



ST DAVID'S PREP

**ANTIBULLYING
POLICY**

Last Review Date	Significant Changes
September 2026	Addition of No Blame Approach into Procedures; Addition of PSHE KAPOW scheme; Introduction of 'target' and 'bully' to refer to alleged victim / alleged perpetrator.

Introduction

This Policy applies to:

- the entire setting including the EYFS;
- all staff, volunteers, pupils and visitors to St David's Prep

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- SEND and inclusion policy
- Behaviour Policy

This document is a statement of the aims, principles and strategies at St David's Prep regarding the issue of bullying. Its aim is to ensure that all pupils, parents/carers and staff have an understanding of what bullying is, know what the policy on bullying is and what they should do if bullying arises. It aims to set out a coordinated approach to preventing and tackling bullying at school.

The Senior Leadership Team of St David's Prep seeks to promote a culture throughout the school in which every member of the St David's Prep community takes responsibility for the prevention of bullying.

This policy has regard to the DfE guidance 'Preventing and Tackling Bullying: Advice for school leaders and governors'.

1. Responsibilities

At St David's, the Head has ultimate responsibility for the prevention of bullying and oversees any bullying issues alongside the DSL. The St David's Prep safeguarding team will also be involved, as appropriate.

2. Background

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Everyone has the right to feel welcome, secure and happy and we should treat everyone with consideration. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Staff must be alert to children who may be vulnerable and at risk from bullying. As

a school we recognise that any child can be bullied for any reason. However, the NSPCC identifies that “if a child is seen as different in some way, or seen as an easy target they can be more at risk. This might be because of their:

- Race or ethnic background
- Gender
- Sexual orientation

Or it could be because they:

- Appear anxious or have low self-esteem
- Lack assertiveness
- Are shy or introverted.”

(NSPCC website)

4. What is Bullying?

The Department for Education (DfE) defines bullying as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation.
- Disability - exploitation of a particular aspect of a child’s disability and/or special educational needs.
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs.

Bullying is recognised by the school as being a form of child-on-child abuse.

Sometimes pupils can feel hurt or upset because they have fallen out with a friend. This is not the same as bullying. On other occasions, pupils can be affected by a one-off incident of unkind behaviour. This is also not the same as bullying. In both of these cases, similar strategies may be employed to tackle the situation in order to resolve conflict and prevent the situation escalating to bullying.

5. Effects of Bullying

Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives, both physically and psychologically. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and, at worst, bullying has been a factor in suicide. A bullying incident should be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and so recording and procedures for a safeguarding concern should be followed.

6. What Causes Bullying?

People bully for different reasons, including:

- to feel powerful or in control
- jealousy
- to feel good about themselves
- to feel popular or show off in front of others
- because of peer pressure
- because they are being bullied themselves.

7. Signs that a Child may be being Bullied

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

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- 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 do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has any monies continually "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating

- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

8. Aims

We aim to:

- provide a safe and secure environment where no form of bullying is tolerated
- prevent bullying from occurring and to encourage all pupils in the school to work towards this aim
- raise staff awareness through training, identifying when and where bullying is most likely to occur
- make all staff aware of the need to deal as quickly as possible, and in a consistent manner, with all forms of bullying
- encourage targets of bullying to report incidents without fear of recrimination
- support any pupil who is being bullied
- encourage any pupil involved in the bullying to change his/her behaviour

9. Prevention Strategies

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. St David's Prep uses multiple strategies to reduce the likelihood of bullying, including:

- By setting out a clear vision for the school that enables all children to realise their potential, including the St David's Language of Learning (including Respect and Kindness and responsibility)
- Ensuring that staff are fully trained to prevent and deal with bullying.
- Ensuring all staff are following the school behaviour policy on rewards and sanctions
- Pupils being reminded in assemblies and Personal, Social, Health and Economic Education (PSHE) that bullying will not be tolerated and that they all have the responsibility to ensure that it does not happen
- The use of Year 6 prefect system and Happy Place Champions to monitor pupil interaction during break times. This gives pupils the opportunity to seek advice and support from peers as well as the usual support available from members of staff

