WESTHOLME

Anti-Bullying Policy

APPLIES TO ALL STUDENTS
(EYFS TO INSPIRED SIXTH FORM)

Reviewed:	**September 2024**
Date of next review:	**September 2025**
Date of last staff training	**September 2023**
Date of next staff training	**September 2025**
Produced by:	Senior Deputy Head (Pastoral), Head of Prep and Principal

To be read in conjunction with the following policies:
Safeguarding Policy
Behaviour Management Policy
Online Safety Policy
Complaints Policy
PSHE Programme
EYFS Documents
Staff Code of Conduct
ICT Policies including Acceptable Usage Policies
Discipline, Exclusions and Required Removal Policy

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Westholme School Policy to Prevent Bullying

This policy has been drawn up in line with the DfE advice documents *Preventing and Tackling Bullying (July 2017), Cyberbullying: Advice for headteachers and school staff (2014), KCSiE (2024)* and with the school's aims:

- To provide a safe, happy and supportive environment where all pupils are recognised and encouraged to develop their full potential.
- To encourage self-esteem and self-confidence and to take responsibility for their own learning, personal development and physical health throughout life.
- To encourage respect for other people's feelings, values, beliefs and property.

As a school we take the issue of bullying seriously and do not tolerate it. If allegations of bullying are made, the Head of Prep and Senior Deputy Head are made aware and involved where appropriate. There should be a real partnership between home and school, with parents supporting the school on issues of attitude and behaviour and understanding their role in helping to prevent bullying and online bullying.

Objectives

- To prevent bullying, in so far as reasonably practical, by raising awareness among staff, parents and pupils about it and the school's attitude towards it. This should help to create an environment in which bullying is considered inappropriate and unacceptable.
- To make pupils, parents and staff aware of what to do when an incident has occurred.

Bullying is behaviour 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 a carer – it may occur directly or through cyber-technology.

Incidents to intentionally hurt, but not repeated over time, will still be treated very seriously and logged on Myconcern, in order to assist us in spotting patterns and to ensure the single incident does not become the first of a series.

Bullying on the basis of protected characteristics is taken particularly seriously at Westholme. NB: Protected characteristics include age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Bullying can take many forms, for instance:

● Physical (hitting, kicking, theft)
● Verbal (name calling)
● Emotional
● Indirect (spreading rumours, excluding someone from social groups), cyberbullying (including social websites, via mobile phones etc.)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. The school accepts the seriousness of bullying (both physical and emotional) in causing psychological damage and even suicide. For this reason pupils must be encouraged to report bullying in school. The school accepts its responsibility to create a secure, safe environment for the pupils who are in its care. It

recognises its duty under **section 89 of The Education and Inspections Act 2006** to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Teachers will receive regular training through school INSET to raise awareness and to learn to deal effectively and sensitively to any bullying. As new forms of bullying develop (for example cyberbullying (see below) these will be communicated to staff and appropriate training given.

A bullying incident will 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 (see Safeguarding Policy). In conjunction with our Safeguarding Policy, if a child is at serious risk as a result of bullying, a referral will be made to Children's Services.

Child on child abuse can manifest itself in many ways, for example through sexting, children being sexually touched/assaulted, being subject to initiation/hazing type violence, bullying (including cyber bullying) and gender based violence/sexual assaults. It should never be tolerated, or passed off as 'banter' or 'part of growing up'. Allegations of child on child abuse will be dealt with seriously and in accordance with our safeguarding and bullying policies.

At Westholme School, there is a culture of respect and good behaviour and very clear rules that pupils know to follow (but a clear sanctions systems when behaviour expectations fall short - see Behaviour Management Policy).

Cyberbullying

Cyberbullying is the use of online and Information Communications Technology (ICT) to deliberately to upset or harm someone else.

When children are the target of online bullying, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adults around them will understand it that way either. Previously safe and enjoyable environments and activities can become threatening and a source of anxiety. As online use has become increasingly common, so has the misuse of this technology to bully. Current research in this area indicates that cyberbullying is a feature of many young people's lives.

