



Warwick Preparatory School

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Anti-Bullying Policy & Procedures	
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Anti-Bullying Policy & Procedures

Introduction and Background

This policy applies to the whole school, including EYFS and After School Care.

This policy was written with regard to the DfE documents “Behaviour in schools; Advice for headteachers and school staff” (February 2024), ‘Preventing and tackling bullying’: Advice for headteachers, staff and governing bodies – July 2017. Other documents considered in the review of this policy are: DCSF ‘Safe to Learn: Embedding Anti-Bullying work in schools’ and Keeping Children Safe in Education (KCSiE) 2025.

Our Anti-Bullying Policy and Procedures form part of a suite of documents and policies which relate to the welfare, health and safety of pupils in school. In particular there are links with the Behaviour Policy, Exclusions Policy, Safeguarding: Child Protection Policy, Complaints Procedure for Parents, Acceptable Use Policy, PSHEE Policy, our PSHEE Scheme of Work (which includes Protective Behaviours; a practical and down to earth approach to personal safety. It is a process with encourages self-empowerment and brings with it the skills to avoid being targeted), Equal Opportunities Policy, Racial Equality Policy, Sex & Relationships Education Policy, Disability Policy, Staff Code of Conduct and Online Safety Policy.

In accordance with our Behaviour Policy, the basis of pastoral care at Warwick Prep School is that every pupil’s wellbeing is of paramount importance. We are committed to creating a school community where every individual is valued and can learn and develop in a secure and caring environment. Our pupil ‘Respect Pledge’ (written in partnership with our Y5 / Y6 Wellbeing Team) states that ‘we actively promote values of respect and equality and work to ensure that that every member of our school has the right to be seen, be heard and be equal’. **(See Appendix 1)**

As a school we work hard to create an ethos that discourages any form of bullying. Bullying will not be tolerated. If bullying does occur, all pupils should be able to report it confidently and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to be an upstander and report it.

Aims & Objectives

The school aims:

- to promote positive attitudes and relationships amongst pupils and the adults around them at school
- to create a culture of kindness and mutual respect which discourages bullying behaviour.
- to promote a culture of ‘upstanding’ and support everyone in taking action to protect those who might be the target of bullying behaviour.
- to promote equality and address prejudice in order to discourage prejudice-based bullying (including bullying based on the protected characteristics listed in the Equality Act 2010)
- to take action to reduce the risk of bullying behaviour at times and in places where it is most likely to occur both in school and during off-site school activities

- to understand the experiences and address the needs of pupils who are the targets of bullying behaviour
- to understand and address the needs of those who display bullying behaviour within a framework of respect, responsibility, support and resolution
- to show that bullying behaviour is a serious issue that will not be tolerated
- to demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying behaviour
- To promote an open atmosphere in which targeted pupils and witnesses know that it is right 'to tell', know who to tell, and feel safe to do so.

Our objectives are:

- To communicate effectively to all members of the school community the school's stance on bullying behaviour, including its policies and procedures.
- To engage members of the school community in reaching a shared understanding of what bullying is.
- Bullying behaviour, harassment, victimisation and discrimination will not be tolerated at Warwick Prep School (**See Appendix 2**). We treat all of our pupils and their parents fairly, with consideration and we expect them to reciprocate this towards each other, the staff and the school.
- To raise awareness of the school's expectations in terms of behaviour and to adhere to our Fair Rules and codes of conduct.
- To promote an ethos whereby it is better to prevent bullying, rather than merely react to it when it occurs.
- To raise awareness with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively.
- To work with children in a range of ways to equip them with social and emotional skills in order to reduce bullying and to be able to counter and deal with bullying.

Definition of Bullying

The Diana Award defines bullying behaviour as 'repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.'

Bullying behaviour is **negative** behaviour that **deliberately intends** to make someone feel:

- **hurt**
- **upset**
- **uncomfortable or**
- **unsafe.**

In all types of bullying, the intention is to make the target unhappy, and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of child-on-child abuse and may result in safeguarding concerns. (Child on Child Abuse is a form of abuse when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/ young people both on and offline.)

