



PEMBROKE HOUSE



ANTI-BULLYING POLICY

A whole-school policy including the EYFS



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1. Introduction

Pembroke is committed to providing a caring, friendly, safe and healthy environment for all our pupils so they can learn in a relaxed and secure atmosphere. We regularly affirm our fundamental tenets and ethos through chapel, form time, tutor sessions and house meetings.

All bullying, whatever the motivation or method, is unacceptable and will not be tolerated at Pembroke. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The UK Education (Independent School Standards) Regulations and the Inspection Framework require inspectors to make a judgement on the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated.

This policy outlines both the preventative work we do with children to reduce the risk of bullying behaviour occurring and how we respond when bullying incidents arise.

2. Definition of Bullying

At Pembroke, we define bullying as unwanted, aggressive behaviour that involves a real or perceived imbalance of power. The behaviour makes someone feel hurt, threatened, or unsafe and is the intentional hurting of one person by another person or group, either physically or emotionally. Bullying behaviour has the potential to be repetitive. It can happen face-to-face or online.

Bullying may be:

- **Emotional** – examples include being unfriendly, excluding or tormenting.
- **Physical** – examples include hitting, kicking, pushing, biting, pinching, taking another's belongings and the use of violence.
- **Prejudice-based and discriminatory, including racial, faith-based, gendered (sexist), homophobic, biphobic, transphobic, and disability-based** – examples include taunts, gestures, physical or verbal abuse focused on particular characteristics, e.g. gender, race and sexuality.
- **Sexual** – examples include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
- **Direct or indirect verbal abuse** – examples include name-calling, sarcasm, spreading rumours, teasing, belittling, and leaving someone out.
- **Cyberbullying** – bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

These forms of bullying may occur separately or coexist.



3. How we respond to bullying incidents

Identifying Bullying

- All staff are trained on the need to take reports of bullying seriously.
- Staff should be vigilant and look out for any signs that a child may be experiencing bullying. Examples of such signs include changes in behaviour, becoming shy and nervous, feigning illness with regular visits to the Sanatorium or frequent absences due to ‘tummy aches’, becoming clingy and tearful or not wanting to come to school. These are all indicators that could signify all is not well at school.
- House staff should be particularly vigilant in listening to older pupils and dormitory prefects, holding dormitory prefects’ meetings, and supervising children at shower times and bedtimes.

Receiving a bullying report

- If a staff member suspects that an individual or a group is being bullied but is unsure, he or she should pass on the information to the tutor, Head of Pastoral, Headmistress and the Designated Safeguarding Leader.
- Where parents/carers have concerns about bullying, they must inform Tutors in the first instance.
- There is a “Problem Box” in the library for pupils to report instances of bullying.

Recording bullying incidents

- When an incident of bullying is reported, the Head of Pastoral will endeavour to make sure a written account of the incident is made within twenty-four (24) hours of the incident occurring.
- Bullying incidents are recorded using the Incident Report Form on the MIS.

4. How do we support pupils affected by bullying behaviours

The priority of all staff in supporting a child who has been targeted by bullying is to ensure that they feel safe. We seek to be led by the child’s wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour.

There is a range of strategies that may be deployed to support a child affected by bullying behaviours, including:

- Provide a named adult in school with whom the child feels comfortable talking about the situation to monitor the situation and check in regularly with the child.
- Participating in PSHE and having access to aspects of our Anti-Bullying Prevention Education Curriculum content.
- Referring the students to counselling services, with parental consent.

As a school, we have a duty of care towards all children, and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children



who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support may include:

- Restorative work to help the child face up to the harm they have caused, learn from it and repair the harm.
- Attend social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem-solving.
- Providing structured positive playtime/lunchtimes.
- Participating in PSHE to access aspects of the Anti-Bullying Preventative Education Curriculum content.
- “What's the Buzz” is a training program for social skills.
- Accessing support from external agencies and professionals, including counselling services
- Community Service.

In certain cases of bullying, the school will consider the use of disciplinary sanctions, e.g. in the case of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sanctions will be applied fairly and proportionately in accordance with the School's Behaviour Policy. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable.
- Deter him/her from repeating that behaviour.
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The school will draw upon the school's Behaviour Policy and follow the systems of sanctions, which include:

- Removing/separating the perpetrator from other individuals or groups of children.
- Removing/excluding the perpetrator from certain whole school activities or key points in the day, e.g. break times/ lunchtimes.
- Withdrawing privileges.
- Use of detention.
- Fixed-term exclusion.
- Official warnings to cease offending.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

