

OLD VICARAGE SCHOOL ANTI-BULLYING POLICY

This Policy, is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Prepared with reference to: Preventing and Tackling Bullying (July 2017), the Education (Independent School Standards) Regulations 2014, especially Schedule paragraph 10, and Keeping Children Safe in Education 2026
- Has regard to the Equality Act 2010, including reasonable adjustments for disabled pupils. The public sector equality duty is not assumed to apply to this independent school.

Applies to:

- The whole school, including the Early Years Foundation Stage, along with all activities provided by the school, including those outside of the normal school hours;
- all staff (teaching, support and supply staff), contractors, students on placement, the proprietor and volunteers working in the school.

Designated Member of Staff responsible for Anti-Bullying: Member of Staff with overall responsibility for Anti-bullying in the whole school is: Mrs K Wise. The member of staff with overall responsibility for Anti-Bullying in the EYFS is: Mrs Sarah Grundy.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head of School.

- The Proprietors will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Approval: Last reviewed: September 2026

Next review: September 2027

Matthew Adshead	Jenny Adshead	Mrs K Wise
Proprietor	Proprietor	Head of School

Principles - Aims and Objectives: At Old Vicarage School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school community. As part of this Policy we believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

Bullying of any kind can threaten both the mental health and educational progress of our pupils. Old Vicarage School enables all members of the school community to understand what constitutes bullying, making it clear to pupils, staff, parents and guardians that bullying is completely unacceptable. We strongly believe that our pupils have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our aim is to promote positive relationships amongst all members of the school community and to develop a culture in which individuals are listened to and their concerns taken seriously. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying outside of school. Therefore, if bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. All adult members of our school community should be vigilant in recognising that bullying is taking place, and deal with it thoroughly and with sensitivity. Clear records are kept evaluating the effectiveness of the approach or to enable patterns to be identified.

We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. As we are a relatively small school, all pupils are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that pupils have free and informal access to the Head of School and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. We aim to promote a transparency in human relationships so that children, by default, are held to account for the feelings they may evoke in others. In the event of bullying taking place among the staff, the Head of School should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Concerns about adults towards pupils are reported under the staff allegations and low-level concerns procedures in the Safeguarding and Child Protection Policy, without an informal investigation by staff. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

Bullying may be a safeguarding concern even before the significant-harm threshold is met. Staff must report any concern promptly to the Designated Safeguarding Lead (DSL), Mr Richard Crook, or a deputy, in accordance with the Safeguarding and Child Protection Policy. Where a child is suffering or likely to suffer significant harm, the DSL refers to children's social care; any member of staff may refer directly where necessary. Immediate danger requires police contact. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

Cyber-bullying Preventative Measures: The school addresses online bullying through its safeguarding and online safety arrangements. Staff receive regular online safety updates and pupils and parents are given relevant information. Online conduct may amount to an offence depending on its nature and circumstances. If our staff consider that an offence may have been committed, we will seek assistance from the police.

Bullying – Child Protection Related Issues: Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Staff report promptly to the DSL, Mr Richard Crook, or a deputy (Mrs Kerry Wise or Mrs Sarah Grundy for EYFS). The DSL considers referral to children's social care and/or police under the Safeguarding and Child Protection Policy. Staff may refer directly if needed and must act immediately where a child is in danger. However, external support can be given to students whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue. The Old Vicarage School may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

What is bullying? Definition of Bullying: Bullying can be defined as 'behaviour by an individual or group, that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences.'

Stopping violence and ensuring immediate physical safety is our school's first priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also involves an imbalance of power between the perpetrator and the pupil affected. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. The Old Vicarage School ensures early intervention to help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Keeping Children Safe in Education 2026 recognises that bullying, including online and prejudice-based bullying, can be child-on-child abuse.