The key condition of the negative behaviour being defined as bullying is an **imbalance of power** which means the target of the bullying finds it difficult to defend themselves. Repeated negative

behaviour is bullying as it takes away power from the target. A one-off hurtful incident may also be defined as bullying if there is an imbalance of power e.g. the target is younger. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

Bullying is different in nature and severity from the ordinary give-and-take of relationships. Even one-off incidents of unkind or hurtful behaviour where there is no imbalance of power may have a significant impact on the target and could be serious enough to be a criminal offence. Child-on-child abuse is dealt with seriously in line with the Behaviour Policy.

Pupils are encouraged to talk to their trusted adults about small disagreements so early intervention and support can be offered and any bullying identified and addressed. Pupils will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. It is important for pupils to discuss how they feel with trusted adults who can help them develop resilience to manage their relationships.

There are many ways of classifying bullying and at Warwick Prep School, the Diana Award three-way classification is used:

Category of bullying	Examples
Physical	Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals)
Verbal	Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language.

<p>Indirect – a less obvious form that is not always seen or heard first-hand by the target</p> <p>Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying.</p>	<p>Spreading rumours or lying, excluding, hiding, stealing or damaging someone else's property.</p> <p>Offensive texts, uploading pictures that could harm a person's reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours. Upskirting, (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the targeted pupil humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence. This would be referred to the police.</p>
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The rapid development of, and widespread access to, technology (including AI) has provided a new medium for 'indirect' bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment:** the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.
- **Flaming:** when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation:** when a person hacks into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material. The making up of fake profiles on social network sites, apps and online are common place and it can be challenging to get them closed down.
- **Outing and Trickery:** someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

More information on cyberbullying including tips on dealing with it can be found at:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search through a young person's mobile phone.

Motivation for Bullying

Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target's actual or perceived identity. Prejudice extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity. Examples of prejudice-based and discriminatory bullying are included in the table below:

Type of bullying	Definition	Examples
Racist / faith-based bullying	Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture.	A pupil who receives comments about their accent, clothes, the food they eat and their skin colour. A pupil who has to listen to racist jokes.
Sexist bullying	Bullying based on sexist attitudes that when expressed, demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior.	A pupil who is subjected to derogatory comments about women on the bus.

Sexual bullying	Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It 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.	<p>A pupil who is being rated online about their sexual performance.</p> <p>A pupil has their bra strap pinged as they enter the playground after lunch.</p>
Homophobic or biphobic bullying (sexual orientation)	Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people.	A pupil being called a 'lesbian' and 'not a real girl' by other pupils because they have short hair.
Transphobic bullying (gender identity)	Bullying based on prejudice or negative attitudes, views or beliefs about trans people	A pupil being teased and called trans because they wear 'boys' clothes'.
Disability based or SEND bullying	Bullying linked to special educational needs or disabilities such as autism	<p>A pupil who is taunted because they limp when they walk due to a spinal condition.</p> <p>A pupil who is excluded from social groups because their classmates think they make odd comments.</p>
Bullying about physical appearance or health conditions	Bullying linked to appearance or health conditions	<p>A pupil with a missing limb is taunted and told they can't play catch.</p> <p>A pupil is called 'fatty', and 'piggy' and told they need to lose weight.</p>
Bullying related to home or other personal circumstances	Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socioeconomic status	<p>A young carer is constantly teased about having to 'babysit' their mother.</p> <p>Ongoing comments to an adopted child about being rejected and not having real parents.</p>

Bullying related to age	Bullying of pupils based on their age	A pupil in Y6 tells a Y2 child that they are a baby for having to use a plastic tray at lunchtime.
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Why it is Important to Respond to Bullying?

At Warwick Prep, we work hard to create an ethos which discourages bullying from happening. Our Behaviour Policy supports our school community in responding to behaviours which, if left unchallenged, can have a significant impact on a target and if left unchallenged or dismissed and can also lead to reluctance to report more serious behaviour. Everybody has the right to be treated with respect and no one deserves to be a target of bullying behaviour. Pupils who are displaying bullying behaviour need to be helped to learn different ways of behaving. The school will respond promptly and effectively to issues of bullying behaviour and to try and identify where there are patterns of bullying to aid future prevention and response.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and understand that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- starts bed wetting/soiling themselves
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating / overeating
- is frightened to say or refuses to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received
- provides improbable excuses to explain any of the above

These signs and behaviours are not exhaustive and could indicate other problems, but bullying should be considered a possibility and should therefore be investigated.

