is this policy for?

2. This policy applies to all staff, including EYFS, at Snaresbrook Preparatory School.

Expiry and Review Date

3. This policy is reviewed by a member of SLT and agreed by the Headteacher every two years. This policy was last reviewed and agreed in May 2024

Scope

4. This agreement applies to all staff who work with pupils of Snaresbrook Preparatory School.

Roles and responsibilities

Everyone's responsibility

1. Preventing bullying in School is everyone's responsibility. All staff, pupils and parents should be aware that bullying exists and share a commitment to combat it and make the School a happier place for everyone.

2. The Board

3. Will ensure that the Head has overseen the appropriate review of this policy and consider the effective implementation of the policy.

The Head

4. Will ensure the effective implementation of this policy and that it is reviewed biennially by an appropriately trained and experienced member of SLT.

Staff & Adults working with children

5. Adults at all levels will ensure they follow the principles and practices in this policy and notify the SLT whenever this isn't or hasn't been the case and engage productively in dialogue with the aim of improving practice.

Monitoring and Review

6. This policy will be regularly monitored by the Head and Directors to ensure that it is working as effectively as possible. This policy will be regularly reviewed within the School's policy review programme or at any time it becomes necessary.
7. This agreement is reviewed by a member of SLT and agreed by the Headteacher every two years. This agreement was last reviewed and agreed in April 2024
8. This policy is reviewed every two years and was last reviewed in April 2024 by R Dalton. This policy has due regard to the DfE document "Preventing and Tackling Bullying, Advice for headteachers, staff and governing bodies" (October 2017) and Keeping Children Safe in Education 2023. The school is aware of the Equality Act 2010 which came into force on 5/4/11 and this policy reflects its recommendation. This policy should be read in conjunction with the school's policy on Sexual Violence and Sexual Harrassment.

Introduction

1. All adults must read, understand, accept and agree to follow this policy prior to working with any pupils of Snaresbrook Preparatory School.
2. This policy aims to outline how Snaresbrook Preparatory School prevents all forms of bullying, including
 - a. bullying online,
 - b. sexual,
 - c. prejudice-based and
 - d. discriminatory bullying.
3. At Snaresbrook Prep School mutual respect and tolerance is of the utmost importance. We recognise that parents and guardians have a key role in supporting our school and we are sensitive to the particular vulnerability of children with special educational needs and/or disabilities. This policy, together with other policies relating to child protection, is available on our school's website and in the school office.
4. This policy should be read in conjunction with other Snaresbrook Prep policies: Safeguarding and Behaviour Policy.
5. The school will adopt a zero tolerance approach to any form of child-on-child abuse including bullying, including online bullying issues, as well as sexual violence and sexual harrassment. All staff will challenge any abusive behaviour between peers that comes to their notice and will immediately report to the DSL any issues of this nature. Please see Safeguarding policy for further details about dealing with peer-on-peer abuse.'

The Aims of the Policy

6. This policy is to:
 - a. enable pupils to understand clearly what constitutes bullying throughout the curriculum and day to day life at Snaresbrook Prep by raising awareness;
 - b. enable pupils to understand that bullying, whether it is physical, verbal or indirect will not be tolerated by the whole school community;

- c. understand that bullying on the basis of protected characteristics is taken particularly seriously;
- d. to enable parents to feel confident that bullying will be firmly dealt with by the School;
- e. to promote a non-violent ethos in the School;
- f. to raise staff awareness of bullying, and their need to be alert to children who may be vulnerable and at risk from bullying;
- g. to establish guidelines for action where bullying is evident;
- h. to ensure that all pupils feel it is 'safe to learn' in our environment;
- i. to ensure the School implements the requirements placed on it and make referrals on all serious cases where bullying is identified;
- j. to highlight that the school will use sanctions that reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying);

What is bullying?

