

Anti – Bullying Policy



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Anti – Bullying Policy

We aim to promote an open, honest, and secure environment which enables our pupils to relate to each other in a friendly, supportive way. The school is focused on preparing all children for the next stage of their educational journey, helping all achieve irrespective of individual need and caring for every member of the school community by showing tolerance and respect. However, occasionally intervention is required to ensure the children are protected from any form of bullying.

It is important to realise that there may be times when a bullying concern may become a safeguarding concern and should be treated as such by the school. A bullying incident should be treated as a safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. ‘Child on child abuse’ in any form should not be tolerated and colleagues should be aware that it may well constitute a safeguarding concern. *Keeping Children safe in Education* makes clear that child on child abuse should never be tolerated or passed off as “banter” or “part of growing up”. It is everyone’s responsibility to ensure, whatever the circumstances, that no-one becomes a victim of bullying. Suspicions of bullying should be reported to the relevant Phase Leadership Team.

This policy should be read in conjunction with the following:

- Blackheath Prep Anti-Bullying Strategy
- Positive Relationships and Behaviour Policy
- Safeguarding Policy
- Staff Code of Conduct

This policy applies to all pupils and staff at the school irrespective of their age and whether or not a pupil is in the care of the school when/if bullying behaviour occurs. While this policy focuses mainly on the bullying of pupils by other pupils, it is recognised that other forms of bullying may occur.

This policy is published on the school’s website, is provided to all staff in the staff handbook and is an integral part of the Staff Induction procedures. New parents are directed to the policy through My School Portal and it is also available on request from the school office.

Aims

The aim of our anti-bullying policy is to clarify for pupils and staff that bullying is always unacceptable. Abuse is abuse and should never be tolerated as banter or having a laugh. We aim to foster an environment where independence is celebrated and individuals can flourish without fear because pupils treat one another and the school staff with respect. Values of respect, an understanding of the value of education, and a clear understanding of how individual actions affect others permeates the whole school environment and is reinforced by staff and pupils who act as good role models.

Every child has the right to be safe and happy in school, to feel valued and to be protected when they are feeling vulnerable. The school is very vigilant towards pupils with protected characteristics and Special Educational Needs to ensure they feel comfortable and supported within the school community at all times. If bullying outside school is reported to school staff, it will be investigated and acted on. Any allegations or suspicions of bullying are treated seriously. Every effort will be made to provide prompt, sensitive and effective support for the victim.

General awareness of bullying

The Anti-Bullying Policy is supported through the use of media resources, films, books and stories and visitors to the school. Pupils are made aware of the contents of the policy through:

- Expectations laid out by a Class Charter at the beginning of each school year
- The Child Friendly Anti Bullying Strategy in each classroom [CF Anti Bullying Strategy.docx](#)
- Form time with the class teacher
- Preventative education in PSHE lessons
- Assemblies
- House meetings
- Carefully chosen class texts which reflect and/or give opportunities to discuss our school values

Definition of bullying

The National Bullying Helpline (2020) defines Bullying as, **‘any form of unacceptable treatment, or discrimination or behaviour intended to hurt or harm the reputation of another. It is sometimes described as ‘abuse of power’ but it is in fact a desire in the bully to control or harm another person’**. Our positive relationships and behaviour policy outlines the consequences for isolated or unintentional incidents. The purpose of this policy is to detail the action that the school would take should we consider the actions of a child to be repeated attempts to control, intimidate or harm others.

Bullying includes prejudice and actions that target the protected characteristics of race, disability, sex, age, religion or beliefs, sexual orientation, gender identity and maternity/pregnancy. Bullying could be:

- physical - hitting, kicking or pushing people around, spitting, or taking, damaging or hiding possessions;
- verbal - name-calling, taunting, teasing, insulting or demanding money;
- exclusionary behaviour - intimidating, isolating or excluding a person from a group;
- general unkindness - spreading rumours or writing unkind notes, phone texts or e-mails; or
- cyberbullying - using the internet, mobile ‘phones, social networking sites and gaming to deliberately upset someone else;
- sexting – such actions can cause significant emotional upset for the pupils involved;
- sexual - talking to or touching someone in a sexually inappropriate way;
- gender-based bullying – for girls examples might be ‘touching’ and ‘assault’, for boys ‘hazing’ and ‘initiations’
- sexist - related to a person’s gender or gender reassignment;
- racist, or relating to someone’s religion, belief or culture;
- related to a person’s sexual orientation;
- related to a person’s home or family circumstances; e.g. housing or parenting
- related to a person’s disability, special educational needs, health or appearance.

