BUCKINGHAM PREPARATORY SCHOOL

'Together we nurture, we inspire, we achieve'

Anti Bullying and Cyber Bullying Policy

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BUCKINGHAM PREPARATORY SCHOOL

ANTI BULLYING POLICY

Revised: September 2026 (to be reviewed in September 2027)
This policy applies to EYFS, Infants and Juniors

BUCKINGHAM PREPARATORY SCHOOL POLICIES

This policy should be read and adhered to in conjunction with both National (DfE) and the following Buckingham Preparatory School policies:

- Behaviour and Sanctions Policy
- Exclusions and Sanctions Policy
- Safeguarding and Children's Welfare Policy
- Internet and E-Safety Policy
- Anti Radicalisation Policy
- Equal Opportunities Policy
- Staff Code of Conduct and staff Handbook
- SEND and provision for Learning Policy
- Data Protection Policy
- PSHHE and RHE Policy
- Keeping Children Safe in Education (KCSIE) – current statutory guidance
- Working Together to Safeguard Children

These policies are available to parents via request from the school office or the school website.

AIMS AND OBJECTIVES

All pupils, staff, parents and Governors of Buckingham Preparatory School (BPS) aim to work together to create a happy, caring, friendly, supportive and safe environment so that the pupils can learn in a relaxed atmosphere without fear of being bullied. The school encourages a respect

for each person in the school community regardless of colour, race, creed, religion, disability or gender. We aim to enable each child to:

(i) Develop self-esteem and confidence through praise and encouragement.
(ii) Develop a positive attitude towards learning and the confidence to persevere.
(iii) Treat other people with kindness and respect.
(iv) Respect and value property and equipment.

In addition, this policy aims to ensure:

- pupils and staff are safeguarded in the real and virtual world
- pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be
- pupils and staff are fully aware that abuse is abuse and should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'
- the school maintains a zero-tolerance approach to sexual harassment, sexual violence and online sexual abuse
- bullying, discriminatory behaviour and child-on-child abuse are identified and addressed at an early stage
- pupils are encouraged to report concerns and know they will be taken seriously
- knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community
- we have appropriate measures to deal effectively with cases of cyberbullying
- we monitor the effectiveness of prevention measures.

At BPS we follow Department for Education guidance regarding bullying prevention, safeguarding and online safety, including:

• Preventing and Tackling Bullying
• Cyberbullying: Advice for Headteachers and School Staff
• Advice for Parents and Carers on Cyberbullying
• Keeping Children Safe in Education (current version)
• Teaching Online Safety in Schools
• Behaviour in Schools
• Equality Act 2010
• Filtering and Monitoring Standards for Schools and Colleges
• Sharing nudes and semi-nudes: advice for education settings

Definition

Bullying is defined as a behavior that :

"intentionally hurts another pupil or group physically or emotionally, Buckingham Preparatory School recognises that bullying may constitute child-on-child abuse and may occur online or offline. Incidents may involve abusive, exploitative or harmful behaviour, including sexual harassment, sexual violence, discriminatory language, intimidation, coercion, prejudice-based bullying and the sharing of harmful or manipulated digital content.

However this does not exclude single incidences and detailed recording is also made for this instance.

Bullying can take many forms and overtones. On many occasions, an individual who differs from the norm is victimised. In essence, it is when a child is exposed, repeatedly and over time, to negative actions on the part of one or more persons. Single incidences are also taken seriously.

We recognise that bullying is a very serious problem which can cause psychological damage, self-harm, self-loathing and in extreme cases, suicide. It can range from name/calling, teasing, threats and extortion, both in person and through the use of technology, through to physical assaults on persons and their property. The four main types of bullying are:

Racial - in the form of racial taunts, graffiti or gestures.
Sexual/sexist - unwanted physical contact or sexually abusive comments.
Homophobic - Homophobic, biphobic and transphobic – targeting an individual's actual or perceived sexual orientation or gender identity.
Cyber - use of technology to abuse ***(see detailed section on cyberbullying***)
Verbal - Name calling, sarcasm, spreading rumours, teasing.
Physical - pushing, punching, kicking, hitting, biting, violence or physical intimidation.
Emotional - excluding, isolation, tormenting, intimidation, extortion, ridicule
Cultural - clothing, country of origin, language spoken, ethnicity.
Religious - beliefs, practices.
Educational – Special educational needs and disabilities (SEND) – targeting pupils because of learning needs or disabilities.
On disability grounds - visual and auditory impairment, lack of mobility.
People can also be bullied because of their **gender**, if they are **adopted** or **looked after** by a carer

Bullying on the basis of the **protected characteristics** under the Equality Act 2010 is taken particularly seriously. These include disability, race, religion or belief, sex, sexual orientation and gender reassignment. Incidents involving prejudice-based bullying will be investigated thoroughly and addressed promptly.

