



Anti-Bullying Policy

Last review date: July 2024

Next review date: July 2025



Vision

Pembridge Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembridge Hall girls are nurtured, challenged and empowered to succeed.

Aims & Values

At Pembridge Hall we aim for all Pembridge girls to:

BE INDIVIDUAL - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

BE KIND - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

BE CURIOUS - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

BE ASPIRATIONAL - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

BE RESILIENT - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

BE RESPONSIBLE - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.



This policy is written in conjunction with the DfE Document [‘Preventing and Tackling Bullying’](#).

Policy Statement

At Pembridge Hall we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Pembridge Hall, we acknowledge that bullying does happen from time to time and it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell, and know, that incidents will be dealt with promptly and effectively in accordance with our Anti-Bullying policy. This policy works in conjunction with our Behaviour Policy and our Safeguarding Policy. This policy applies to all Reception/EYFS children in the school.

Aims and Objectives

The aim of this policy is to try and prevent and deal with any behaviour that is deemed to be bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable - so that a safe and secure environment is created, in which everyone can learn and work. All members of the school have a responsibility to recognise bullying when it occurs and to take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school meets the legal requirement for all schools to have an Anti-Bullying Policy in place.
- The school works closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989.
- All teaching and non-teaching staff, pupils and parents have an understanding of what bullying is. This information can be found on the school website.
- All teaching and non-teaching staff know what the school policy is on bullying and consistently and swiftly follow it when bullying is reported.
- All pupils and parents know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents are assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and pro-active teaching strategies, PSHEE (Personal, Social, Health, Emotional and Economic Education) and PSED (Personal, Social & Emotional Development) lessons in Reception, circle time etc. are used throughout the school to inculcate a positive sense of ‘self’ for each child and to reduce the opportunities for bullying to occur.
- A positive, caring ethos is created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.



Definition

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards another person or people. It can be isolated incidents or is repeated over a period of time. Bullying is cruel and results in worry, fear, pain and distress to the victims.

Bullying can be:

- Emotional: being unfriendly, excluding, ridicule, humiliation
- Verbal: name calling, sarcasm, spreading rumours, threats, teasing
- Physical: pushing, kicking, hitting, pinching, biting, spitting, punching, throwing stones or any other forms of violence or taking or hiding someone's possessions
- Racial: racial taunts, graffiti, gestures, making fun of culture and religion
- Sexual: unwanted physical contact or using sexually abusive or sexist language
- Homophobic: focusing on the issue of sexuality
- Cyber-bullying: setting up 'hate websites', posting offensive messages on social networking sites and sending offensive emails or text messages
- Special Needs Target: any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

Bullying can be a form of peer-on-peer abuse and staff should be aware that bullying could become a safeguarding issue. This policy should be read in conjunction with school's Safeguarding Policy - where minimising risks of peer-on-peer abuse are outlined, along with more specific support examples.

Cyber-bullying

The rapid development and widespread access to technology has provided a new medium for bullying, known as cyber-bullying, which can occur in or outside school. Cyber-bullying may include setting up 'hate websites', posting offensive messages on social networking sites and sending offensive emails or text messages. Such incidents should be reported and acted upon in the same way as Safeguarding concerns - and this policy should be read in conjunction with the school's e-Safety Policy.

What bullying is not

It is important to understand that bullying is not the occasional falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, isolated incidents of name calling or a childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. This is reinforced in PSED (Personal, Social & Emotional Development) lessons in Reception and PSHEE (Personal, Social, Health, Emotional and Economic Education) lessons in KS1 and KS2, and in assemblies, workshops, stories and general class time.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground etc. Bullying may also happen outside school. In such cases, the Head is empowered



by law to deal with such incidents 'to such an extent as is reasonable' (Paragraph 23, Section 90 of the Education and Inspections Act 2006) and in accordance with the school's policy.

At Pembridge Hall, we are concerned with our children's conduct and welfare outside, as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- The Head will talk to the local Community Police Officer about a specific problem outside the school premises
- The Head will talk to the Heads of other schools whose children may be involved in bullying off the school premises
- Discuss coping strategies with parents
- The Assistant Head Pastoral will talk to children about how to handle, or avoid, bullying outside the school premises

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- 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
- feels ill in the morning
- begins to underperform in schoolwork
- comes home with clothes torn or books damaged
- comes home with their possessions missing
- asks for money or starts stealing money (to pay the bully)
- continually "loses" money
- has unexplained cuts or bruises
- comes home hungry (snack has been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above