Preventative Measures

The ethos of the school helps to instil mutual respect for the whole school community, but in addition, a number of strategies and preventative measures have been put in place at Warwick Prep in order to minimise bullying. Pupils are supervised at all times, including break and lunchtimes and after school. Supervision levels are high on the playground and at lunchtime, and secluded areas of the school are minimal.

Staff, pupils and parents are all made aware of the strategies that are in place in order to minimise bullying at Warwick Prep.

Staff

Staff are asked;

- to read the Anti-Bullying Policy after each review / on an annual basis (online FORM to be used with staff to confirm that they have read and understood the policy)
- to read the Use of Force Policy on an annual basis (online FORM to be used with staff to confirm that they have read and understood the policy)
- to discuss and monitor termly, the functionality of the procedures for dealing with incidents of bullying by Head of PSHEE, at Prep and Pre-Prep Meetings
- to attend staff training as directed by SLT
- to ensure there is a common understanding of the definition of bullying
- to recognise types of bullying, and the signs and symptoms that possible targeted pupils may display
- to follow the procedures detailed on page 12 when dealing with incidents of bullying
- to use the PSHEE scheme of work (which includes Protective Behaviours), form time periods, assemblies, Anti-Bullying Week and Safer Internet Week to educate children about bullying - both its prevention and how to deal with it
- to refer to the school's Fair Rules and award Fair Rules stickers (in Pre-Prep) when they are followed
- to use the SMSC display boards to highlight Anti-Bullying at Warwick Prep School
- to challenge stereotypes used by staff and pupils across the school
- to promote peer-mentoring, pupil-led programmes (playground leaders) which offer support to all pupils.
- to use restorative practice to **support** targets of bullying and those who show bullying behaviour.
- to read the planner pages 'Warwick Prep Anti-Bullying Policy written by children for children' with their Form and agree the Anti-Bullying Promise. **(Appendix 3)**

Pupils

Pupils are to;

- read or have it read to them, the 'Anti-Bullying at Warwick Prep Policy written by children for children' with their Form and agree the Anti-Bullying Promise. **(See Appendix 3)**
- discuss annually at Class Council and review the Anti-Bullying Policy.

(See Appendix 3)

- be re-introduced to the school's Fair Rules at the beginning of each academic year. They are referred to throughout the year with acorn pieces stating the Fair Rules as displayed throughout the school. In addition, every Form Room in Nursery, Pre-Prep and Prep has a laminated copy of Fair Rules, which we hope will provide consistent boundaries across the school and help the pupils aspire to positive relationships, good attitudes and excellent behaviour.
- be encouraged to adopt these Fair Rules and are rewarded with a Fair Rules sticker (Pre-Prep only) for following them.
- attend assemblies and House Meetings and take part in Form Time that will cover antibullying themes throughout the year.
- complete their PSHEE scheme of work (which includes Protective Behaviours) and Computing scheme of work an antibullying ethos is developed and self-esteem enhanced. Children learn through a combination of direct discussion about bullying and indirect strategies in teaching and other aspects of school life.
- participate in the annual National Anti-Bullying Week (November), which is coordinated by the schools' PSHEE Head of Department and the annual National Safer Internet Day (February), which is coordinated by the schools' Computing Head of Department.
- be taught the importance of keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- be regularly reminded of the school's rules for the safe use of the internet.

Through other parts of the curriculum, as raised in drama, stories, historical events, current affairs etc. pupils are given the opportunity to discuss discriminatory actions and bullying, as they arise.

Through the teaching of Protective Behaviours pupils learn that they can talk with someone about anything, even if it's awful or small. Each term all pupils complete their own network hand where pupils list adults that they trust and can talk to. These are also reviewed before any residential trips. All pupils are also told about ChildLine and are made aware how they can contact ChildLine. A copy of the personal network hand and a Childline poster is included in the pupil planners.