Preventative Measures

To prevent incidents of bullying the school will:

- Ensure staff act as role models and set good examples of behaviour in dealing with pupils and adults.
- Uphold effective behaviour management strategies as set out in the "Behaviour Management Policy".
- Ensure all pupils are appropriately supervised, following guidelines from the "School Supervision Policy"

- Hold termly PSHEE assemblies and lessons based on the theme of Anti-Bullying, E-Safety and Cyberbullying.
- Ensure all pupils are aware of the appropriate use of online learning platforms, such as Google Classroom, and that these expectations are regularly monitored by their teachers.
- Reward Kindness and acts of good citizenship through achievement assemblies.
- Ensure staff have regular and up to date training on how to highlight and effectively manage any incidents of bullying.
- Hold weekly teacher briefing where staff can share any concerns they have regarding a change in children's behaviour, or share any issues which may have arisen which other staff members should be aware of.
- The school will ensure staff have appropriate training and understanding to support all pupils, including those with SEND, vulnerable pupils and pupils who may be at greater risk of bullying or discrimination. Ensure the School's Behaviour and Sanctions policy is up to date and used by all staff.
- Ensure pupils are taught about online safety, respectful online behaviour, digital resilience and the risks associated with social media, gaming platforms and online communication
  Ensure appropriate filtering and monitoring systems are in place in line with DfE standards
- Engage with parents through parent's evenings, curriculum evenings and meetings with outside agencies as appropriate.

Staff Training

Staff receive regular training to keep them aware of current trends and patterns in anti-bullying and bullying prevention. This include but are not limited to:

- Yearly review of the Anti-Bullying Policy
- Online courses from external providers.
- In houses training and staff meetings
- Ensure all staff are aware of the importance of online safety and how this links to their professional safeguarding duty
- Ensure staff understand current safeguarding risks linked to online abuse, child-on-child abuse, harmful sexual behaviour and AI-generated or manipulated online content

Procedures

Pupils are encouraged and supported to report any concerns, worries or incidents of bullying to a trusted adult as soon as possible. This is done through PSHEE sessions, assemblies and circle times. Allegations of bullying are always investigated. The school recognises that some incidents may constitute child-on-child abuse and therefore safeguarding procedures may be implemented where appropriate. Initially, this may be done through informal means, such as discussing the issues with the children concerned. However, a child may wish to avoid a confrontational situation, so a member of staff may speak to a group of children in a very general

way about unacceptable forms of behaviour. The emphasis is always on a caring and listening approach as bullies can also be victims, too. Teachers will normally resolve minor incidents such as name calling and teasing as they occur.

Major incidents will be recorded by Teachers on the School "Engage System" and in the **Bullying Folders** which is kept in the Heads office and is monitored by the Headteacher. In extreme cases, an **Individual Behaviour Plan** (IBP) would be used in order to track all aspects of a child's behaviour. In this way, patterns of behaviour can be identified.

If these measures are unsuccessful, then more formal methods will be used, such as the child being sent to the Headteacher. This could involve contacting the parents or guardians as well as the DSL being involved. Sanctions for the bully may include a playtime detention, or a report sheet - it depends on the severity of the incident. In exceptional circumstances, bullying may result in a child being suspended or excluded.

The School needs the support and co-operation of parents at all times. If a parent or guardian knows that a child has a problem, the parent or guardian should, in the first instance, discuss the matter with their child's Form Teacher. If this does not resolve the problem, the parent or guardian should contact the Headteacher who may involve the DSL. During the course of a meeting, an 'action plan' should be agreed upon, with the parent/guardian being given an opportunity of a follow-up meeting if the matter has not been resolved. After the incident has been investigated and dealt with, each case will be monitored to ensure that similar incidences do not occur again. A bullying incident should be treated as a child protection concern Where bullying behaviour presents a safeguarding concern, the DSL will assess the incident in line with safeguarding procedures, including consideration of contextual safeguarding, child-on-child abuse and referral to external agencies where appropriate.

Staff should be made aware of the fact that their first priority is with the victim, not the bully. The victim should be removed to safety – the bully can be dealt with at a later date. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

Incidents which involve victims being targeted as a result of a protected characteristic are taken extremely seriously and are always dealt with as a matter of urgency.