Definition

- 7. *'Bullying is behaviour by an individual or group 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, one of the protected characteristics 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 obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case'*¹.
- 8. Bullying can take different forms, but the five main categories are:
 - a. PHYSICAL,
 - b. VERBAL,
 - c. INDIRECT,
 - d. DISCRIMINATION BASED, and
 - e. ONLINE.

Physical

- 9. Including but not restricted to hitting, pushing, tripping, kicking, taking, hiding or damaging belongings including money.

Verbal

- 10. Including but not restricted to name-calling, teasing, insulting, writing unkind notes.

Indirect

- 11. Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails, text messages, creating memes or websites or through the use of AI created material.

¹ "Preventing and Tackling Bullying, Advice for headteachers, staff and governing bodies" (October 2017)

Discrimination-based

12. Racist Bullying - this 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.
13. Bullying related to sexual orientation/gender - this refers to the hurtful behaviour both physical and psychological, that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their sexual orientation, or their gender. This could include for example, pupils being sexually touched/assaulted or being subject to initiation/hazing type violence.
14. SEN or disability related bullying - when an individual or group uses someone's individual characteristics such as their intelligence, their learning ability or their disability to cause harm and upset. Pupils with special educational needs and/or disabilities have a particular vulnerability to bullying and peer-on-peer abuse. Pupils' SEND needs must be taken into account when dealing with any issues that arise.
15. Transgender bullying - Intentionally using the incorrect name or pronoun of a pupil can constitute discrimination and / or transphobic bullying and the School will address it appropriately in line with school policies. We recognise that there may be times when staff or pupils accidentally use the incorrect name or pronoun. In such cases we expect individuals to apologise and take steps to ensure it is not repeated. The current non-statutory [guidance](#) says the following *"In all cases, bullying of any child must not be tolerated. No child should be sanctioned for honest mistakes when adapting to a new way of interacting with another pupil."*

Online

16. Online bullying is bullying through the use of technology. This could include:
 - a. bullying by texts or messages or calls on mobile phones;
 - b. the use of mobile phone cameras to cause distress, fear or humiliation;
 - c. posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites;
 - d. using e-mail to message others;
 - e. creating memes or websites;
 - f. using AI created material; and
 - g. hijacking/cloning email accounts.
17. For further details, refer to the school's e-Safety Policy that covers:
 - a. Roles and responsibilities
 - b. Guidance in the use of technology
 - c. The school's provision in the use of safeguarding inappropriate content
 - d. Educating pupils
 - e. Staff training in online safety
 - f. Reporting mechanisms for all issues and concerns
 - g. Informing parents in online safety
 - h. Management of personal data

The effects of bullying

18. All of the above methods of bullying have a PSYCHOLOGICAL and EMOTIONAL effect on the victim, and on occasion causes severe harm. Bullying makes the lives of its victims miserable. It undermines their confidence and destroys their sense of security. It can also affect children and young people's attendance and progress at school. Bullying can cause sadness, loneliness, low self-esteem, fear, anxiety, and poor concentration. It can lead to self-harm, depression, suicidal thoughts and, in some cases, suicide.
19. And there's evidence that, for some people, being bullied regularly as a child can also be linked to emotional problems as an adult.

Signs, symptoms and effects of bullying

20. (Information from NSPCC)
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/signs-symptoms-effects/>
21. It can be hard for adults, including parents, to know whether or not a child is being bullied. A child might not tell anyone because they're scared the bullying will get worse. They might think that they deserve to be bullied, or that it's their fault.
22. You can't always see the signs of bullying. And no one sign indicates for certain that a child's being bullied. But you should look out for:
- a. belongings getting "lost" or damaged
 - b. physical injuries such as unexplained bruises
 - c. being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
 - d. not doing as well at school
 - e. asking for, or stealing, money (to give to a bully)
 - f. being nervous, losing confidence, or becoming distressed and withdrawn
 - g. problems with eating or sleeping
 - h. bullying others