Bullying behaviour is always unacceptable and will not be tolerated at the school because:

- it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can in some cases lead to lasting psychological damage;
- it interferes with a pupil’s right to enjoy his learning and leisure time free from intimidation; and
- it is contrary to the aims and values of the school;
- it is contrary to the school’s *Positive Relationships and Behaviour Policy*;
- it is a safeguarding concern where there is reasonable cause to believe that a child is likely to suffer significant harm.

Some individuals may see their hurtful conduct as “teasing” or “a game” Regardless of the motivations these forms of behaviour are not acceptable and have a negative impact on the victim. It is still important that this type of behaviour is viewed seriously and discussed with those pupils involved. However, sometimes these behaviours can be corrected quickly with advice and without disciplinary sanctions. A pupil who does not respond appropriately to advice from the teacher about their behaviour will be dealt with under the Positive relationships and Behaviour Policy.

The school will support victims of any form of bullying. All consequences available to the school as outlined in our Positive Relationships and Behaviour Policy and Anti Bullying Strategy will be used to support and sanction pupils who bully fellow pupils in or out of school. In extreme cases this may involve a fixed term or permanent exclusion.

Cyberbullying and online abuse

Mobile devices and computers are a source of education, communication and entertainment. However, we know that some adults and young people may use these technologies to harm others. The harm might range from sending hurtful or abusive texts, messages and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography, sexting or face-to-face meetings. These technologies may also be used by those who wish to radicalise vulnerable children for their violent purposes.

Pupil use of social networking sites should not be hurtful to pupils and/or adults (including all members of school staff), neither should it bring the school’s name into disrepute. The school’s Safeguarding Policy cites cyberbullying as deliberately hurtful behaviour either over the internet, via gaming or with mobile phones/devices. Further details on the acceptable use of ICT, as well the steps taken by the school to protect and educate staff and pupils at Blackheath Prep can be found in the pupils’ Acceptable Use of ICT Policy. Behaviour online is additionally subject to the terms of the school’s Positive Relationships and Behaviour Policy.

The school actively promotes the importance of safe online interactions, and this is supported through the pupil’s ICT and PSHE lessons, the annual Technology Awareness Week and the use of an ICT code of conduct which includes:

- 1. Respecting yourself and others online**
- 2. Thinking of immediate and long-lasting impacts of online sharing**
- 3. Awareness of privacy and limiting the sharing personal information**
- 4. Blocking and reporting inappropriate interactions**
- 5. Ignoring direct messages**
- 6. Evidence collation**
- 7. Telling an adult immediately**

Cyberbullying and online abuse by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through the school’s anti-bullying procedures.

Staff responsibility for overseeing effective implementation lies with:

- Designated Safeguarding Lead (DSL) and Deputy DSLs;
- Head of PSHE - Education and information;
- Head of Digital Learning - Education and information;
- Deputy Head and Phase Leadership Teams - Guidance on school behaviour expectations and relevant sanctions;

- Data and IT Department - Technical provision and infrastructure including overseeing filtering and monitoring.

Possible signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags and other belongings suddenly go missing or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Psychological damage and diminished levels of self-confidence;
- Frequent visits to the School Nurse with symptoms such as stomach pains, headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance, late arrival to class;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping, experiences nightmares; and
- Talking of suicide or running away.

Although there may be other causes for some of the above indicators, these possible signs of bullying should be investigated by school staff, in partnership with parents/carers.

Anti-bullying culture

It is important that we create an atmosphere in the school where pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action will be swift and sensitive to their concerns.

We make it clear to children that bullying can take many forms including persistent name-calling and teasing, intimidation, ostracism and damaging others' work or property.

Ethos: Our expectation of all members of the school community is that:

- everyone will uphold the terms and ethos of the Behaviour Policy combined with the school's 7 core values;
- a pupil or a member of staff who witnesses or hears of an incident of bullying will report it;
- a complaint of bullying will always be taken seriously;
- no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.

Equal opportunities: In school and in every year group:

- discriminatory words and behaviour are treated as unacceptable;
- positive attitudes are fostered towards people who are disabled and towards ethnic, religious, cultural and linguistic groups within and outside the school;
- positive attitudes are fostered towards all genders, and
- positive attitudes are fostered towards all individuals regardless of sexuality.

Staff: Through their training and experience, members of staff are expected to promote an anti-bullying culture by:

- providing good role models for pupils;
- celebrating achievement;
- anticipating problems and providing support;
- disciplining sensibly and fairly;
- making opportunities to listen to pupils; and

- acting as advocates of pupils.

All staff have a statutory obligation to report any concerns about bullying. This is an inescapable personal and professional responsibility by all staff for the protection of children from harm. Staff should log all incidents on CPOMS as soon as possible. This immediately notifies the Senior Leadership Team and Safeguarding Team. Staff need to be alert in the areas of the school where bullying is likely to take place. Staff must be vigilant during breaks and transition times, in cloakrooms and classrooms, in the changing rooms, between lessons and in the playground. It is important to go on duty and arrive at lessons promptly. These are times and places where victims are more vulnerable and bullying is not easily seen.

