



# FOREST SCHOOL

## Anti-Bullying Policy

Whole School including EYFS

v1.1

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**This Policy should be read in conjunction with;**

- Safeguarding and Child Protection Policy
- Behaviour Policy (Senior and Prep)
- School Rules
- Responsible User Agreement
- Learning Support Policy
- Equal Opportunities Policy
- Online Policy
- Complaints Procedure
- Searches, Contact and Reasonable Force Policy

## **1 Introduction**

Forest School recognises and aims to follow the guidance set out by the DfE documentation Preventing and tackling bullying Advice for headteachers, staff and governing bodies (July, 2017), Cyberbullying: Advice for Headteachers and School Staff (2014), 'Teaching Online Safety in School' DfE, June 2019 and Advice for parents and carers on cyberbullying (2014)

At Forest School, we place the highest possible premium on three broad values which underpin The Forest Community:

- Respect for self
- Respect for others
- Respect for the school

We are committed to providing a safe, brave, inclusive and supportive environment that reduces and ensures minimal opportunities for disruption, violence and any form of harassment to occur so that every one of our pupils can develop his/ her full potential. We also apply this to the wider community including staff. It is important to note this policy is underpinned by the School values of **Growth, Wellbeing, Learning, Hard Work, Diversity, Responsibility and Community**.

Bullying (including cyberbullying), especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health and overall personal development. Bullying which takes place at school does not only affect an individual but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools built upon the high expectations can help to create safe and brave environments where pupils are able to progress successfully and fulfil their potential. Bullying can also have detrimental effects on a School community impacting on the culture and fabric of the School.

Forest ensures every pupil can achieve their potential in terms of personal development and academic achievement. Forest pupils should be in a community where they feel empowered and are supported to contribute positively to the Forest Community. As a community we promote and foster an atmosphere that is built on mutual-trust, tolerance and underpinned with the highest of expectations. The Forest Community must be upstanders and allies to ensure bullying is not normalised, ignored or welcome in our community.

Forest School prides itself on respect and mutual tolerance. Parents and carers have a vitally important role in supporting Forest School in maintaining high standards of behaviour and instilling a focus of personal development in every Forester. It is essential that school and home communicate and work seamlessly together to ensure pupils have the time and space to focus on their personal development and developing their own moral compass

This policy is available to parents of pupils and prospective pupils on our website, on request. It is also communicated to all staff and pupils via the intranet and staff and pupil dashboards.

Regular information and scenario-based training is included to support staff with raising any concerns with regards to behaviour associated with bullying or initially as one-off incidents that can be thoroughly investigated and carefully managed. The Governing Council have also attended familiarisation sessions linking to Behaviour.

Prevention is key. Forest's response to bullying would not start at the point at which a child has been bullied. Forest proactively investigates behaviour between pupils which do not meet our high expectations, but also behaviours that could be associated with bullying.

This might involve talking to pupils about issues of difference, perhaps in RSHE lessons, through tutor time, House Meetings or through assemblies. All of these spaces provide an opportunity to

support pupils' personal development and focus on the values and skills that are required to co-exist respectfully in a large community.

Bullying, harassment, victimisation and discrimination will not be tolerated. The School has a duty of care to pupils and to staff to ensure they are part of a community which is safe, and they feel empowered to speak out and call out such behaviour. We treat all our pupils and their parents and carers with mutual respect, and with consideration as individuals. We expect all community members including parents and carers to respect the staff, the school and each other, in return. All forms of bullying are unacceptable at Forest and any instances will be fully investigated, recorded and robust action take, where appropriate, this in almost all cases will result in disciplinary action following our Behaviour Policy.

This policy applies to all pupils in the school, including those in the Early Years Foundation Stage and applies to behaviour undertaken both inside, and outside of the School.

## 2 Definition of Bullying

Bullying can be defined as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally" ([Guidance on Preventing and Tackling Bullying, Department for Education, July 2017](#)).

Bullying is the intentional hurting, harming or humiliating of another person by physical (including any threat of or use of violence of any kind), sexual, verbal (including via email, social media, SMS, DM or other instant messages), and emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim, which we identify at Forest as bystander behaviour. Bullying is often hidden and subtle. It can also be overt and intimidating, often involves an imbalance of power and control between the perpetrator and the victim whether that be a physical, psychological or intellectual imbalance, or by the perpetrator having the capacity to socially isolate the victim.