- The provision of a range of suitable play equipment to meaningfully occupy the pupils during their free time
- Making bullying a regular item on the agenda for School Council Meetings so that all child representatives have the opportunity to raise any concerns or relevant issues
- Use “odd socks day” and anti-bullying week to raise awareness and understanding along with visiting speakers who will target wider issues such as online safety
- Dealing with any incidents quickly and effectively to ensure pupils are aware that bullying is never acceptable
- Educational opportunities such as Computing, PSHE, history lessons and assemblies, will be used to reinforce the anti-bullying policy
- If a pupil knows that bullying is taking place or if he/she is being bullied he/she must ask to talk to the Form Teacher or to the Head Teacher in confidence and the school will deal with the matter. ‘Feelings boxes’ are available in all classrooms for pupils to voice concerns in confidence and are regularly monitored by class teachers. The Deputy Head Pastoral also has a ‘Feelings box’ in their office for any children who want to report away from the classroom. This is checked on a daily basis
- Through a range of assemblies covering a variety of topics e.g. kindness, making choices, healthy and unhealthy relationships etc
- Presentations and workshops from external agencies

10. Support through the PSHE KAPOW Curriculum

St David’s follows the KAPOW curriculum for PSHE. This scheme provides ample opportunities to discuss and focus on the issues of relationships, friendships and anti-bullying. During PSHE sessions, staff will remind pupils that the issue of bullying is treated seriously and outline the following key points:

- Ensure that pupils can identify the different types of bullying
- Know what to do if they see someone being bullied face to face or online
- Know what to do if they think they are being bullied
- Know what to expect if they talk to an adult
- Know who to speak to face to face as a trusted adult, where to find class and school ‘worry boxes’ or where to find online support

Pupils will also be made aware of the protected characteristics via PSHE lessons and assemblies.

11. Reporting and Recording

The following steps will be taken if staff are made aware of bullying:

- Step 1: The member of staff that is first made aware of the concern will listen to the pupil being targeted and pupils involved or parents if they are the first to share the information.
- Step 2: The member of staff in receipt of the information will log the concern on CPOMS and alert the DSL and/ or Head
- Step 3: Further action taken will be at the advice of the DSL or Head. If no bullying type behaviour has been identified then the school will continue to monitor the situation, but close the investigation. If bullying type behaviour is identified, then the school will progress to anti bullying procedures.

Suspected bullying incidents should be logged on CPOMS and shared with the DSL. Any bullying incidents will also be recorded on the school's anti-bullying log. This allows the SLT to remain alert to any patterns or trends in bullying behaviour.

12. Anti Bullying Procedure

The school adopts a restorative approach to tackling bullying in the first instance known as the No Blame Approach (see Appendix 1). Bullies may have complex reasons for their behaviour and the initial stages of this approach are focused on restorative justice, rather than being sanction-based. The school will offer support for both the target and the bully to ensure all pupils can move on from the incident in a positive way. Where appropriate, bullies will be offered support in managing their behaviour.

The school has a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. Examples can include:

- Ongoing support from the form teacher or another familiar staff member
- Asking the Deputy Head (DSL) to provide support
- Considering a referral to Bromley-Y Counselling Service
- Engaging with parents
- Referring to the relevant Local Authority Children's Services or the police
- Referring to CAMHS (Children and Adolescent Mental Health Service)

13. Sanctions

Where the No Blame Approach does not improve the outcomes for the target(s) of bullying behaviour, disciplinary sanctions may be implemented which reflect the seriousness of the incident and convey a deterrent effect. These may extend to permanent exclusion in the most severe cases, the threshold of which will be decided on a case-by-case basis by the Head. If

any of the bullying behaviour is identified as Serious Misconduct, this will also be sanctioned accordingly.

Sanctions will be imposed depending on the severity of the incident/s. Any sanctions will be applied fairly, proportionately, consistently and reasonably, taking account of any special education needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children, and may include careful monitoring of a child's play times. Bullying by children with disabilities or SEN is, however, no more acceptable than bullying by other children and it should be made clear that their actions are wrong and that appropriate sanctions are imposed. Where sanctions are issued, parents will be informed as per the behaviour policy.