Pupils in Year 4 to Year 6 are annually invited to apply to join the Wellbeing Team, who play an integral part in raising awareness of bullying and contribute to the School's Anti-Bullying culture and strategies at Warwick Prep. The Wellbeing Team are always on duty at key times of the school day sporting their easily recognisable t-shirts and pupils are actively encouraged to reach out to them for support. The Wellbeing Team organise and run a number of events and assemblies over the academic year highlighting and promoting an array of important values and messages.

At Warwick Prep our initial concern is to prevent bullying rather than to punish those who demonstrate bullying behaviour. However, bullying is a major offence and will be firmly dealt with. Information about the school's policy and procedures on bullying is made available to parents on the school website and through the annually produced Parent Handbook which is available to all new and existing parents.

The Parent Handbook explains the school's approach to preventing and dealing with bullying behaviour and notifies parents where they can obtain a copy of the full Anti-Bullying Policy and Procedures.

Parents are expected to support the School's code of conduct as set out in the '**Fair Rules**' and to support the school's stance on bullying behaviour.

We encourage parents to tell the school of concerns, including those relating to incidents out of school. Any concerns raised by parents will be sympathetically heard and investigated and the parents of both the target and the child demonstrating bullying behaviour will be supported.

We recognise the importance of establishing strong partnerships with parents in order to both prevent and tackle bullying behaviour and also promote good behaviour in line with the school values and Behaviour Policy and Procedures including Rewards and Sanctions. This involves close communication with parents when dealing with any pastoral issue in school. The school has a strong commitment to working with parents and provides a range of opportunities including e-safety evenings, parent information events, welcome evenings and parent forums to enable a strong partnership to build and facilitate parents in supporting their children and the school in building a positive, safe environment for all.

Cyber-bullying: Preventative Measures

In addition to the preventative measures as described above, Warwick Prep is fully aware that cyber-bullying is increasingly commonplace in schools and has therefore taken additional measures to help prevent its growth. Certain sites are blocked by our IT Network filtering system (including social networking sites) and our IT Department monitors pupils' use in accordance with our pupil AUP.

Reports from Smoothwall are sent to the DSL daily to advise as to whether any breaches have taken place. These identify when a user attempts to access, or searches for, certain types of harmful content on school devices. Smoothwall also sends live email alerts when a 'high risk' key word is used by a pupil. All notifications are investigated and recorded on the school's 'Smoothwall Tracker'. Any concerning incidents / behaviour will be recorded as a safeguarding concern on MyConcern.

Within school our Wellbeing Team complete an Online Safety module and encourage peer support and guidance when using online tools. Further to this, Foundation-wide Online Safety concerns are discussed as part of the Foundation Digital Strategy Group meetings and ensures that the profile of online safety is raised, and key objectives are met across the Foundation schools.

Pupils' mobile phones and Smart watches are not permitted in school. Pupils carrying a mobile phone for the purpose of communication on the journey to and from school, by foot, bicycle or public transport, are instructed to leave them in the care of the School Office until the end of the formal school day.

Governing Body

The nominated Safeguarding Governor will liaise with the Chair of Governors, the Head and Head of Pre-Prep / Prep over all anti bullying strategies and individual cases where appropriate. The Governors will discuss, review and endorse agreed strategies on the initiative of the nominated Governor and in any case will discuss the Head's annual report on the working of the policy. The allocated governor checks the 'Behaviour Incident Log' (Excel Spreadsheet) termly. This is recorded on the log.

Procedures for Dealing with Alleged Incidents of Bullying

A member of staff must:

- never ignore suspected bullying behaviour or make premature assumptions.
- protect and support a child who has been targeted.
- help the child/children who has/have targeted to recognise the effect of their behaviour and to take responsibility for it.

If a member of staff is notified about an alleged bullying incident by a parent / carer, staff will email the parent / carer to acknowledge the email as soon as possible and inform the DSL / DDSL.

When possible, seek further information regarding the alleged bullying incident from the parent / carer who notified the school via a phone call. An ROD will need to be completed.

The Form Teacher will then speak to the targeted child to understand what has taken place. The Form Teacher must make appropriate notes of the discussion and save these on an Alleged Bullying Report (ABR) **See Appendix 4.**

The Form Teacher will phone the parents of all other pupils involved, explaining that there has been an allegation of bullying which is being investigated. When speaking to the parents of witnesses, it is important to clarify that no further contact will be made unless deemed appropriate. RODs are to be completed.