Repeated disruption and the use of offensive, harmful, hurtful and inappropriate language can in itself have a significant impact. This may also include non-verbal communication and also actions that may indirectly impact on the victim. If left unchallenged, not investigated thoroughly or dismissed as "banter" it can also lead to reluctance to report other behaviour and foster atmosphere of bystander behaviour Early intervention which is a pastoral priority at Forest can help to communicate consistent expectations of the behaviour that is and isn't acceptable and help stop behaviours escalating.

Bullying is often motivated by prejudice against protected characteristics, and may involve actions or comments regarding a person's race, religion, gender, sexual orientation, special education needs or disabilities (SEND), or because of a pupil's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between pupils, or perceived differences.

Further information on peer-on-peer abuse can be found within the Schools Safeguarding and Child Protection policy as well as the individual Child-on-Child Abuse policy.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff, parents and carers. Further information can be found:

[DfE guidance: Prevent and Tackling Bullying July 2017](#)

[DfE guidance Sexual Violence and Sexual Harassment between children in schools and colleges](#)

Cyberbullying: Advice for headteachers and school staff (November 2014)

Cyberbullying: Advice for parents and carers (November 2014)

### **Prejudice-Based and Appearance- Based Bullying**

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity special educational needs or disabilities, or because a child is in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. We respond as robustly to appearance-based discrimination that may not be included under the umbrella of protected characteristics.

## **3 Cyberbullying**

Young people routinely access social media and for some much of their social lives are online. This can create a false sense of security and at Forest we spend a lot of time as part of the Personal Development Curriculum talking with pupils about intent verses impact. It can be easier to say and reveal things that wouldn't be said face to face; be unkind harmful, aggressive, hurtful or inappropriate. It is important for Forest pupils to remember that there are offline consequences to online behaviour, which in all cases most likely activate a higher order sanction or possibly permanent exclusion.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying 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.

All forms of bullying (including cyberbullying) are handled as a community issue. It is important that Forest takes measures to prevent and tackle cyberbullying among pupils. But it is equally important we make it clear that bullying of staff, whether by pupils, parents/carers or colleagues, is unacceptable, taken extremely seriously and will be investigated fully.

Cyberbullying can be defined as "the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to

harm others" (Belsky, <http://www.cyberbullying.org/>). It is an aggressive, intentional act carried out repeatedly over time, often against a victim who cannot easily defend himself/ herself.

Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones or any other electronic device;
- The use of mobile phone camera images to cause distress, fear, embarrassment or humiliation;
- Posting threatening, malicious, hurtful, harmful, abusive, offensive or humiliating material or comments (including blogs, personal websites and social networking sites such as Facebook, Instagram, TikTok, WhatsApp, Snapchat, Reddit, Twitter or YouTube);  
Commenting (including responding to posts) that are hurtful, harmful, abusive, inappropriate, misogynistic etc
- Using e-mail to message others in a threatening, harmful, hurtful, inappropriate or abusive manner; or
- Hijacking/ cloning e-mail accounts  
Using images, memes or gifs to misrepresent someone's character, personality or appearance (including impersonation)

The School acknowledges that cyberbullying may take many different forms including cyberstalking, exclusion or rejection, impersonation, unauthorised publication of private information or images, encouraging derogative, hurtful, inappropriate comments on online platforms.

The School has a role to play in their personal development journey by teaching pupils about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app. In taking this forward, the School has regard to the [DFE's non-statutory guidance on \*Teaching online safety in school\* \(updated Jan 2023\)](#).

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the members of the Senior Leadership Team including the Warden, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental or carer consent to search through a young person's mobile phone. Please read the Safe Handling - searches, contact and restraint policy for more details.

In line with guidance by the DFE (November 2017), Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle. Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that

undermines or ridicules them. It is important that parents/carers make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of “friends” on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

## 4 The School's Response to Bullying

At Forest School we will always treat bullying very seriously and investigate fully. It conflicts sharply with the school's school values, and its strategy on equality, diversity and inclusion. Bullying has no place at Forest School and it will not be tolerated.

In the context of [Preventing and Tackling Bullying \(July 2017\)](#), the School has a duty to take action in the case of bullying involving Forest School pupils, even when it takes place beyond the confines of the School or the School day (Sections 90 and 91 of the Education and Inspections Act 2006). This includes any such behaviour taking place online as well as on educational visits. Bullying can be so serious that it can cause physical, emotional and psychological damage, eating disorders, self-harm and suicide ideation. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment violent and threatening behaviour. No one deserves to be a victim of bullying; everybody has the right to be treated with mutual respect whilst feeling safe in their community. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour that is proven will be subject to appropriate disciplinary sanction in line with our Behaviour Policy and will also, receive further support in their personal development journey.