Procedures

Raising awareness and preventing bullying

23. We have the Snaresbrook Preparatory School virtues and values which the pupils know really well. Through our values and the promotion of the Fundamental British Values the pupils learn about respect and understand that we are all different and that this is something to celebrate.
24. At SPS we take every opportunity to promote and reward positive behaviour - good marks, merit awards and commendations. Pupils learn that our actions affect others and should think before acting or speaking. We raise the awareness of bullying through our PSHE curriculum, Anti-Bullying Week, assemblies and class time. Through these areas pupils learn to build resilience, to protect themselves and others, promote and understand the differences that exist

between people, races and cultures and we endeavour for pupils to avoid using prejudice-based language. Staff act as role models by ensuring they don't use prejudicial language.

25. All staff work together to ensure Snaresbrook's behaviour policy is followed and expect high standards of behaviour around the school. Playtimes are supervised by members of staff who are aware of less visible places and monitor these areas carefully.

26. As a school we will minimise the risk of peer on peer abuse by:

- a. providing an appropriate PSHE curriculum which discusses acceptable behaviour and how to keep safe
- b. promoting Anti-Bullying Week
- c. having a robust e-safety programme which develops pupils knowledge, understanding and skills, to ensure personal safety and self protection when using the internet
- d. having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school
- e. pupils knowing they can raise concerns with staff, knowing that they will be listened to, believed and valued
- f. promoting Snaresbrook Prep Values
- g. promoting Fundamental British Values.

Dealing with Bullying

27. The school has a zero tolerance approach to bullying be it online or offline. Any incidents of bullying will be taken seriously and dealt with as quickly as possible. All staff will challenge any abusive behaviour between peers that comes to their notice and will report it to the DSL immediately. Please see Safeguarding policy for further details about dealing with child-on-child abuse. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable. Staff will also recognise the vulnerability of the bully and consider the safeguarding implications. If an incident of bullying outside the school premises is reported to the school, it will also be investigated and appropriate action will be taken.

Following a report of Bullying

28. All members of staff should start by believing the victim and they do not have to 'prove their claim' before being taken seriously

29. Members of staff should allow the victim to talk whilst reassuring the pupil that they will help and deal with the situation sensitively but firmly.

30. The member of staff must log the incident on the behaviour [log](#) ensuring it is categorised as bullying.

31. The member of staff must then share the information with the appropriate member of the Leadership Team overseeing pastoral care, who will pass in on to DSL or DDSL.

32. The member of staff and Class Teacher will liaise with the appropriate Pastoral Lead and decide on the action to be taken. This will include:

- a. talking with the victim

- b. in serious cases, if age appropriate, victim writes down their version of events
 - c. talking with alleged bully
 - d. Notify parents of both parties of the incident
 - e. Notify all members of teaching staff including those that supervise/run, breaks, lunches, after-school activities, after-school club, and external PE/swimming coaches
33. The class teacher or TA will observe the bully and the victim for the entirety of every lunch and breaktime, as agreed with parents, for up to 5 school days and will feedback their observations to the parents at the end of this period.
34. Teaching staff will ensure that neither bully nor victim are alone with each other or next to each other, for example in the cloakroom or when lining up, and will be visible to the supervising member of staff at all times. This will be done for 5 school days.
35. After the agreed period, for example 5 school days, the pastoral lead with the parents will discuss if this needs to be continued for an extended period, up to another 5 days. After these two periods, e.g. 10 days, these measures will be scaled back to observation from a distance.
36. If an allegation is proven and serious, the member of staff leading the school's response will liaise with Head and the Safeguarding Team to authorise appropriate course of action as outlined in the school's behaviour policy as well as:
- a. providing support for the victim via their Class Teacher or external agencies
 - b. monitoring the bully and reinforcing the correct behaviour
37. Throughout this period the Pastoral Lead liaises with the Class Teacher to monitor the situation, checking that further bullying is not occurring.