Pupils: Through our pastoral care systems, pupils are informed and taught that bullying will not be tolerated in the school. They are encouraged:

- to celebrate the effort and achievements of others;
- to hold and promote positive attitudes;
- to feel able to share problems with staff;
- to turn to someone they trust, if they have a problem; and
- not to feel guilty about airing complaints;

Pupils are told that if they feel they are being bullied, or know of someone else who is, to tell any member of staff straight away and it will be dealt with. Not telling a member of staff means the victim will continue to suffer and the bully will carry on, probably affecting others too. We have a responsibility to make sure that bullying is not allowed to continue in our school. Any disclosures of bullying made through Place2Be are shared immediately with the DSL for action.

Parents: we aim to work with parents to prevent and tackle bullying through:

- information provided for parents regarding our culture, ethos, practices and procedures; and
- parent workshops

All parents are issued with the Anti-Bullying policy prior to joining the school. All prospective parents can request the policy from the school. Parents who have concerns about bullying should tell an appropriate person. This will often be the form teacher, Phase Team or Senior Leadership Team, but where there is cause for serious concern, or if the problem continues, the Head must be informed.

A proactive approach to anti-bullying

Our systems for detecting and dealing with bullying are designed to operate within all aspects of school life. This includes classes, year groups, houses and mixed school events, such as sports teams and choirs.

Vigilance: Members of staff are vigilant at all times but particularly:

- before lessons;
- in lessons;
- during breaks and lunchtimes; and
- when accompanying school excursions (including the transport method).

Meetings: Bullying is regularly discussed in meetings between:

- staff during operational briefings;
- senior leaders;
- form teachers; and

- within safeguarding meetings.

The purpose of the meetings is to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated, any groups becoming dominant within a year group and any known conflict between a member of staff and a pupil, or between pupils. Policy and effective practice may also be discussed.

Education: Measures are taken throughout each year to educate pupils about bullying and this policy. These measures include:

- PSHE – the PSHE curriculum includes units on bullying throughout the school. In addition, other aspects of the curriculum, such as rights and responsibilities and peer pressure, support the anti-bullying strategy. Our PSHE programme is structured to reinforce the school's message about community involvement and taking care of each other, specifically whom they should inform if they are being bullied or are worried that another pupil is being bullied;
- In the Prep phase of the school the ICT curriculum includes lessons on bullying, cyber issues and managing online friendships;
- Other lessons, particularly RE, English and Performing Arts, highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills; and
- Anti-Bullying messages are given in assemblies by staff as well as in those presented by pupils.

Staff training and actions: Appropriate training in all aspects of safeguarding and pastoral care is arranged to ensure that staff have the necessary professional skills:

- awareness of the risk and indications of child abuse, bullying and cyber bullying; and
- knowledge of how to manage such cases.

Colleagues take steps to ensure:

- there is an adequate presence of staff on the school site and staff are vigilant whether on duty or not;
- there is space available for pupils' quiet withdrawal; and
- Expected behaviour and purposeful upholding of our School Values are maintained.

Pupils' responsibilities: We emphasise, to all pupils, the role which is expected of them in setting a good example and being helpful to younger pupils and each other.

Record keeping and monitoring: Form teachers and the Safeguarding Team keep records of the welfare and development of individual pupils via CPOMS. From this, the Safeguarding Team are able to review reports to enable patterns to be identified both in relation to individual pupils, and across the school as a whole.

Barriers to consider

It is important to emphasise with pupils, staff and parents why incidents might not be reported.

Victim: There are many reasons why a pupil who has suffered bullying may be reluctant to report it. They may become demoralised and may say, for example:

- it is telling tales. They won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
- the things they are saying and doing are too embarrassing to discuss with an adult;
- it is all my fault anyway for being overweight/too studious etc;
- there are too many of them; there is nothing the staff can do;

- it will get back to my parents and they will think less of me;
- I will just try and toughen up and grow a thicker skin; or
- I will lie low and not audition for a part in the school play etc.

Witnesses: There are also reasons why a pupil who has witnessed or learned of bullying behaviour may not want to make a report. They may say:

- it is “snitching” or “grassing” and I will become unpopular;
- it is not my concern anyway; or
- I don’t like the victim and I would find it embarrassing to be associated with him/her.

Culture: Any of these responses would be contrary to our culture at the school. Implementation of this policy encourages every pupil to understand that:

- every complaint of bullying will be taken seriously;
- members of staff will deal with a complaint correctly and effectively in accordance with their experience and the training they have received;
- it is important to try and find a solution to a problem; and
- a pupil who complains will receive support and advice.