Bullying can be:

- Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.
- Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing

personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

- Cyber – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on.
- Racist - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the pupil affected is attacked not as an individual but as the representative of a family, community or group. The school records and reviews these incidents to identify patterns and inform its response.
- Cultural – focusing on and/or playing off perceived cultural differences or similar.
- Sexist – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender.
- Sexual - is unwanted or inappropriate physical contact or sexual innuendo.
- Homophobic - This is bullying which is directed towards people who are openly gay, bisexual, or are perceived as gay.. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.
- Religious – Attacking faith, belief, religious practice or custom.
- Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) (Dyslexia, Dyscalculia and Dyspraxia).
- Verbal - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and
- Written – spreading rumours, writing or printing unkind or malicious comments on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Old Vicarage School. All staff and volunteers at Old Vicarage School are expected to treat each other with a professional level of respect. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by most pupils at some period during their school career. We also avoid and are alert to initiation and other ceremonies for our pupils, which may amount to potential bullying and/or child on child abuse. Any such concern is reported to the DSL and addressed under the Safeguarding and Child Protection Policy.

Cyber-bullying: The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside our school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Any search, confiscation or examination of an electronic device follows the school's Searching, Screening and Confiscation Policy and current DfE guidance. Staff must not view, copy, share or delete suspected indecent images of children; they report the concern to the DSL immediately and follow safeguarding and police advice. For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'. DfE Preventing and Tackling Bullying advice and Keeping Children Safe in Education 2026.

We expect all pupils to adhere to the safe use of the internet as detailed in our e-Safety Policy. The active management of hardware, software and connectivity and vigilance of teachers and parents have an active part to play in the protection of pupils from Cyber-Bullying incidents.

Pupils will have access to technologies that have both positive and negative potential. Our policy of the use of technology within the school setting and beyond is understood and respected by staff and it is important the students and the wider school community also respect this policy. Within our e-safety policy, we have clearly defined roles and responsibilities for online safety as part of the school's wider safeguarding strategy and how this links with our main safeguarding policy (please refer to Safeguarding Child Protection policy cited in related documents). There are reporting mechanisms available for all users to report issues and concerns to the school and how they are managed and/or escalated (please refer to e-safety policy including ICT acceptable use policy). The management of all personal data is in line with statutory requirements.

Signs of Bullying and Staff Awareness: The term 'bullying' is commonly associated with acts of violence, but non- physical bullying is experienced by most pupils at some period during their school career. All staff must be alert to the signs of bullying. These may include:

- unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem;

- failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged;
- a change in established habits (e.g. giving up music lessons, change to accent or vocabulary)
- psychological damage, unexplained tearfulness; and diminished levels of self-confidence;
- frequent visits to the school office with symptoms such as stomach pains, headaches and so on;
- a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance and late arrivals to class along with excuses for work not done;
- choosing the company of adults;
- missing property;
- afraid to use the internet or mobile phone, Is nervous and jumpy when a cyber-message is received
- asks for extra pocket money or starts stealing money (to pay bully)
- displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares;
- talking of suicide or running away and
- verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Classes have a worry-procedure chart called 'What to do if you are worried' which is discussed and referred to.

Strategies: We will work to prevent and eliminate any form of bullying by:

- promoting good behaviour and positive relationships based on mutual respect;
- making pupils fully aware of the school's policy;
- ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;
- promoting anti-bullying through education using the curriculum, tutorial and circle time and in particular the Personal, Social, Health, Economic education (PSHE) programme to raise awareness of issues relating to bullying.
- informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;
- providing counselling and help for victims of bullies and for bullies themselves ;
- ensuring that the perpetrator and his/her parents, are fully aware of the unacceptable nature of the behaviour and the consequences of any repetition;
- giving support to those involved in bullying to enable them to change their behaviour;
- imposing reasonable, proportionate and consistent sanctions as and when necessary;
- seeking the support of outside professional agencies as appropriate;
- developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying week and peer mentoring and
- familiarising all staff at Old Vicarage School with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all members of the school community, they act as good role models for pupils.