Those involved (the pupil / pupils demonstrating alleged bullying behaviour and any witnesses) should be spoken to independently and sensitively, in the first instance, by the Form Teacher. The Form Teacher must listen carefully to all accounts and make appropriate notes of the discussions that take place with the pupils and save these on the ABR. If the Head of Prep / Head of Pre-Prep are investigating an alleged bullying incident, they may seek to involve the Form Teachers support.

The Form Teacher must update the Behaviour Incident Log (Excel Spreadsheet) with details of the incident so far and check for previous alleged bullying incidents for the pupil demonstrating the alleged bullying behaviour. If previous incidents have been logged these need to be referred to on the ABR.

The Form Teacher is to meet with the DSL / DDSL, share findings and conclude outcome including sanctions. All of this information is to be recorded on the ABR.

The Form Teacher will then contact via phone, the parent(s) of the child/children demonstrating the alleged bullying behaviour and ask them to attend a meeting with the Form Teacher and the Head of Prep or Head of Pre- Prep to discuss the incident. An ROD must be completed.

The Form Teacher will also contact the parent(s) of the targeted pupil / pupils and ask them to attend a meeting with the Form Teacher and the Head of Prep or Head of Pre-Prep to discuss the incident. An ROD must be completed.

If the allegation of bullying is unfounded, the Form Teacher is to ensure that a Wellbeing Alert is completed for the pupils so monitoring can take place. The Form Teacher is to update the Senior

LTS in order to engage the support of LTS and ensure that these pupils are raised at the next Prep / Pre-Prep Meeting.

If the allegation of bullying behaviour is founded, the Form Teacher will;

- Submit a MyConcern and upload the completed ABR.
- Meet with the targeted pupil and share appropriate outcomes and further support.
- Meet with the pupil who demonstrated bullying behaviour and issue agreed sanctions.
- Inform all necessary staff of the pupils involved in the incident via an ISAMS Wellbeing Alert.

All alleged bullying incidents are discussed within weekly DSL Meetings and incidences and patterns of behaviour analysed if deemed required. These are also shared monthly at SLT meetings.

If any bullying behaviour is repeated after the above, then it will be referred immediately to the Head Teacher-who will then refer to the Behaviour Policy.

In an extreme case, it could be necessary to make a report to the Police or Warwickshire's Family Connect. However, it is the policy of Warwick Prep to attempt to resolve all issues internally under the school's own disciplinary procedures, unless the matter was of such gravity that a criminal prosecution was likely.

If the school feels the problem is more serious than we are qualified to deal with, we may need to seek specialist advice to provide professional guidance on the matter.

Pastoral care is a high priority at Warwick Prep, and we make every effort to ensure the physical and emotional well-being of all our pupils. Although we have procedures in place to deal with bullying, it is not a common occurrence and any incidences are dealt with swiftly and, we strongly believe, effectively. We value parental support and work with our parents as a partnership.

Helpful Organisations and Contact Details

- Childline – 0800 1111 <https://www.childline.org.uk/>
- National Bullying Helpline: 0845 22 55 787 <https://nationalbullyinghelpline.co.uk/>
- NSPCC Helpline – 0808 800 500 help@nspcc.org.uk
- The Samaritans – 116123 / jo@samaritans.org
- Cruse Bereavement Line – 0808 808 1677 / helpline@cruse.org.uk
- Text 'SHOUT' to 85258 (24 hours)
- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. <https://anti-bullyingalliance.org.uk>
- **Bullying UK:** A website that offers families guidance and support. <https://www.bullying.co.uk>
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. Parents Helpline (Mon-Fri, 10.00am – 4.00pm) 0845 1 205 204 or www.kidscape.org.uk

- **The Diana Award:** Living legacy to Princess *Diana's* belief that young people have the power to change the world for the better. Involves a number of different projects aimed at reducing bullying in schools Website has plenty of advice on bullying for parents and young people. <https://www.antibullyingpro.com/support>
- **Childline:** specific information for young people about different types of bullying including cyberbullying and racist bullying <https://www.childline.org.uk/info>
- **Just Like Us:** a charity to support young people belonging to the LGBTQ+ community. Runs a diversity week for schools. <https://www.justlikeus.org/>
- **National Autistic Society:** specific guidance for parents about bullying and autism <https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying/parents>
- **ChildNet International:** <https://www.childnet.com/> Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- **EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation. <https://each.education/>
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. <https://www.consortium.lgbt/member-directory/schools-out-uk/>
- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk/>
- **Changing Faces:** Provide online resources and training to schools on bullying because of physical difference. <https://www.changingfaces.org.uk/>

Monitoring and Evaluation

At Warwick Prep, the Senior Leadership Team will monitor the procedures and effectiveness of this policy and make changes as appropriate. It will be reviewed annually.