Procedures for reporting bullying

The following procedures are a guideline except where expressed in the terms “should” or “must”. The best guide is the experience and training of the staff.

Pupils: Pupils are reminded through visual material in every classroom that they should raise any issues with an adult as soon as possible. A pupil who is being bullied, or who is worried about another pupil being bullied, should report it without delay and can do so in several ways. They can:

- tell their form teacher, their parents, the nurse or any member of staff at the school;
- contact Childline (0800 1111); or
- contact the Royal Borough of Greenwich social services department (telephone: 020 8921 3172) for advice.

Parents: Parents who are concerned that their child is being bullied should inform their child’s form teacher or Phase Leadership Team, who should be made aware of the concern in any event.

Staff: This policy focuses mainly on the bullying of pupils by pupils although it is recognised that a staff member could be a victim and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the school’s Whistleblowing Policy which is set out in the staff handbook and referred to in the Staff Code of Conduct.

Stages to recording

Initial Allegation: A person who learns of alleged bullying behaviour should:

- firstly, respond quickly and sensitively by offering support and reassurance to the alleged victim;
- report the allegation to the DSL or member of the Safeguarding Team as soon as possible.

Assessment: The Safeguarding team will decide who would be best placed to find out the following information:

- the nature of the incident;
- whether it is a one-off incident involving an individual or a group;
- whether it is part of a pattern of behaviour by an individual or a group;

- whether physical or emotional harm been caused

The DSL or DDSL will, if appropriate:

- interview the alleged victim, bully and any witnesses separately to confirm the facts of the case, if considered necessary;
- will decide on the action to be taken in accordance with the Range of Action set out below;
- share a summary of findings with the Head and the Safeguarding Team.

The relevant member of staff will notify the parents of the victim and bully giving them details of the case and the action being taken.

Range of action: When an allegation of bullying is upheld the range of responses will include one or more of the following:

- advice and support for the victim and, where appropriate, establishing a course of action to help the victim;
- advice and support to the bully in trying to change their behaviour;
- a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict;
- if appropriate, a group of pupils may meet or be spoken to and discuss the issues. With younger pupils this may, for example, include a chance to discuss how to organise rules of games in advance to avoid difficult situations arising;
- a disciplinary sanction against the bully, in accordance with the school's Behaviour Policy such as internal/ fixed term external exclusion. In a very serious case or a case of persistent bullying, a pupil may, after a thorough investigation, be required to leave the school permanently;
- involving social services or the police, where there is a safeguarding concern or where a criminal act may have been committed;
- notifying the parents of one or more pupils about the case and the action which has been taken.

Monitoring: The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues and with some other pupils if appropriate;
- ongoing counselling and support;
- vigilance;
- mentioning the ongoing support needed at staff briefings;
- reviewing vulnerable individuals and areas of the school;
- liaison between form teachers, Heads of Phase and the Safeguarding Team.

Formal complaint: If the victim's parents are not satisfied with the action taken, they should be advised to make a formal complaint, according to the complaints procedure posted on the school website or available on request.

Recording: All cases of bullying must be formally recorded on CPOMS with detailed factual information.

Review

This policy will be reviewed annually to assess its effectiveness, and will be updated as necessary. In undertaking the review the results of any monitoring will be taken into account, as well as any changes in legislation and/or statutory guidance and other relevant information gathered (such as through a Smart School Council meeting or bullying/pupil survey).

Appendix A

Pupil anti-cyber bullying code

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting and is also criminal in character. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyberbullying, and advice on how to report it when it does happen.

1. Respect

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. You could also be breaking the law.

2. Think

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher to see that photo? Follow the 'THINK' acronym: is it Truthful, Helpful, Inspiring, Necessary, Kind.

3. Privacy

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to give your mobile number or personal website address to trusted friends only.

4. Block

Most responsible websites and services allow you to block or report someone who is behaving badly.

5. Ignore

Replying to bullying messages, particularly in anger, is just what the bully wants.

6. Evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the cyberbullying. A digital footprint will lead back to the offender. If you keep the evidence, it is often possible to trace the sender from their IP address.