Old Vicarage School's Anti-bullying Policy is dovetailed with the Behaviour Management Policy (with support for the pupil affected and the pupil responsible) and makes it clear what the sanctions are for bullying. At Old Vicarage School we implement disciplinary sanctions that reflect the seriousness of an incident and convey a deterrent effect. If necessary, strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Old Vicarage School to have clear policies that are communicated to parents, pupils and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed and understood by the pupil/s responsible and the pupil/s affected. Bullying instances are reported and recorded so that patterns can be identified. Staff will consult with the Head of School or other senior manager knowing that their response will be sympathetic and appropriate.

Zero Tolerance Approach to issues of Sexual Violence and Sexual Harassment Our School stands against any form of discriminatory act and has a zero-tolerance approach to sexual harassment and sexual violence. To reinforce the seriousness of acts of sexual harassment and sexual violence, we will follow a developmentally age appropriate and stepped response to all such incidents. Behavioural sanctions will reflect the severity and/or frequency of any reported incident. The DSL will make a case-specific

assessment of safeguarding, risk and whether police and/or children's social care involvement is needed, including where a criminal offence may have occurred. Support and protection do not depend on a disciplinary finding.

The Role of the Staff: The ethos and working philosophy of the Old Vicarage School means that all staff actively support children to have respect for each other and for other people's property. Kind and polite behaviour is regularly acknowledged and rewarded. Children are actively involved in the prevention of bullying. Class codes of conduct are apparent in all classes and support the school's stance for RESPECT and hence commitment to anti-bullying practice.

- All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place.
- Staff are proactive in responding to bullying on the basis of protected characteristics.
- All staff need to be aware of any obvious or subtle hurtful conduct in lessons.

Staff Should:

- Be continually aware, watchful and available promoting good behaviour and encourage the care of others.
- Ensure pupils are appropriately supervised.
- Report all cases of bullying to the Head.
- Parents' involvement and cooperation can be sought and parents of pupils involved will be kept informed.

Staff Training: We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils,

including those with special educational needs and disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.

Preventing an environment which is hostile to those with protected characteristics: The school is alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires, with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish. This may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment.

Examples of good practice include addressing issues of unconscious bias by the staff body through formal training to help ensure that those with protected characteristics are fully included in the life of the school; routinely considering the equality aspect of policies when they are initiated or reviewed; reviewing the adequacy of their arrangements for listening to children (hearing the pupils' voice). We regularly review our educational content to ensure that it is appropriate and where it raises controversial topics, these are dealt with sensitively and in context to the situation or period of time.

Procedures: It is important that all staff be alert to early signs of distress in pupils. A report is acted on even if a single incident does not meet a definition of bullying. Staff secure immediate safety, listen without promising secrecy, record the facts and report safeguarding concerns promptly to the DSL. The DSL coordinates risk assessment and safety planning for child-on-child abuse, including online or sexual harm, and considers support for the child affected, the child alleged to have caused harm and any witnesses. Staff must not use mediation or restorative approaches where coercion, sexual harm or safety concerns make them inappropriate. The Head of School records the response, actions, parental communication, follow-up dates and outcome in the central bullying log; safeguarding records are also maintained separately under the Safeguarding and Child Protection Policy. It is important that all staff be alert to early signs of distress in pupils. If a member of staff witnesses a bullying incident, in any form, or is approached by a pupil about bullying, they should investigate the incident without delay according to the agreed procedures that are as follows:

- Minor cases of verbal or physical unpleasantness should be dealt with on the spot by the teacher.
- Pupils should be reminded of the standards of behaviour expected.
- Where an incident gives greater cause for concern, teaching or support staff who witness or are told of the bullying should take a detailed record of the incident and names of those involved. The record of bullying should be passed to the Head of School or in their absence the joint Proprietors.
- The Head of School will investigate the incident and see the pupil/s involved. All staff will have been made aware of the Peer Support Approach to dealing with bullying which has, in many schools, been found to be particularly effective. The Head of School should be kept informed of any instances of bullying.
- The Head of School ordinarily informs parents of pupils involved promptly, taking advice from the DSL where disclosure might increase risk, prejudice an investigation or require coordination with children's social care or police. The reasons for any delay are recorded.