Forest staff must be alert and aware of the dynamics within the community. It is important that we help pupils develop the skills and values to stand up for others and themselves as far as possible; they should also know that the school is a supportive listening environment, that they can communicate concerns without fear of reprisals, and must trust the School policies will be activated where and when required. Pupils should feel empowered to be upstanders. Bullying which occurs on school educational visits, during activities or outside of the School's premises will not be tolerated any more than bullying on School premises.

Similarly, parents and carers are asked to let the School know directly and as soon as possible if they have cause for concern, either on behalf of their own child or regarding incidents involving others. The School will always try to handle information discreetly and sensitively, and although what staff are told will be in confidence the school cannot promise secrecy. If matters need to be followed up the staff will do so with sensitivity. All Forest community members have a responsibility to raise concerns in a timely manner to ensure we can activate the investigation as soon as possible.

The Personal Development Curriculum including Relationships, Sex and Health Education (RSHE), will discuss themes in relation to upstander behaviour and ensure pupils know where they can access support and report a concern.

## 5 Signs of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoiled by others;
- Books, bags, money and other belongings suddenly go "missing", or are damaged;
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches;
- Unexplained cuts and bruises;
- Frequent absence, erratic attendance or late arrival to class;
- Choosing the company of adults rather than peers;
- Displaying repressed body language and poor eye contact;
- Difficulty in sleeping or experiencing nightmares; or
- Suicidal ideation
- Running away from home or school.

Although there may be other causes, a repetition or combination of these possible signs of bullying must and will be investigated thoroughly in line with this policy.

## 6 Vulnerable Pupils

Bullying can happen to all pupils and young people, and it can affect their social, mental and emotional health. This means being alert to the effect any form of bullying can have and being especially alert to all behaviours and behavioural changes. There is evidence to suggest that pupils that are bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering



from a health problem, those with caring responsibilities, or LGBTQIA+ These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can at times lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

## 7 Bullying - Preventative Measures

We take the following preventative measures:

### Pupils

- All new pupils are briefed thoroughly on the School's expected standards of behaviour. Including the Forest Classroom and the Forest Learner.
- All pupils are reminded of our School Values and our expectations as outline in the Behaviour Policy throughout the Personal Development Curriculum.
- All pupils e-sign the Responsible User Agreement which clearly outlines our expectations in terms of online behaviour.
- They are made aware of the Safeguarding Team.
- They have access to our Digital Partners and onsite counselling service (Place2Be).
- They are told what to do if they encounter bullying focusing on upstander behaviour.
- Our Personal Development Curriculum which includes the Tutor Programme, RSHE lessons, Chapel and assemblies are structured to provide a space where pupils develop an awareness of their social and moral responsibilities as a Forest Community member. The programme is structured to enforce messages about upstander behaviour, community involvement and taking care of each other;
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by developing social skills and by teaching moral and spiritual values that show bullying to be unacceptable. Projects, stories, literature, with discussions of differences between people and the importance of avoiding prejudice-based and appearance- based language;
- All our pupils are encouraged to tell a member of staff at once if they know or suspect that bullying is taking place;
- All pupils are given clear advice about the part they can play to prevent bullying, including when they find themselves as bystanders.
- We provide leadership training to our Sixth Form Leadership Team which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.

## Staff

- All School staff have access to the Anti-Bullying Policy, understand the principles of the Forest Classroom, Forest Learner and The Forest Teacher, their legal responsibilities in terms of Safeguarding and Child Protection, actions to be taken to resolve and prevent problems and sources of further support;
- We have a strong and experienced pastoral team of Tutors, Heads of House, Deputy Heads of Section and Heads of Section (DDSLs) who support the Deputy Head Pastoral and are trained in handling any incidents as an immediate priority, and who are alert to possible signs of bullying;
- Our Deputy Head Pastoral and Heads of Section give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. This includes continual professional development opportunities.
- Our trained School Counsellor and Place2Be organisation are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves when they have social, emotional or behavioural concerns. On occasion, a member of staff team may refer a pupil to them as appropriate;
- The Chaplain can provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community;
- All staff are encouraged to be vigilant, as a matter of course, as they move around the school, paying particular attention to less public areas of the site both during and outside lesson times and before and after the school day. The School has the right, and duty, to investigate incidents of bullying involving our pupils which take place outside School hours, on school visits and trips or that otherwise occur outside of School. The School has the right to take disciplinary measures in respect of such acts.
- Staff are aware of their responsibilities on duty and must read the duty descriptors to know what is expected of them.
- Staff will always consider the motive behind bullying behaviour and whether it raises any concerns for the welfare of the perpetrator. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they always follow the procedures set out in the School's Child Protection and Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead without delay.