IMPLEMENTATION

(i) **School**

The following measures will be taken when dealing with incidents:-

- Initially teachers will deal with issues through informal means and record the incidents on **Engage Daybook School System**.
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- This is then logged and filed in the **Anti Bullying Folder** in the Heads Office
- A clear account of the incident will be recorded and given to the Headteacher
- The Headteacher will interview all concerned and will record the incident

- Form tutors will be kept informed and if it persists, the form tutor will advise the appropriate subject teachers
- The DSL and SMT will be informed is needed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- Bullying checklist to be completed by relevant staff member and signed off by the Headteacher
- Bullying summary of each incident is kept by the Head teacher for each term.

(ii) **Pupils**

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence
- continued monitoring through the Engage system to highlight any further incidents or patterns.

(iii) **Pupils who have bullied will be helped by:**

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil

(iv) **Pupils who have been witness to bullying incidents (bystanders) will be supported by:**

- discussing what happened
- establishing the appropriate actions to take when witnessing a bullying incident
- discussing the role they have in helping to prevent and deal with bullying.

(v) **The following disciplinary measures can be taken:**

- official warnings to cease offending
- detention
- Individual Behaviour Plan
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

CYBERBULLYING

Cyber bullying can involve, but is not limited to:

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.

- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** Cyberbullying may also include the creation, sharing or manipulation of AI-generated, digitally altered or fake images, audio or video intended to embarrass, threaten, intimidate or harm others.
- **Online sexual harassment** may include non-consensual sharing of sexual images and videos; sexualised online bullying; unwanted sexual comments and messages, including on social media; and sexual exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

School staff, parents and pupils of Buckingham Preparatory School need to work together to prevent cyberbullying and to tackle it whenever it occurs. The school follows Dfe advice **Cyber Bullying: Advice for Headteachers and School Staff (2014) and Advice for Parents and carers on Cyber Bullying (2014).**

The DSL and Headteacher are responsible for ensuring all pupils and staff are aware of issues surrounding online safety and that appropriate filtering and monitoring systems are in place in accordance with DfE expectations.

If staff have a safeguarding concern about a child or a child makes a report to them, they should follow the referral process as set out in the school's **Safeguarding Policy**.

TACKLING CYBERBULLYING

It is crucial that children and young people use their mobile phones and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils of Buckingham Preparatory School have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of the Internet adds a new dimension to the problem of bullying. Unlike other forms, cyberbullying can follow children and young people into their private spaces and outside school

hours. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

It is important to note that Cyberbullies rarely remain anonymous and can generally be traced following their misuse of the Internet/mobile phone.

The use of mobile phones, smart devices and unauthorised social networking activity by pupils is prohibited during the school day unless expressly permitted by staff for educational purposes.. E-Safety is taught within PSHEE and Computing lessons, covering all the above and it is hoped that the children take full advantage of understanding and adhering to the advice given. Whilst we will support families where issues have occurred, it is however the responsibility of parents/guardians, to monitor and be aware of their own children's behaviour, outside of school.

Most cases of cyberbullying will be dealt with through the procedures already outlined in this policy.

Pupils with special educational needs and disabled pupils

Special care and consideration should be taken when looking into an incident which involved a pupils with special education needs or disability. The School must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the **Equality Act 2010** as amended not to discriminate against disabled pupils by excluding them from School for behaviour related to their disability.

The Headteacher should ensure that reasonable steps have been taken by the School to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- differentiation in the applying of the **School's Behaviour Policy**
- developing strategies to prevent the pupil's behaviour
- requesting external help with the pupil
- staff training

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Low-level concerns and harmful behaviour

The school recognises the importance of identifying harmful behaviour at an early stage in order to prevent escalation. Low-level disruptive, discriminatory or unkind behaviour will be challenged consistently and proportionately before it develops into bullying or abusive conduct.

Staff are expected to model respectful relationships and reinforce clear expectations regarding kindness, inclusion and appropriate conduct both online and offline.

Safeguarding

The Senior Management Team will assess the nature of each incident and make a decision on whether the incident requires further intervention on a Safeguarding level. The DSL will consider whether bullying incidents should be recorded and managed as safeguarding concerns, including where incidents involve child-on-child abuse, harmful sexual behaviour, online exploitation or discriminatory abuse and is responsible for liaison with outside safeguarding agencies over the threshold for reporting incidents of bullying to external agencies and also for potentially reporting criminal incidents to the police.