These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated, as soon as, possible.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Pembridge Hall. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- All incidents of bullying must be reported to the Assistant Head Pastoral who will liaise with the Head
- Staff will make sure the victim(s) is and feels safe
- Appropriate advice will be given to help the victim(s)
- Staff will listen and speak to all children involved about the incident separately
- The problem will be identified and possible solutions suggested
- Staff should adopt a problem solving approach which will move children on from them having to justify their behaviour
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying
- Staff will make it clear to the bully that their behaviour is unacceptable
- The bully (bullies) will be asked to apologise. Other consequences may take place and appropriate sanctions applied. These will include withdrawal of privileges such as break time for a limited period, a written letter of apology etc. The bully may also go on daily report so that behaviour and attitude can be closely monitored. (In line with the Behaviour Policy)
- If possible, the pupils will be reconciled
- The bully will be mentored and supported in order for her to understand the seriousness of her behaviour and with the understanding that it must change for the better
- All cases of bullying will be recorded by class teachers on a Pastoral Concern Form and in cases of serious bullying, a record will be added to the Serious Incident Book (online) kept by the Assistant Head Pastoral
- In **all** cases of reported or suspected bullying, parents will be informed and will be invited to come into school for a meeting with the Head and the Assistant Head Pastoral to discuss the problem
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- All cases of bullying will be discussed regularly at staff meetings
- In serious cases of persistent bullying and if necessary and appropriate, Children and Family Services and/or the Police will be consulted in line with procedure laid down in the school's Safeguarding Policy



Pembridge Hall Sanctions Ladder

Included in both the Behaviour Policy and Anti-Bullying Policy.

The list is not exhaustive, or overly prescriptive; every child and case are different. Behaviour is always dealt with in an age-appropriate way.

Level	Examples of Behaviour	Possible Sanctions	Staff Responsibility
1 REMIND	<p><u>Isolated or infrequent incidents</u></p> <ul style="list-style-type: none"> • Calling out • Interrupting • Not listening • Pushing • Running • Shouting 	<p>Behaviour reminder</p> <ul style="list-style-type: none"> • adult gently reminds girl of appropriate conduct 	Adult who witnesses incident
2 WARN	<p><u>Repeated behaviours</u></p> <ul style="list-style-type: none"> • Incorrect uniform • Lateness • Not following the Pembridge Hall Values 	<p>Verbal warning</p> <ul style="list-style-type: none"> • adult firmly reminds girls of appropriate behaviour • communicates which of the Pembridge Values is being broken • class teacher informed 	Adult who witnesses repeated incidents Class teacher
3 REFLECT	<p><u>Repeated behaviours (see above), additionally:</u></p> <ul style="list-style-type: none"> • answering back/ rudeness • not following instructions • unkindness • moving others' property • incomplete homework 	<p>Reflection Session Parents informed Break or lunchtime Detention/Reflection Session</p>	Class teacher: triggered by behaviour reported or witnessed again
4 MEET	<p><u>Continuation of behaviours above</u></p> <ul style="list-style-type: none"> • unconscious bullying 	<p>Detention/Reflection Session</p> <ul style="list-style-type: none"> • Head of Key Stage informed • Parents informed 	Head of Key Stage informs Assistant Head Pastoral



	<ul style="list-style-type: none"> • physical behaviours • theft • intentional damage of property • graffiti 	<ul style="list-style-type: none"> • Detention/Reflection Session held • Individual Behaviour Plan (IBP) <p>If deemed appropriate, girl placed onto an IBP for a period of time, to support them in upholding the Pembridge Values. The IBP will be drawn up with active involvement from the pupil in question and the class teacher. The IBP will be circulated to all staff involved with the child concerned.</p>	
5 REVIEW	<p><u>Further continuation of behaviours (see above), additionally</u></p> <ul style="list-style-type: none"> • persistent behaviours • physical violence • aggressive behaviour • intentional bullying <p>(This is not an exhaustive list.)</p>	<p>Temporary suspension or exclusion: Internal or External</p> <ul style="list-style-type: none"> • Decision made by Head • Parents meet with Head and AHP • If a girl is temporarily internally excluded, then she will spend the day with a member of SLT. • If a girl is temporarily externally excluded, then arrangements will be put in place for the setting and marking of work, and also, for the reintegration of the girl when she returns to school. <p>Permanent exclusion</p>	Assistant Head Pastoral and Head



Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- Use of the Pembridge Hall Values
- PSHEE: the Jigsaw scheme of work are used to support this policy
- Circle time on bullying issues
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-play to help children be more assertive and teach them strategies to help them deal with bullying situations
- Using praise and rewards to reinforce good behaviour. See the Behaviour Policy.
- Encouraging the whole school community to model appropriate behaviour towards one another
- Celebrating successes to build on the positive ethos of the school
- Organising regular anti-bullying training for all staff
- Regularly evaluating our approach to bullying
- Where bullying is particularly serious or persistent and where a criminal offence may have been committed we will work with other agencies such as the police and children's services. Where necessary we will also work with the wider community to tackle any bullying which is occurring outside school.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, staff should report their concerns to the Designated Safeguarding Lead immediately who will refer the matter to Children and Family Services. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Monitoring and Evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Reference to the serious incident log will be used to gauge the effectiveness of the policy. Following an annual review, any amendments will be made to the policy and all teaching and non-teaching staff will be informed.