Safeguarding children

38. Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', the incident should be addressed as a child protection concern. Staff will follow the school's Safeguarding Policy and the matter will be referred to:
- a. Multi Agency Safeguarding Hub (Children's Social Care)
 - b. Tel: 020-8708-3885 Email cpat.referrals@redbridge.gov.uk
39. Even where safeguarding is not considered to be an issue, by contacting MASH we can draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.
40. Information on Redbridge's thresholds can be found here:
- a. Redbridge Local Safeguarding Children Board Thresholds document

Guidance on advice to victim and protagonist

41. For the victim
- a. revenge is not appropriate
 - b. involving other pupils may not help
 - c. report future fears, incidents to an appropriate adult (staff or parents)

- d. reconciliation or avoidance should be considered

42. To the protagonist

- a. behaviour is unacceptable
- b. behaviour is recognised as designed to cause distress
- c. serious sanctions may follow
- d. reconciliation or avoidance should be considered

43. In cases of online or technology based bullying children will be instructed to save the evidence and show it to a parent or member of staff.

44. The Class Teacher will arrange peer support for pupils involved in bullying and will update all staff as necessary.

Role of the Bystander

45. Bullying situations usually involve more than the bully and the victim. They also involve bystanders—those who watch bullying happen or hear about it.

46. An important strategy for bullying prevention focuses on the powerful role of the bystander. Depending on how bystanders respond, they can either contribute to the problem or the solution. Bystanders rarely play a completely neutral role, although they may think they do.

Hurtful Bystanders

47. Bystanders can assist bullying by:

- a. passively accepting bullying by watching and doing nothing. Often without realising it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.
- b. instigating the bullying by prodding the bully to begin;
- c. encouraging the bullying by laughing, cheering, or making comments that further stimulate the bully; or
- d. joining in the bullying once it has begun.

Helpful Bystanders

48. Bystanders also have the power to play a key role in preventing or stopping bullying by:

- a. directly intervening, by discouraging the bully, defending the victim, or redirecting the situation away from bullying;
- b. getting help, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Helping the Bullies to Change

49. The Class Teacher and Pastoral Leadership Team will spend time to help pupils who have bullied others to change their behaviour. If a pupil is bullying others, staff will:
- talk to the pupil and explain that bullying is wrong and makes others unhappy
 - discuss with the pupil how to join in with others without bullying
 - talk to the pupil about how things are going at school, his/her progress and friends
 - give the pupil lots of praise and encouragement when he/she is being kind and considerate
 - Identify the underlying causes and enable the pupil to develop the values, beliefs and skills to engage with others positively.
50. Parents of the bullied pupil can help by allowing the school to follow its process and avoiding public discussion of the situation with other parents either in person or via social media.
51. Parents of the bully can help by not making excuses for the behaviour or blaming the other child

What if Bullying Strategies don't work

52. If the preventative measures and support strategies do not succeed, all further bullying will be dealt with under the school's behaviour policy and disciplinary sanctions, which reflect the seriousness of an incident and convey a deterrent effect, such as exclusion, may be used in cases of severe and persistent bullying.

Recording Incidents

53. In order to evaluate the effectiveness of the school's approach to bullying and also to enable any patterns to be identified, all incidents of bullying and discussions with the pupils involved will be recorded centrally (on the Google Drive and reviewed by the Pastoral lead), along with the school's response. This includes bullying or onlinebullying on or off the school site. Upon receipt of a concern in relation to bullying the class teacher will start a timeline on the pupil's file. Here the teacher will record all incidents and the school's response.

Co-operating With Parents and Carers

54. The School will work with parents in dealing with bullying including cyber bullying.
55. As a School we encourage parents who suspect that a child is bullying or being bullied to immediately contact the School to see the child's teacher as soon as possible. Parents and carers will be informed of incidents and involved in discussions. The School will discuss with parents how they can work with the school and their child to stop the bullying. The School will involve parents and ensure that pupils are clear about the part they can play to prevent bullying including when they find themselves as bystanders.

Staff Training

56. The principles of the Anti-bullying policy are included within staff Safeguarding Update training.