7. Tell

You have a right not to be harassed and bullied online. There are people who can help:

- Tell your parents who can report it to the right place
- Tell your school. Your teacher can support you and the Head can impose sanctions on the person bullying you, without fear of reprimand

Finally, don't just do nothing! If you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Further information

The following websites provide a variety of useful and informative guidance to support parents and children with the dangers of the digital world.

www.internetmatters.org / www.childline.org.uk / www.thinkuknow.co.uk / www.nationalonlinesafety.com/

Appendix B

Anti-Bullying Strategy

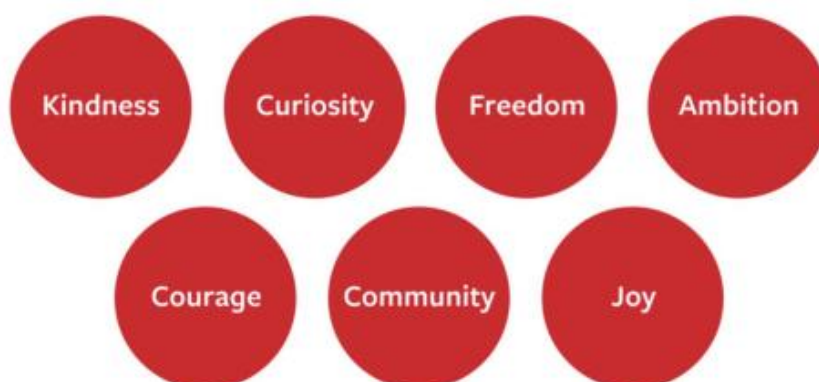
Definition of Bullying

From our Anti-Bullying Policy: The National Bullying Helpline (2020) defines bullying as, ‘any form of unacceptable treatment, or discrimination or behaviour intended to hurt or harm the reputation of another. It is sometimes described as an ‘abuse of power’ but it is in fact a desire in the bully to control or harm another person’.

Our Positive Relationships and Behaviour Policy outlines the consequences for isolated or unintentional incidents and what would happen when there are other factors to consider, such as neurodiversity. The purpose of the Anti-Bullying policy is to detail the action that the school would take should we consider the actions of a child to be deliberate and/or attempts to control, intimidate or harm others.

What are the values that underpin our Anti Bullying Strategy?

Our school values are at the centre of all aspects of life at Blackheath Prep.



We believe that these values support and enable all of our learners to develop both the interpersonal and critical thinking skills to navigate life with a strong understanding the importance of social responsibility. At Blackheath Prep, we expect all members of our community to show kindness towards others and have the courage to speak out in order to challenge any negative words or actions which might compromise the physical or emotional safety of themselves or any other individual.

What research/policies is our Anti Bullying Strategy based on?

- UN Convention on the Rights of the Child (1990)
- The Equality Act (2010)
- EEF Improving Behaviour in Schools (2019)
- Anti Bullying Alliance guidance

Our strategy in action

There are three key strands to our strategy:

- How to recognise bullying behaviours
- How to respond
- How to support others

How to recognise bullying behaviours

Children

Both the Blackheath Prep Anti Bullying Policy and the Positive Relationships and Behaviour Policy refer to our core belief that preventative education is the most impactful aspect of our anti-bullying strategy. Our PSHE curriculum has an explicit unit in Autumn 2 for all year groups, Nursery to Y6, named 'Celebrating Difference' which has a clear progression through each stage supporting the children in recognising individual experiences and what bullying may look like if difference is not respected. This unit is timed specifically to coincide with National Anti Bullying Week in November. The progression maps for these units can be found in Annex 1.

Elsewhere in the PSHE curriculum are carefully timed additional units addressing wider concerns such as being a good friend in Year 1, managing conflict in Year 2, online bullying in Year 5 and body image in Year 6.

When we designed our 2024 curriculum, consideration was given to ensuring that *all* subjects contained an element of anti-bias education. For example; texts in English, such as 'Grandad's Camper', may feature LGBTQ+ families and 'The Unforgotten Coat' focuses on friendship and difference through the story of the sudden arrival of a family from Mongolia at a school in Liverpool. In Guided Reading, 'Eric' teaches the children about how people from other cultures may have different customs and how to approach their curiosity about these differences respectfully. In History, the children learn about the experience of the Windrush generation and how the legacy of this continues to influence the lived experience of immigrant families in the UK today. In Science there is a linked key person or text for each unit, often showcasing the achievements of a scientist from a marginalised group, such as the chemical ecologist with a disability, Kelsey Byers. In Computing, all year groups benefit from an online safety unit which includes how to recognise online bullying and how to respond.

Full details of each year group's coverage can be found in the curriculum handbook.

Our Tuesday Assemblies follow a theme each week which support the children in understanding the lives, needs and achievements of others. Form Time sessions offer the opportunity to respond to individual issues which may be affecting classes and students at the discretion of the teacher. These sessions may also cover whole school anti bias initiatives, such as Black History Month, Neurodiversity Week or Pride Month.

All classrooms have a child friendly version of the anti-bullying policy in their book corners to support the children in recognising bullying behaviour.

