



Donhead Preparatory School

Anti-Bullying Policy (including EYFS)

Aims and Objectives

At Donhead, considerate behaviour towards each other is essential if we are to create a good social and learning environment in the school. Every child has a right to be treated with respect and, as a Jesuit school, members of our community should always show concern for one another, treating each other with consideration for feelings, individuality, and personality. As a school we take bullying seriously. Donhead promotes a talking culture where any hurtful behaviour is quickly brought out in the open, discussed and dealt with. Pupils and parents should be assured that they will be supported and empowered when bullying is reported. As a school, we acknowledge that discrimination exists in wider society, and that it can lead to discriminatory bullying in schools.

Definition of Bullying

Bullying is an action that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example; on grounds of race, religion, culture, sex, gender, homophobia, special educational needs or disability, or because a child is adopted or is a carer, or against the [Protected Characteristics](#). It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs, and email). Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide. Staff at Donhead are made aware that bullying is not just so because it is a repeated action.

A child is being bullied if individuals or groups are; calling a child names, threatening them, pressuring a child to give someone money or possessions, hitting a child, damaging a child's possessions, spreading rumours about a child or his family, using mobile 'phones (text), email, social websites (web space) to write, say hurtful things or publish photographs about a child (cyber bullying; if a child feels hurt because of things said about their ethnic background (racial), religious faith, culture, gender, sexuality, disability, special educational needs, appearance or specific issues in a family. With the increasing availability to children of electronic devices that give unrestricted access to the

internet, all children are taught about on-line safety as part of our safeguarding and anti-bullying procedures in PSHE/RHE and Computing lessons. The school systems prevent access to any materials that could be harmful to children. Talks on internet safety may be offered to parents, articles shared in the newsletter or similar. In addition:

- a) **Only School Cameras, iPads or School Mobile Phones can be used by staff for photos.** Use of personal cameras and mobile phones are not allowed. The Headteacher may grant permission in exceptional circumstances, but nothing may be stored on a personal device.
- b) Mobile phones brought to school by children must be handed in at the School Office on arrival.
- c) All parents sign a form indicating their consent for images of their child being used in school photographs; this is updated every term. If consent is not given, the child's image is not displayed.

This school takes the matter of bullying very seriously and we have clear procedures to follow in matters of suspected bullying.

We make it as easy as possible for a child to report bullying, including cyber bullying and bullying outside of school, and records are kept evaluating the effectiveness of the approach adopted or to enable patterns to be identified.

The children are encouraged to talk to staff about bullying which occurs outside of school, and they are assured that the same procedures will be followed as for those cases of bullying that occur in school.

The awareness of all staff on this issue is raised through staff training; ensuring the principles of the policy are understood, including reporting, and recording arrangements; legal responsibilities; action is identified to resolve and prevent problems, including on-line bullying.

Sources and support are available to staff, particularly to understand the needs and support for pupils with [protected characteristics](#) (SEND, LGBT, etc). Within our PSHEE, The Jesuit Pupil Profile, RHE and assembly programmes, we deal with the importance of always treating all people with respect. Disciplinary sanctions will reflect the seriousness of which this school takes the matter of bullying. Strong sanctions such as exclusion may be necessary in cases of severe or persistent bullying. We seek to create an environment of good behaviour and respect with helpful examples set by staff and older pupils, and by celebrating the success of all. We educate the pupils in the part they must play to prevent bullying and support them in this area.

All incidents of behaviour that involve some form of abuse between pupils are treated as potential bullying until proven otherwise.

Advice to Parents

Talk to school staff about the bullying. At Donhead your first point to report concerns about bullying is the Form Teacher, who can be contacted by either phone or email.

- It will help to sort out what action to take if you can bear in mind that the teacher may be unaware that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

Concerns regarding bullying from a member of staff should be reported to the Headteacher.

All parents, staff and pupils have a part to play in preventing bullying and on-line bullying. Parents are encouraged to talk to their children about right and proper behaviour should they find themselves as bystanders to a bullying incident. Please refer to 'Advice for Pupils' below.

Advice and Action for Staff

All staff have a part to play in preventing bullying and on-line bullying. All members of staff should be on the look out for signs which may point to bullying of one sort or another. It is imperative to keep our eyes and ears open, to be conscious of what is going on around us and to what is being said. Never allow a child to sneer at another, to laugh at another's failure, and so on. The children will, generally, inform us if there is anything unpleasant going on. However, we should always be on the look-out for signs of bullying: a decline in work effort or standards; a growing lack of interest or commitment in some or all areas of school life, disturbance of or loss of possessions, frequent visits to the first aid room, easily upset etc.

Vulnerable children

All staff need to be alert to children/their peers who may be vulnerable and at risk of being bullied (e.g., SEND pupils and those with [protected characteristics](#) – lesbian, gay, bisexual and transgender (LGBT). National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT. All staff need to prevent bullying of children based on gender or sexuality.

Records of known bullying incidents are kept and shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/ perceived differences are more susceptible to being bullied/victims of child abuse. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider child protection procedures. PHSE education regularly provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

Protecting children – Artificial Intelligence and Cyberbullying

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Donhead recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect

and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Donhead will treat any use of AI to access harmful content or bully pupils in line with this policy, the AI policy and our child protection and safeguarding policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education. Add any additional procedures you may have in place for dealing with safeguarding concerns related to AI – for example where indecent images have been shared that are AI-generated.