- The staff member records the pupil's account in their own words where possible. Pupils are spoken to separately and sensitively; no pupil is required to write an account. Staff avoid repeated questioning or investigating possible abuse before the DSL has assessed safeguarding and referral needs. In the course of this procedure enquiries should be made to ascertain whether or not the alleged bully has been involved in similar incidents involving this or other pupils, thus enabling patterns of behaviour to be established.
- If a first offence is of a serious nature, the Head of School should be informed as a matter of urgency.
- Bullying which has been recurrent or persistent, should be discussed by Head of School and joint Proprietors.
- The school will continue to monitor the wellbeing of the affected pupil and the behaviour of the pupil responsible, agreeing a review date and checking whether the measures work. Meet with the victim on the review date to determine whether the pupil/s responsible have stopped their behaviour. If the pupil responsible has stopped comment favourably to the pupil responsible, inform staff that the problem has stopped. Inform the Head of School if the pupil responsible has continued. The Head of School will then take appropriate action.
- Staff do not blame a pupil who reports bullying. They consider all relevant circumstances, listen to each pupil and arrange appropriate support and protection.
- The School Behaviour Policy is central to the school's stance against bullying.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated.

Action should then be taken with regard to each of the following:

- Advice and support for the pupil affected in accordance with the Behaviour Management Policy.
- Sanctions imposed will be relative to the age of the pupil. The bully must understand what he/she has done and why the sanctions are being applied. Sanctions and support for the pupil responsible are used in accordance with the Behaviour Management Policy.
- Informing the parent of the pupil affected, the pupil responsible and possibly others involved.
- Formally recording the incident on the pupil(s)' files.
- Sharing only information necessary for staff to protect and support pupils, through secure channels and on a need-to-know basis.
- Giving relevant feedback and reminders about appropriate behaviour to pupils.

In the event of bullying taking place among the staff, the Head of School should be informed and appropriate decisions made with possible reference to the relevant school Employment Policies and Procedures. Concerns or allegations about an adult's conduct towards a pupil must be reported and managed under the staff allegations and low-level concerns procedures in the Safeguarding and Child Protection Policy; staff must not investigate before the appropriate safeguarding advice. Each pupil is treated fairly and with respect. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from a pupil, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

Recording of Bullying Incidents: All incidents of bullying will be recorded, so that any patterns can be identified. We distinguish in our records for any incidents of bullying which are based on protected characteristics. This enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of our pupils.

The Procedures for Pupils: Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires.

For children who are being bullied - Remember bullies thrive on silence

- If you are being bullied tell someone, preferably a trusted adult.
- If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened.
- Do not blame yourself – it is not your fault.
- Make friends or stay around others.
- If worried, stay near a playground lady or school mentor at break.
- Expensive items and large sums of money should be left at home.

- Move to safety and seek help from an adult. You do not have to manage bullying alone.

For children who see someone being bullied

- If you see someone being bullied or in distress, tell a trusted adult. You are not responsible for another pupil's bullying.
- Tell an adult immediately.
- Try to be a friend to the person who is being bullied.
- Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child.

For children who are using bullying behaviour

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long lasting effect on others.
- Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- Ask a trusted adult for help to change your behaviour.
- Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'.
- Speak to an adult about your bullying behaviour.

On a member of staff witnessing or receiving an allegation of bullying: Reassure and support the pupils involved. Advise them that you are required to pass details on to the relevant member of the Senior Leadership Team. The Head of School keeps a central log of reports, incidents, actions, outcomes and follow-up. Records note any prejudice-based or discriminatory element. The Head of School reviews trends and reports the anonymised findings and effectiveness of prevention measures to the Proprietors at least annually.

Involvement of Parents (including clear policies communicated to parents): We have clear policies communicated to parents, pupils and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. Through the involvement of parents the school aims to show pupils the part they can play in preventing and dealing with bullying. Parents have a responsibility to:

- Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.
- Contact the Head of School if they are not satisfied that their concerns have not been dealt with appropriately. Parents may be invited to discuss the concern and the planned response.
- Allow the school to resolve the problem with the pupil responsible and their parents.
- Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves through the use of inappropriate language or behaviour.
- Be aware that bullies have often been victims themselves.
- In the case of cyber bullying, e.g. messaging or social media, pupils should tell a trusted adult and preserve relevant messages where safe. They must not forward suspected indecent images of children; these concerns go immediately to the DSL.