Staff

All staff are expected to take their safeguarding responsibilities seriously within the scope of their role. On commencing employment at Blackheath Prep, staff are assigned National College training modules to support them in understanding how to safeguard our students and their families. Site specific Safeguarding training is delivered by the Designated Safeguarding Lead at the beginning of their contract which ensures that all staff on site can recognise the signs which might indicate a person within our school community was being subjected to bullying behaviour. In addition to this, teaching staff are expected to read the Anti-Bullying Policy, the Positive Relationships and Behaviour Policy and the Online Safety Policy before they begin their role. Regular updates are shared whole staff through a variety of forums eg INSET sessions, on the internal staff bulletin or weekly whole staff briefing.

Teaching staff benefit from a well-structured PSHE curriculum which explicitly covers how to recognise bullying behaviours in the Autumn Term of all year groups, from Nursery to Year 6. In the Summer Term there is a unit on Relationships for all year groups which supports them in managing how they interact with others. Care is taken to ensure that themes in other subjects and texts, as well as incidental class readers, which may support the children in identifying bullying behaviours are signposted and discussed.

Pupil voice is important in understanding where there might be issues with self-esteem or unreported unpleasant behaviour which is making them feel uncomfortable. Children from Years 1-6 regularly complete a survey to share their attitudes towards themselves and others. The data from these surveys is analysed by the teaching team to

ensure that any children who are not happy to come to school or who feel they are often experiencing maltreatment from others can access support and issues can be addressed.

Playground Staff take necessary action to minimise disruption and harm to pupils, reporting any incidents of serious misbehaviour to the relevant staff member, in line with the school's behaviour policy. They follow any directions and strategies from the SENCO and class teachers on supporting pupils with specific behavioural needs and respond proactively to attempt to diffuse disputes between children.

Families

Parents and carers should be familiar with the school's anti-bullying policy and positive relationships and behaviour policy to understand what the school views as bullying behaviour. Further information is sometimes shared using other forums, such as the newsletter or prep post and parental engagement with these is appreciated.

How to respond

Children

Central to our approach to PSHE is the belief that we are all individuals and differences are respected. The children are given the language needed to call out any behaviour that they feel is compromising their emotional and/or physical safety. They understand that the first action is to say 'stop' so that the person knows that their conduct is upsetting. The children should then tell a trusted adult so that they can get support with how to move forwards. This is also the action they should take if they witness another person being subjected to such behaviour.

Staff

Our teaching staff use our centralised reporting system, CPOMS, to record any conduct or experiences which may be concerning (including non verbal signs of distress, such as being withdrawn). This allows them, with the support and guidance of the Safeguarding Team, to look for patterns which may indicate bullying behaviours. In line with our Positive Relationships and Behaviour Policy, all recorded unexpected behaviours are graded 1-3 and any serious cases of racism, ableism, homophobia or misogyny will be treated as bullying immediately, regardless of whether or not there is a history of this behaviour from the individual.

Once reported, the Heads or Deputy Heads of Pre-Prep or Prep will decide how to respond and whether an investigation is needed into the incident. Both the emotional and physical effects of bullying behaviour should be considered. The flowchart in the Appendix details the steps taken. During any investigation it is essential that all voices are listened to and that consequences are proportionate in seriousness as well as offering constructive support to move forward positively.

All aspects of bullying incidents will be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached and bullying behaviour has stopped. In order to achieve a satisfactory resolution, supportive strategies may include:

- Small group work/team building activities
- Peer mediation building on shared concern
- Restorative approaches
- Solution focussed approaches
- Seek outside help /advice/involve other partners or agencies as required

Families

A child may speak with their parents about friendship issues they are experiencing and the school appreciates prompt communication on this, usually via the class teacher, or Heads or Deputy Heads of Pre-Prep or Prep. Issues such as online bullying are more likely to occur in the home, but will require action from the school so vigilance around device use is expected.

Open communication between home and school is essential when dealing with instances of bullying and parental engagement with emails, phone calls and meetings is vital. Any guidance given on how to support at home should

be actioned. The school's aim is to ensure that any consequences are supportive to all and feedback from parents after the event to share how the children (victim and perpetrator) are moving forward is central to ensuring that there has been reparation.

How to support others

Children

Opportunities are actively sought to ensure that the children know the importance of 'calling out' bullying or discriminatory behaviours. This may be through the PSHE Curriculum or class texts, as well as using scenarios in Form Time sessions. Our Values, Community and Kindness, are referred to regularly as key in ensuring that everyone within our school community is able to feel safe, happy and ready to learn.

Investigations into possible bullying incidents will always include conversations with any 'bystanders' so that they can reflect on their actions and how they could best support victims of bullying and/or negative bias. Follow up sessions, such as group work or peer mediation, often include a range of children connected to the incident so that they all understand that they have a role to play. Whole classes/year groups will be spoken to about what has happened, what the consequences have been and how to support moving forward so that it can be a shared goal for the whole class community to ensure that reparation has occurred.