5. The measures we have put in place to prevent bullying



- We make it clear to all members of our school community that bullying is unacceptable and there will be consequences as per the Behaviour and Discipline Policy.
- There are many opportunities in the daily life of the school for issues relating to bullying to be addressed. PSHE lessons offer a positive opportunity to talk about this issue, and the impact of such lessons cannot be underestimated. Role play and drama allow pupils to consider and reflect upon their actions in a secure, non-threatening way. Tutor periods and whole school assemblies offer a useful forum for general debate and the highlighting of bullying and how to deal with it.
- Tutors, form teachers and PSHE teachers emphasise the school's policy on behaviour regularly and allow time for discussion of behaviour as the need arises. Pupils will be positively encouraged to talk about any experiences or issues that are troubling them and to use the Problem Box.
- Form Takers will go through the Behaviour Contract with children to set expectations.
- When staff receive Child Protection and Safeguarding Training, bullying matters are included within this. In addition, relevant outside agencies may be brought into school to offer training (an example being the Childnet workshop on "Cyber Bullying" which was presented to staff and parents).
- All pupils are reminded regularly of the need to share their worries with their friends and adults. Tutors and teachers, Houseparents, the Designated Safeguarding Lead, the Head of Pastoral and the Headmistress are always available to the pupils. They are also encouraged to share any concerns with their families.
- Whilst bullying can occur anywhere and at any time, the school identifies at-risk areas and times and provides adequate supervision, e.g. free time, ICT, and dorms.
- Discussions relating to pupils' academic and pastoral welfare are conducted at the weekly Staff Meeting. Furthermore, staff regularly talk about pupil issues during the daily "Staff Shout" and weekly Pastoral Team meetings.
- All reported incidents of bullying are followed up and appropriate action is taken, monitored and recorded. The nature of the action will vary depending on what has taken place and what is considered appropriate in terms of support and punishment.
- We confront pupils about unkind or anti-social behaviour and when such incidents occur, inform the relevant tutors, Headmistress, Head of Pastoral and the Designated Safeguarding Lead.
- The Headmistress works with the Head of Pastoral and the Designated Safeguarding Lead to inform parents of any incidents relating to bullying.



- We have a school counsellor to give the children the necessary tools to manage their behaviour is another way the school has chosen to be proactive in eradicating bullying.

6. Cyberbullying

Pembroke House is committed to teaching children the knowledge and skills to be able to use ICT effectively, safely and responsibly.

What is cyberbullying? There are many types of cyberbullying. The more common types are:

- **Text messages** can be threatening or cause discomfort.
- **Picture/video clips via mobile phone cameras** – images sent to others to make the victim feel threatened or embarrassed.
- **Mobile phone calls** – silent calls, abusive messages or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
- **Emails** – threatening or bullying emails, often sent using a pseudonym or somebody else's name.
- **Chat room bullying** – menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Instant messaging (IM)** – unpleasant messages sent while children conduct real-time conversations online using IM or similar tools.
- **Bullying via websites** – use of defamatory blogs (weblogs), personal websites and online personal 'own web space' sites.

Aims of Policy

- To ensure that pupils, staff and parents understand what cyberbullying is and how it can be combated.
- To ensure that practices and procedures are agreed upon to prevent incidents of cyberbullying.
- To ensure that reported incidents of cyberbullying are dealt with effectively and quickly.

Understanding Cyberbullying

- Cyberbullying is the use of ICT (usually a mobile phone and or the internet) to abuse another person.
- It can take place anywhere and involve many people.
- Anybody can be targeted, including pupils and school staff.
- It can include threats, intimidation, harassment, cyberstalking, vilification, defamation, exclusion, peer rejection, impersonation, unauthorised publication of private information or images, etc.

Procedures to prevent Cyber Bullying

- Staff, pupils, parents and school council members to be made aware of issues surrounding cyberbullying.
- Pupils and parents will be urged to report all incidents of cyberbullying to the school.
- Staff CPD (Continuous Professional Development) will assist in learning about current technologies.



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- Pupils will learn about cyberbullying through Personal, Social, and Health Education (PSHE), assemblies and other curriculum projects.
- Pupils will sign an Acceptable Use of ICT (Information and Communication Technology) contract.
- Pupils, parents and staff will be involved in reviewing and revising this policy and school procedure.
- All reports of cyberbullying will be investigated, noted and monitored regularly.
- The school will engage in an Internet Safety programme, which forms part of the ICT curriculum.
- Procedures in our school, Anti-bullying and Child Protection and Safeguarding Policies shall apply.
- This policy will be reviewed regularly.

7. The Parents' Role

If you suspect that your child is being bullied:

- Discuss it with them.
- Encourage them to report the bullying to their tutor or a trusted adult in school.
- Follow this up with an email or letter to the tutor and Head to ensure a dialogue between home and school is created.
- Encourage your child to report the issue as soon as possible after the event, not to wait until they get home.

8. Linkages to other policies

This Anti-Bullying Policy is intrinsically linked with the Behaviour and Discipline Policy, Boarding Policy, PSHE Policy and ICT Policy in striving to achieve a positive working environment where all members of the community show respect, tolerance and kindness for one another.