14. Support from outside agencies

There are many agencies that are available to help both children and parents when there are incidents of bullying. Below are listed some helpful organisations.

- Kidscape www.kidscape.org.uk
- Youth Access www.youthaccess.org.uk
- Parent Plus www.familylives.org.uk
- Children's legal centre www.childrenslegalcentre.com
- Childline www.childline.org.uk
- ABA www.antibullyingalliance.org.uk
- NSPCC <https://www.nspcc.org.uk/>

Appendix 1 – the No Blame Approach (7 Step Process)

The 'facilitator' is a teacher or a member of SLT within the school (usually the DSL), guiding the pupil through the process. A member of staff will not be expected to lead a 'No Blame' meeting unless they feel comfortable doing so. We recommend that a teacher does not lead a meeting themselves until they have witnessed another member of staff with experience of the process leading a meeting beforehand. In most cases, two members of staff will be involved in leading the group and in every instance, the DSL and Head will be aware the meeting is taking place and will be updated as necessary. Parents are not usually informed of the process, as part of the 'no blame' culture.

Step 1 – Interview the target

- Using open questions, the facilitator finds out what has been happening from the target, gaining as much information as possible
- Information about key words or language used should be recorded
- The remaining steps are explained to the pupil, and they are encouraged to present examples of the upsetting behaviour and his/her feelings as a part of Step 2
- The facilitator explains that when the group is gathered for the following steps, no one will name the pupil/s involved and a 'no blame' approach will be applied
- A list of bullies, bystanders (if appropriate) and trusted friends who might be able to help is drawn up and the target will be expected to attend the meeting in Step 2

Step 2 – Organise a meeting with those involved

- The facilitator meets with the agreed group of people, decided during Step 1 of the process
- The target, or the facilitator on their behalf, explains the target's feelings and the behaviour they have experienced.
- If appropriate, specific incidents can be mentioned, though the names of pupils will not be used
- It is made clear to all pupils that no blame is being applied throughout.
- If the target feels comfortable talking about their experience, they can without naming the bully/ies or bystanders.

Step 3 – Explain

- The facilitator explains or elicits from pupils that the behaviour sounds like it falls into the category of bullying.
- The facilitator reinforces that as a school we do not tolerate bullying and that we therefore need to make some important decisions in the meeting. If the issue can be resolved and the victim is happier, then there is no need for parents to be involved or sanctions imposed.

- It is made clear to the pupils that bullying is very serious. It is explained that the purpose of the meeting is to make things better, not, at this stage, to blame anyone. If we can achieve this outcome, then things will not be pursued further. If, however, the situation is not resolved, then a full investigation will need to be held.

Step 4 – Share Responsibility

- The facilitator asks if the group feels they can help improve the situation.
- The facilitator explains that the group has been identified as a group of pupils who together can make the situation better for the target.

Step 5 – Discuss

- The facilitator encourages the members of the group to suggest how the target could be helped to feel happier.
- Pupils within the group offer ideas and strategies about what can be done to help improve the situation.
- The facilitator positively receives ideas, without passing judgement or correcting what is said.
- All of the ideas should be welcomed and as many pupils within the group as possible should participate in offering suggestions.

Step 6 – Pass it over to pupils

- The facilitator should summarise the strategies once all ideas have been received and if appropriate, ask the target if they feel these ideas would help them to feel better
- The facilitator suggests that these strategies should all be applied to see whether they have a successful outcome and will assist in making the target feel happier.
- It is explained by the facilitator that it is important that the meeting is not discussed once the pupils leave the room. Any instances of “I can’t believe you told...” or similar will be dealt with very seriously

Step 7 – Meet again and review

- The facilitator decides what an appropriate review time scale should be.
- Another meeting is organised to see how things are progressing.
- Depending on the progress, the facilitator will arrange follow-up meetings as deemed necessary to be confident that the issue is resolved.
- The usual timescale would involve the next meeting being the following day, with other meetings taking place the following week.
- The target will be given the chance to speak individually to the facilitator during this time period to give them the opportunity to discuss if they are feeling better.