## Parents and Carers

- This policy is readily available on the School's website so that parents and carers are clear on the School's approach to bullying and what to do if their child experiences bullying;
- We encourage close contact between the Tutors, Heads of House, and parents/ carers, and will always make contact if we are worried about a pupil's well-being;
- If parents and carers know or suspect that their child, or another pupil, is being bullied, they should contact the School without delay. All concerns will be taken seriously and investigated fully;

- We welcome feedback from parents/carers on the effectiveness of our preventative measures and all other aspects and implementation of this anti-bullying policy.

## 8 Online Safety - Preventative Measures

For the prevention of cyber-bullying, in addition to the measures described above, Forest School:

- Expects all pupils to adhere to its Acceptable User Agreement and Online Safety Policy.
- Certain sites are blocked by our filtering system and our Deputy Head Safeguarding (DSL) working with the IT Helpdesk monitors pupils' use;
- May impose disciplinary sanctions in line with our Behaviour Policy for the misuse, or attempted misuse, of the internet;
- Issues all pupils with their own personal school email address.
- Offers guidance on the safe use of social networking sites and cyberbullying in the Personal Development Curriculum including RSHE lessons, tutor time and assemblies
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe;
- Does not allow the use of mobile phones in classrooms, public areas of the school, or where they may cause annoyance to others; asides from Sixth Form pupils who are allowed to use their mobile phones in the Sixth Form Centre

## 9 Procedures for Dealing with Reported Bullying

Forest School ensures that all instances of or concerns about bullying and cyberbullying on and away from School premises are thoroughly investigated and recorded in detail. Records of instances of bullying (including cyberbullying) and allegations of bullying of any kind including any outcomes will be kept on pupil files and filed on our central Safeguarding database titled CPOMS in order to enable the School to identify patterns of behaviour and to evaluate the effectiveness of our Anti-Bullying Policy.

If an incident of alleged bullying is reported, the following procedures will be adopted (not in chronological order):

- The School will investigate all concerns fully and thoroughly.
- The member of staff to whom it was reported, or who first discovers the situation, will reassure and support the pupil/s involved. The member of staff must ensure that all pupil/s concerned are safe. If the member of staff has any concerns that this is not the case, they must escort relevant pupils to the Head of Section who is also the Deputy Designated Safeguarding Lead or in their absence the Deputy Head Pastoral or Deputy Head (Safeguarding) without delay.

- Advice to colleagues on suitable responses may be sought from any senior member of staff. Safeguarding will be considered as a priority.
- A bullying incident should be treated as a Safeguarding concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Please refer to Forest School's Safeguarding and Child Protection Policy.
- Pupils are encouraged to report incidents immediately to a staff member.
- If the teacher deems the incident to be a minor, one-off occurrence they still must record the behaviour in full and this will be directly reported to the Pastoral and Safeguarding team.
- In the Preparatory School (PS) to the Form Teacher or Anna Manlangit – Deputy Head Pastoral.

## 10 Senior School

- In most cases all will require further investigation. This includes all parties should be interviewed and a pupil account taken. This may be by the Tutor, Heads of House or Head of Section, Deputy Head of Section and or Deputy Head Pastoral. These records must be kept within our internal database
- Heads of Section (DDSL) and at times the Deputy Head of Section will co-ordinate investigations involving pupils in different houses/year groups. Heads of House will co-ordinate investigations which only involve pupils in their House and will report to the relevant Head of Section and or Deputy Head of Section.
- We recognise the need for on-going support for all pupil(s) involved.
- Upon completion of initial information-gathering, parents and carers will be informed of the ongoing investigation.
- The investigation will continue until the Head of Section (DDSL) or the Deputy Head of Section has attained all necessary information. All cases will include the Deputy Head Pastoral.
- Allegations of bullying can be complicated and multi-layered and not all cases will be proven or indeed constitute clear evidence of bullying. In almost all cases ongoing support will be provided including activation of the Behaviour Policy with clear communication to the pupil/s, parents and carers.