Staff

All staff are expected to build a culture here at Blackheath Prep which enables Pupil Voice and encourages all members of the community to speak up they encounter bullying or bias, directly or indirectly. Pupils should know that their experiences will always be listened to and taken seriously. All staff are expected to be active participants in the response to cases of bullying. Key information is shared with the whole school community at the weekly briefing and all staff are expected to factor any guidance given into their practice. Teaching Staff may be expected to make adaptations, such as consider seating plans, choose connected texts or areas of coverage for Form Times or run support groups for the children involved.

Staff are expected to work closely with families to address their concerns and ensure that all parties connected to the bullying incident, including parents/carers, are aware of their role in support and reparations moving forward. This partnership should continue until all parties are satisfied with the outcome.

Families

Effective home/school partnerships are central to supporting any children involved in cases of bullying; whether victim, perpetrator or bystander. Meetings to discuss the incident should be attended on the day, where possible, so that a joined up approach can be established from the outset. Continued communication in the subsequent weeks is supportive to gauge whether the consequences, both sanction and support, have been successful and all parties have moved forward positively. Parents should contact the relevant member of the Phase Leadership Team directly if they would like another review of impact or further support.



Friendships

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

1. what friendship is and what makes a good friend **CF1 CF2 CF4**
2. how people make friends and how to be kind and caring in friendships **CF1 CF2**
3. that friends can argue, and they can also make up **CF5 RKR3**
4. simple ways to resolve arguments between friends positively; that physically hurting someone is never the right way to solve an argument **CF6 RKR3**
5. how to ask for help if a friendship is making them feel unhappy **CF7**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

6. about the importance of friendships; that positive friendships support wellbeing **CF1**
7. what constitutes a positive, healthy friendship (e.g. mutual respect, trust, kindness, generosity, sharing interests, enjoying being together, and support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate **CF2 CF4 RKR2**
8. how people choose and make friends; skills for building caring, kind friendships (e.g. mutual support, listening, respecting boundaries, celebrating friends' successes) **CF1 CF2**
9. that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences **CF1 RKR4 RKR2**
10. that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded **CF1 CF3 CF4 GW6**
11. strategies for recognising and managing peer influence and the desire for peer approval in friendships **CF2**
12. about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others **RKR1 RKR4**
13. that friendships have ups and downs and can change over time; that working through differences can sometimes strengthen friendships **CF5**
14. how to recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; how to manage this and ask for help if necessary **CF7**



Respecting self and others

KS1 | Learning opportunities: Pupils should have the opportunity to learn...