What's different about cyberbullying?
Bullying is not new, but some features of cyberbullying are different from other forms of bullying:

- **24/7 and the invasion of home/personal space.** Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.
- **The audience can be very large and reached rapidly.** The difficulty in controlling electronically circulated messages and images means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for targets to move on.
- **People who cyberbully may attempt to remain anonymous.** This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
- **The profile of the bully and target.** Cyberbullying can take place both between peers and across generations; teachers can also been targets. Bystanders can also become accessories to the bullying; for example, by passing on a humiliating image.
- **Many cyberbullying incidents can themselves act as evidence.** This is one of the reasons why it's important to know how to respond!

Pupils will often have access to technologies that have both a positive and negative impact. The use of technology is clear, understood and respected by staff, students and the wider school community. Online safety for pupils and staff

is included as part of our safeguarding procedures in a variety of ways. Miss S Cooper is the Senior School Online Safety Coordinator with the Head of Prep taking responsibility at Prep. Please also see the School's Online Safety Policy.

i. Students at Seniors and Prep, are issued with Acceptable Usage Agreement (this includes clear guidance and rules regarding the use of technology in classrooms and beyond, stating restrictions/permissions and agreed sanctions). A copy of relevant polices are shared with parents. All staff are given a copy of an Acceptable Usage Agreement and are asked to sign to say that they have read and understood it. INSPIRED Sixth Form students also sign a 'bring your own device' AUP.

ii. In ICT/computing and PSHE lessons throughout the school, from EYFS to INSPIRED Sixth Form, online safety and codes of conduct are covered in detail.

iii. Social media and additional pressures are covered and discussed in PSHE lessons and also in assemblies.

iv. Blue Orange and staff team oversee the safe usage of technology in the classroom and beyond for all users. Wi-fi is restricted and password protected. Visitors need a code to access wi-fi and this is changed frequently. Extensive firewalls and security protection are in place to protect children.
Filtering systems for checking and profiling use (identifying 'risk area' or unsafe vocabulary) are in place and monitored daily. The company 'Smoothwall' monitor all computer-based communications at Seniors and Prep and report issues directly to the Principal, Deputy Head/s and Head of Prep. Transgressions are dealt with by following the school's Behaviour Management Policy.

v. Building resilience and helping students to differentiate between friendship issues, bullying or unsafe online activity is built into our curriculum and ethos. Staff receive online safety training and updates as part of their annual safeguarding training and at least every 2 years, specific anti-bullying training is held. Sessions have included workshop sessions with small groups, drama role play and presentations. Online safety training is also provided to parents and staff through the regular emails from Miss S Cooper, our Online Safety Coordinator.

vi. Safeguarding update training is given to staff at least once a year. Key pastoral staff also undergo training at an advanced level. Online safety, issues of cyberbullying etc. are part of our vigorous safeguarding training.

vii. Students and staff can report issues and concerns through:
- Miss S Cooper (Online Safety Coordinator) based at Senior School.
- Senior School through Heads of Year, Form Tutors, Class Teachers, SLT and other staff.
- Prep through class teachers and staff.
- Across all sites through Blue Orange. Disciplinary processes and investigations then follow the usual safeguarding and behaviour policies.
- The Commercial Director meets weekly with the BO team. There is a Governor subcommittee for Risk Management which reports directly to the Governors on all aspects of IT including safeguarding. Online issues or concerns are also reported on safeguarding as part of the Ed Com report and full Governors' meeting.

viii. Online safety is highlighted to parents through induction and transition meetings, via the website and various emails/newsletters and other regular communications, in the parental Senior handbook and the Prep handbook, through mobile phone contact and in the children's homework diaries (younger year groups only).

ix. With statutory requirements regarding data protection, the Commercial Director and HR manager along with BO, monitor and oversee usage and storage of data. This is renewed annually and overseen by the Governors' committee for Risk Management.

x. The management of personal data is kept in line with statutory requirements (see Data Protection Policy).

Bullying is never acceptable. The Principal has the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. It is also lawful for school staff to confiscate items such as mobile phones from pupils. Although bullying is not a specific criminal offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour, or indeed menacing and threatening communications (see also the school's Online Safety Policy for further information).