Upon completion of an investigation, a way forward, including where appropriate disciplinary sanctions and support, should be determined, and where possible agreed with all parties. Parents and carers will be updated at this stage and in most cases will be asked to attend school to meet with relevant staff. This should recognise that suitable support is needed both for pupils who are being bullied and for pupils who bully others, as well as dealing with disciplinary measures in accordance with the School's Behaviour Policy if appropriate;

- As part of this process, a meeting involving all the parties, with close staff supervision, may be convened to help develop a strategy which enables all concerned to close the episode;
- A monitoring and review strategy will be put in place and put on record;
- In very serious cases – likely to include very severe, persistent and/or repeated instances of bullying - the Head of Section and Deputy Head Pastoral who will decide upon next steps, for example Temporary Exclusion or referral to the Warden who – in turn - may decide to convene a Determination Meeting.
- The Deputy Head Pastoral who is also a Deputy Designated Safeguarding Lead may, at any time and on behalf of the school, take advice from external services and/or the Safer Schools Police Officer in certain cases This could also involve the Deputy Head Safeguarding who is also the Whole School Designated Lead.
- Where bullying outside School is reported to school staff, it should be immediately reported to the Head of Section (DSL) and or Deputy Head Pastoral who will then investigate and follow the same steps outlined above.
- The school has the authority to discipline pupils for misbehaving outside the school premises in accordance with the Behaviour Policy and School Rules.

## **11 Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening, harmful behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

The school have excellent links with External Services and the Safer Schools Police Team with whom we speak to and attain advice on a regular basis.

## **12 Recording**

### **Senior School**

Concerns will be recorded via a file note which will be stored electronically within our internal database. This in most cases also includes recording all of the details on our internal Safeguarding communication system (CPOMS) The sanctions log will record all incidents that resulted in a sanction being implemented. This is reviewed regularly by the Deputy Head Pastoral and presented to the Pastoral Team and or the Warden on a half termly basis. This is vital in enabling us to identify and respond to patterns of behaviour. We undertake to take action when necessary to reduce the risk of bullying at times and places when it seems to be most likely.

### **Preparatory School**

All incidents will be recorded by the Form Teacher, and if bullying is suspected will raise the issue with the Deputy Head Pastoral (Prep). Sanction logs are updated, retained and reviewed to enable patterns to be identified for the purposes of monitoring the situation.

Both the bullied and the alleged bully will be interviewed and a record made.

Except for minor incidents parents of all parties will be informed and asked into School to discuss the matter and support the agreed course of action.

The Head of the Preparatory School is kept informed of all concerns whenever necessary and always through weekly meetings with the Deputy Head Pastoral (Prep).

### **EYFS Children**

Even the youngest children at Forest School are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' 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. The Head of Pre-Prep is in charge of the management of behaviour in the Reception Classes.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the Reception Classroom; but sometimes we may remove a threat for hurtful behaviour. Occasionally, a child may be sent to see the Head of Prep, who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed via a note in the Communication diary when any sanction or reproof is needed, 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 or the Head of the Preparatory School to agree a joint way of handling the difficulty.

## **13 Raising Awareness**

Staff are given training so that the principles of the policy above are understood, legal responsibilities are known, action is defined to resolve and prevent problems, and sources of support are identified. Where necessary, staff are given particular training relating to the needs of pupils with particular neurodiverse, educational needs or disabilities such as Attention Deficit Hyperactivity Disorder (ADHD) or Autism Spectrum Disorder (ASD). Where necessary staff are also trained in other needs such as mental health, lesbian, gay, bisexual and transgender (LGBTQIA+) pupils and staff.

Staff are made aware that those with neurodiverse, disabilities or special educational needs are more vulnerable to bullying and therefore monitor accordingly.

<https://www.anti-bullyingalliance.org.uk/> Anti-Bullying alliance offers advice and guidance to staff.

## 14 Complaints Procedure

Parents and carers are encouraged to use our Complaints Procedure (which is published on our website) if they feel that any concerns about bullying (or anything else) are not being addressed thoroughly. Parents and Carers of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted or the Independent Schools Inspectorate, if they are unhappy with the way in which their complaint has been handled.

### Further Sources of Information

The Equality Act 2010

[National Bullying Helpline](#) 0300 323 0169

Relationship Education, Relationships and Sex Education and Health Education Statutory Guidance

Keeping Children Safe in Education - Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

UK Council for Internet Safety

Preventing and tackling bullying Advice for headteachers, staff and governing bodies (DfE, 2017)