Appendix 1

Our Warwick Preparatory Pledge of Respect

We aspire to be a community where everyone is free to be themselves.

We all respect each other's differences in every way.

We believe that every member of our school has the right to be seen, be heard and be equal.

We support and protect everyone's right to be independent in their thoughts and actions.

As a community we share ideas, respect them, and take them on board.

The choices we make today, create the future that we are dreaming of.

This is our pledge!

Written by pupils at WPS

Appendix 2:

Discrimination, Victimisation and Harassment.

Discrimination in relation to the nine protected characteristics is illegal; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement.

Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures.

There are four ways in which discrimination may occur:

1. Direct discrimination: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc.
2. Indirect discrimination: This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.
3. Victimisation: This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.
4. Harassment: Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Whatever the form, the school will provide support for any member of the school community who feels threatened or isolated because of such actions.

Appendix 3

Warwick Prep School's Antibullying Policy - Written by children for children.

At Warwick Prep School, we think that bullying is very serious and those who bully are making a poor choice. It is unacceptable and will not be allowed at our school. At Warwick Prep we value and respect one another and believe that bullying is never OK!

At Warwick Prep we say 'no' to bullying!

Warwick Prep is caring; we want to make it clear.

Our attitude is totally 'No bullying' here.

Warwick Prep is caring; we have a sense of calm.

One where we show tolerance, and no-one comes to harm.

Warwick Prep is caring; we all know the rule,

That every single person should feel safe in our school!

How should we behave and why?

Children of all ages learn from one another. We influence the choices of those around us. We also represent our school and our community, and we should always remember that our behaviour affects not only ourselves, but others as well. It is important that our behaviour is friendly, polite, and respectful. We should treat everyone in a way that we ourselves would want to be treated.

Why do we need an Antibullying Policy and why is it important?

A policy can help everyone in our school community to know what everybody at Warwick Prep expects. The difference between this policy and other school policies is that it has been written by children for children. We feel that our Antibullying Policy should be led by children as they are the heart of our school.

Warwick Prep School – What we want it to be like.

Warwick Prep School is a very special place and all pupils love learning here. We all try to look out for one another. We want our school to be full of kindness, and we do not want children to be treated in an unkind way. We all know the saying – 'In a world where you can be anything, be kind'. At all times, we want children and adults to show the values of.

- Respect
- Honesty
- Kindness
- Love

What is bullying?

At Warwick Prep School, we all make sure that all children know about bullying, and we encourage them to treat one another with respect, honesty, and kindness. The Diana Award defines bullying behaviour as "repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe."

We understand that bullying is intentionally hurting one person or group (by another person or groups), where the relationship involves an imbalance of power.

We think that bullying is.

- name calling or hurting a person's feelings
- taunting / mocking
- making offensive comments or gestures
- physically hurting someone
- gossiping or spreading hurtful rumours
- excluding people from groups

- taking or damaging the belongings of others
- cyber bullying - sending inappropriate text messages, sending offensive or degrading images by phone or via the internet
- producing offensive graffiti

What are the types of bullying?

We know them as **VIP**.

Verbal bullying is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words, discriminatory, racist, homophobic, or offensive language, and swear words.

Indirect bullying is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, and cyberbullying.

Physical bullying is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, and spitting.

Cyberbullying is the negative use of technology to intentionally hurt others e.g. posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone and sharing other people's private information online.

When is it not bullying?

It is not bullying when you have the occasional argument with a friend, if you hurt someone's feelings by mistake or if you accidentally hurt someone when playing games.

Bullying is not:

- Children falling out over a game
- Children losing their temper
- Children pushing or hurting in a single event
- Children hurting someone by accident

Why are children and young people bullied?