The main aim is to create an anti-bullying ethos which needs to be consistently reinforced by all adults. Pupils need to be aware that both staff and parents disapprove of bullying behaviour and will act if it is brought to their notice. All pupils must be encouraged to bring such behaviour to the notice of staff. Some courses of action to prevent bullying are:

- An open and honest anti-bullying ethos.
- Use of curriculum opportunities to raise awareness of, and tackle, bullying, particularly through RHE
- Engaging pupils in developing the anti-bullying policy.
 - Professional development of staff.
 - The use of rewards and celebration strategies to encourage pupils to behave well and take care of each other.
 - Developing the roles pupils can play, such as mentoring of younger pupils.
 - Engaging parents and enlisting their support in tackling any issues at school.
 - Discussion at staff meetings, to try and achieve a common approach.
 - Reinforcement at assembly, circle time, RE lessons, and RHE lessons.
 - Discussion of cases, involving all members of staff.
 - Keeping all staff informed of any concerns.
 - Keeping a close eye on vulnerable pupils.
 - Be extra vigilant when on break-time duty. Stop any play fight immediately. Be aware of which children are together and how they are interacting with each other. DO NOT BE A PASSIVE SUPERVISOR.
 - Fostering and building self-esteem among all members of the school community and to recognise the rights of every child in such a way as to promote dignity, respect, tolerance and understanding. To respect the children for who they are, not for what they may or may not have achieved.
 - Above all, a constant reminder to all pupils that bullying is unacceptable and that it is totally acceptable to report cases of it and not to hope that it will go away and to encourage open discussion.
 - Be punctual for every class, duty or activity. The role of supervision in eradicating bullying cannot be underestimated.
 - Children will always test the boundaries of acceptable and unacceptable behaviour. Staff should always be aware, therefore, that unpleasant incidents will take place. They are inevitable. It is important for staff not to turn a blind eye, to be vigilant, to be constructive in dealing with all incidents of unpleasantness and to follow school policy.

The following approach should be adopted when incidents of bullying are reported to you:

- Find out all the facts. Normally this will be done by speaking to both the victim and the perpetrator, and witnesses if available, separately, and as soon after the event as possible.
 - On occasion, it may be useful to have the bully, the bullied and the witnesses write down what occurred, as this usually reveals discrepancies.
 - The bully/bullies must be spoken to firmly to make sure that they understand why their behaviour is bullying and unacceptable. Under no circumstances must the bully be bullied, as this will frequently make the situation worse.
 - The Assistant Headteacher Pastoral should be informed and should see all parties. The Assistant Headteacher Pastoral will then inform the Headteacher of the current investigation.
 - All staff will be notified of the incident at the next staff meeting and the incident will be recorded in the Staff Meeting minutes.
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- Should the bullying continue, the Headteacher will meet with all the parties involved. The parents of both the victim and the bully will be informed.
 - At all points it is important that notes be kept of all meetings, decisions etc, including any written information from the children.
 - CPOMs is the recording system used at Donhead.
 - A bullying incident should be treated as a child protection (CP) concern when there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm'. Staff should consult the Safeguarding and Staff Conduct Policy for reporting procedures, which may include reporting to external agencies such as police/children's social care.
 - In extreme cases, a persistent bully who fails to respond to positive efforts on the part of the school to change his behaviour, may be liable to either temporary or permanent exclusion. In the case of permanent exclusion, the parents will have the right of appeal to the Governing Body.

Action for Victims

While every effort must be made to help the bully to modify his behaviour, one must not lose sight of the victim and the fact that he may also need help. We should try to help those who are likely to be victims to minimise the characteristics which make them susceptible. There are, generally, two sorts of victims:

- The passive – he is unassertive in his year group.
- The provocative – he draws unwelcome attention upon themselves through certain patterns of behaviour.

Victims should be helped through discussion to realise why they may be victims and how they can help themselves, with assistance. It may be a case of helping them to be more positive or assertive, or less selfish or aggressive. Above all, they need to think about relationships and how to maintain friendships. Victims must be given as much support as possible both from staff and from their peer group. ELSA support may also be offered.

They must be encouraged to say no to bullies and to tell if they are bullied. As much as possible should be done to raise the victim's self-esteem.

Advice for Pupils

All pupils have a part to play in preventing bullying and on-line bullying, including when they find themselves as bystanders. Each year the Head of RHE arranges a Friendship Week which combines the qualities of the Jesuit Pupil Profile with the aims of Anti Bullying week. At the start of every term each class teacher will also go through the following advice with the children

Is it bullying?

It is bullying if you feel hurt because individuals or groups are:

- Calling you names or threatening you.
- Pressuring you to give someone money or possessions.
- Hitting you or damaging your possessions.
- Spreading rumours about you or your family.
- Using text, email, or web space to write or say hurtful things (cyber-bullying).
- Saying things about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance, or issues in your family.

What the school will do:

- Make sure that the person being bullied is safe.
- Work to stop the bullying happening again.
- Provide support to the person being bullied.

If you feel you are being bullied:

- Try to stay calm and look as confident as you can.
- Be firm and clear. Look them in the eye and tell them to stop.
- Move away from the situation as quickly as possible.
- Tell an adult what has happened straight away. Your form teacher, the Headteacher, or any adult in the school will be able to help you.
- If you do not feel comfortable telling an adult, tell another pupil.
- Tell your family.
- If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Do not blame yourself for what has happened.

When you are talking to an adult about bullying be clear about:

- What has happened to you?
- How often it has happened.
- Who was involved?
- Who saw what was happening?
- Where it happened, and.
- What you have done about it already.

If you witness bullying:

- Avoid joining in or laughing.
- Walk away.
- Tell the bully to stop.
- Get an adult.
- Ask other bystanders to stand up too.
- Support the child being bullied.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on Freephone 0800 1111. This is a confidential helpline. If you are hard of hearing you can use the textphone 0800 400 222. You can also write to Freepost 1111, London N1 0BR. The phone call or letter is free.

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