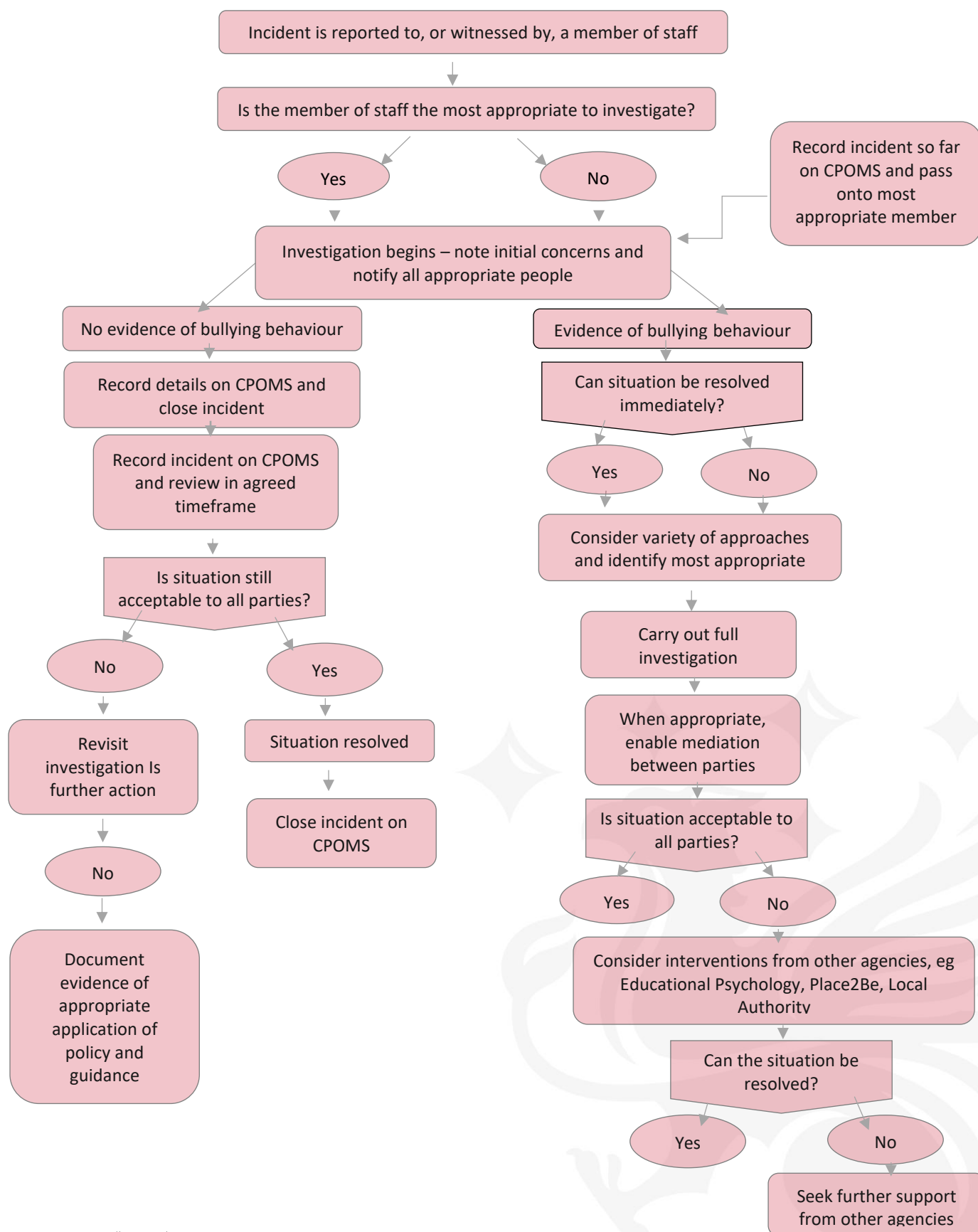
1. what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging **RKR10**
2. that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things **RKR1**
3. how to respectfully express their likes, dislikes and needs, and listen to other people **RKR3** **RKR5**
4. ways to show politeness and respect **RKR7**
5. how to play cooperatively; what they can do if they feel upset or angry with someone **RKR3** **RKR6**
6. how to share, take turns and include others **CF2**
7. about kind and unkind behaviour; that someone's actions and words can be hurtful **RKR3** **RKR9**
8. how to recognise bullying; how people may feel if they experience hurtful behaviour or bullying; the importance of telling an adult if they experience or witness bullying **RKR9** **GW7**
9. how to identify people they can tell, and get help from, if they are worried, upset, uncomfortable or unsure about relationships or someone's behaviour, and why it is important to do so **RKR11**

KS2 | Learning opportunities: Pupils should have the opportunity to learn...

10. the shared responsibilities everyone has to care for other people and living things; how to show respect, care and concern for others **RKR1** **RKR6** **GW1**
11. about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes), the benefits of living in a diverse community and that everyone should be treated with respect **RKR5** **RKR8**
12. how courtesy and manners can be used to show respect; that different cultures can use different customs and behaviours to show courtesy; to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own **RKR5** **RKR7**
13. how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling **RKR3** **RKR4**
14. ways to reconcile differences and conflict positively and safely, including avoiding physical aggression and finding a compromise **CF6** **RKR3**
15. how to respond to situations where they experience disappointment or frustration with others **RKR3**
16. about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impacts for all involved (including on wellbeing) and how to report and seek help for themselves or others **GW7** **RKR9** **WOB**
17. what stereotypes are and how they can be unfair; how stereotypes can negatively influence behaviours and attitudes towards others, including leading to bullying; strategies for challenging stereotypes **RKR10**
18. about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help **RKR5** **RKR6** **RKR10**



Incident Response Flowchart



Author/reviewer responsible:	Head of Pre-Prep and Head of Prep	ISI Document Code:	Bullying 10a
Reviewed by:	Senior Leadership Team	Date of last review:	May 2026
Authorised by resolution of:	Senior Leadership Team Nominated Safeguarding Governor, annually	Date of next review:	May 2027

Document version	Main changes	Date	Who
Baseline		March 2022	Assistant Head Pastoral
2023.1	Reviewed	June 2023	Assistant Head Pastoral
2024.1	Further clarification of our definition of bullying and when this policy would be referred to rather than the Positive Relationships and Behaviour Policy. Edited as some overlap with the Online Safety Policy.	June 2024	Assistant Head Pastoral IT Director
2025.1	Anti Bullying Strategy added to appendix and main text edited to remove overlapping information.	May 2025	Assistant Head Pastoral
2026	Reviewed. Staff roles updated. PSHE curriculum extract updated.	May 2026	Head / Head of PSHE
Distribution list	BP_Resources: Policies & Teacher_Resources		

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