Bullying can be related to;

- race, religion or culture
- special educational needs or disabilities
- appearance or health
- to sexual orientation / identity
- young carers or children in care or other related to home circumstances

What are the signs of bullying?

There are lots of signs that show that someone may be experiencing bullying behaviour.

They include.

- Physical signs - such as bruises, missing possessions, ripped clothes and ripped schoolwork, loss of appetite and headaches.
- Behavioural signs - asking to move seats, asking to be moved to a different school, taking longer to get home, using a different route to go to school, losing more possessions than usual, isolating themselves from others, sudden changes in actions and mood, finding it hard to concentrate in school, missing time in school.
- Emotional signs - losing interest in school, being withdrawn, being secretive, unusual shows of temper, refusal to say why they are unhappy, high levels of anxiety, mood swings, tearfulness, lack of confidence and signs of depression.

What to do if you are being bullied

- Remember that it is not your fault
- Tell one of your trusted adults in school (look at your personal network hand)
- Tell one of your trusted adults at home (look at your personal network hand)
- Tell a Wellbeing Ambassador
- Use the Worry Monster in your classroom to let your teacher know
- Use the 'Tell Me Box' to let someone in school know
- Talk to someone at Childline 0800 1111
- Walk away from dangerous situations, but do tell someone when you feel able to
- Ignore them, but do tell someone when you feel able to

What not to do if you are being bullied

- Hit back or fight back
- Use bad language or say anything back
- Ask someone to hurt the pupil who is using bullying behaviour

What to do if someone else is being bullied

- Be an 'upstander' and either share your view with the person showing bullying behaviour or seek support from a trusted adult.
- Be friendly and supportive and encourage them to do the right thing by telling a trusted adult.
- Don't join in with the bullying.
- Don't laugh at someone who is being bullied, this can make the problem even worse tell a trusted adult.
- It is vital that an adult knows so that they can help sort out the problem – don't be a 'bystander.'

All staff and pupils will work together to:

- Make Warwick Prep a place where everyone can feel safe and happy.
- We will all help everyone to get on with each other and we believe that every person has the right to be who they are.

What will happen if a case of bullying is reported?

- The form teacher/Head of Prep/Head of Pre-Prep will look into the situation and, where possible, both parties will work together to find a way to solve the problem
- Both parties will be spoken to separately
- Parents will be informed and invited into school to discuss the matter and agree clear expectation sand boundaries
- A way forward, including sanctions and support will be agreed depending on how severe the bullying behaviour is

What will happen if the bullying continues?

If the person demonstrating the bullying behaviour does not stop, there will be further consequences / sanctions.

The school alongside the pupil's parents, will continue to help the person to make the right choices until the bullying behaviour stops.

Any questions or concerns?

Speak to your form teacher or a member of staff. Everyone is here to help make Warwick Prep a safe and enjoyable environment in which to learn and grow and be the best you can be!

Our Antibullying Promise

Together, we can all help to create a friendly and welcoming school, where we can thrive in a caring, safe, secure and inspiring school. We can all work together to 'be the best we can be' and help one another enjoy a lifetime love of learning.

At Warwick Prep School we all have the power to treat other people as we would like to be treated. We all have the power to recognise what bullying is.

We all have the power to TELL if we see bullying behaviour or if we are experiencing bullying behaviour.

Please sign here if you agree with the promise: _____

Appendix 4:

WPS – ALLEGED BULLYING REPORT (ABR)

Date of incident:
Time of incident:
Location of incident:
Pupil (s) being Targeted (include form):
Pupil (s) demonstrating bullying behaviour (include form):
Pupil (s) witnessing the bullying behaviour (include form):
Reference of previous incidents (check the Behaviour Incident Log and any completed ABR's)
Description of incident in full:
ABR completed by:
Conclusion (alleged bullying incident recorded as 'founded' or 'unfounded' with reasons)
Actions agreed (including monitoring, reviewing strategies and feedback to all parents involved with dates): If applicable, please complete an action plan with time scales.
Pupil Investigation Notes Taken / Evidence

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A copy of this report must be emailed to the Head of Prep / Head of Pre-Prep and Head Teacher.