Action should then be taken with regard to each of the following:

- Advice and support for the pupil affected is in accordance with the school's behaviour management policy.
- Sanctions imposed will be relative to the age of the child. The bully must understand what they have done and why the sanctions are being applied. Support for the pupil responsible is in accordance with the school's behaviour management policy.
- Sharing only information necessary to protect and support pupils, on a need-to-know basis.

The above process and sanctions should impress on the person instigating any act of bullying that:

- their action is totally unacceptable;
- it is meant as a deterrent to enabling repeat behaviour and
- it is a signal to other members of the community that bullying is not tolerated.

Prevention: Old Vicarage School uses the following methods for helping pupils to prevent bullying. As and when appropriate, these may include:

- the school rules through circle time, during Personal, Social, Health, Economic Education (PSHEE) and citizenship activities along with SEAL and Assembly;
- social stories and drawings about bullying;
- reading stories about bullying or having them read to a class or assembly;
- making up role-plays and
- providing emotional support to give each child the opportunity to express how they feel.

Methods:

- We watch for early signs of distress in children.
- We listen, believe act and give reassurance when a child(ren) communicates that they are being bullied.
- We intervene to stop the pupil engaging in bullying from harming the other child or children.
- We help and explain to the pupil responsible why his or her behaviour is unacceptable.

Appreciating the Seriousness of Bullying: Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. Sanctions under the Behaviour Management Policy may include suspension or exclusion where justified. An apology or restorative meeting must be voluntary and appropriate to the affected pupil's safety and wishes. The school considers age, SEND, disability, reasonable adjustments and proportionality.

Pupils' Response to Bullying: Pupils mainly respond to bullying behaviour in one of four ways. They can:

- actively encourage the pupil's behaviour;
- passively support the pupil's behaviour;
- passively reject the pupil's behaviour and
- actively challenge the pupil's behaviour.

Classroom Management: Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. Pupils may speak to any trusted adult, who will explain that safeguarding information may need to be shared with appropriate staff to keep them safe. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Playground Management: The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors will report bullying to the teacher on duty, who in turn will act in accordance with the agreed policy.

Anti-Bullying in the Early Years Foundation Stage: Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Mrs Sarah Grundy, Head of Pre Prep is in day-to-day charge of the management of behaviour in the EYFS. We explain to children why some forms of behaviour are unacceptable and hurtful to others. Children are encouraged, in an age-appropriate way, to seek help from an adult if they see someone being hurt or excluded; responsibility for bullying rests with the person carrying out the behaviour.

We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Occasionally, a child may be sent to see the Head of School, who will explain the inappropriateness of a particular action but such instances are rare. Parents are informed of significant or repeated concerns and the agreed response and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's Teacher and the Head of Pre Prep and to agree a joint way of handling the difficulty. Copies of our Behaviour Management Policy for our EYFS children are in the Parent Handbook for parents and their children to read together.

Complaints Procedure: Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted and ISI if they are unhappy with the way in which their

complaint has been handled. The complaints policy explains how to complain to Ofsted and ISI. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

Bullying which occurs outside school premises: Staff at the Old Vicarage School have the power to discipline students for misbehaving outside the school premises. The school may respond to off-site bullying where it affects pupils' welfare, safety or school life. Any disciplinary action is taken under the school's Behaviour Management Policy and the independent school standards, with regard to the school's contractual arrangements, fairness and proportionality. Sections 90 and 91 of the Education and Inspections Act 2006 are not relied on as powers for this independent school. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The DSL and Head of School consider safeguarding referrals and police contact according to the circumstances, recording the reasons for the decision. While school staff members have the power to discipline students for bullying that occurs outside school, any sanction is imposed in accordance with the Behaviour Management Policy and applicable law.

Remember we are a 'TELLING SCHOOL'. Bullying in any form will not be tolerated.