INSET RECORD
September 2019 – NSPCC online bullying and in-house anti-bullying training including discussion of scenarios
September 2021 –In-house anti-bullying training
September 2023 – In-house anti-bullying training

Procedures to follow

The following steps may be taken when dealing with incidents of bullying (including online bullying and bullying outside of school) and child on child abuse, reported by pupils, staff or parents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- At Prep, when a bullying incident is reported it will always be taken seriously and dealt with accordingly. Depending on the age of the child, the Prep Staff Team will decide whether the ABC method (see Appendix 1 for documents and guidance) or the immediate response chart, using the ABA's 'Roles involved in bullying' guidance, is the best way to progress (Appendix 2&3).
- This member of staff will alert the person responsible for the pastoral welfare of the pupils involved and a clear account of the incident will be recorded.
- This information will be made available to the Deputy Head/Head of Prep and it will be recorded on Myconcern. Myconcern enables us to track and monitor **all bullying and racist/extreme incidents. Any incidents are raised and discussed at the half termly safeguarding meetings to enable patterns to be identified and to evaluate the effectiveness of the approach adopted.**
- Depending on the seriousness of the incident:
    - The person responsible for pastoral welfare of the pupils involved will interview all concerned and will record the incident.
    - Form Tutors/class teachers will be kept informed and if it persists the Form Tutors/class teachers/HoY will advise the appropriate subject teachers.
    - Parents will be kept informed and a follow-up call made two weeks after the incident to check that no further occurrence has taken place.
    - Punitive measures will be used as appropriate and in consultation with all parties concerned and the school Behaviour Policy.
    - In extreme cases, the Principal and Governors may need to be informed.

Investigating an allegation of bullying:

- All bullying incidents should be properly recorded and investigated.
- At Prep, the staff team will use the Allegation of Bullying Investigation Collecting Information sheet (see Appendix 4) or Early Years behaviour log (see Appendix 1) to gather information/monitor. The information will always be uploaded to Myconcern.
- The member of staff investigating the incident should talk to the pupil and ask them to write down what happened. When dealing with younger children, the member of staff should write down what happened.

- The member of staff should then look into the allegations, talking to other pupils as necessary and decide if the allegations are true or false.
- The motivation of the bully should be considered; was the incident unintentional, or retaliation to bullying behaviour from others?
- It is important to ask open questions and not make suggestions to the child.
- Cyberbullying (all of the above, plus):
    - Advise pupils and staff to try and keep a record of the bullying as evidence. It can be useful to show parents, teachers, pastoral care staff and the police, if necessary, what has happened.
    - Take steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. If deemed serious enough, the police will need to be involved to enable the service provider to look into the data of another user.

Responding to a clear incident of bullying behaviour:
The member of staff should consider whether the pupil is at risk and whether it is necessary to keep pupils apart. An appropriate response in the short term should be decided on. These should be explained to all pupils involved and parents contacted and informed. (For cyberbullying see above).

Pupils who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice, including the school counsellor and nurse.
- Reassuring them that they have done the right thing by telling someone and inform parents.
- Offering continuous support.
- Restoring self-esteem and confidence.
  Cyberbullying (all of the above, plus):
    - Ensure the pupil knows not to retaliate or return the message.
    - Ask the pupil to think about what information they have in the public domain.
    - Help the person to keep relevant evidence for any investigation (e.g. by not deleting messages they've received, and by taking screen capture shots and noting web addresses of online cyberbullying instances)
    - Check the pupil understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts, or leaving a chatroom.
    - Take action to contain the incident when content has been circulated.
    - If it is known who the person responsible is, tell them to remove the content.
    - Contact the host (e.g. the social networking site) to make a report to get the content taken down.
    - Where appropriate, report to CEOP (Child Exploitation and Online Protection).

Pupils who have bullied will be helped by:
- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrongdoing and need to change.
- Informing parents to help change the attitude of the pupil.
- Pupils spoken to and warned that a record has been kept.
- A group of pupils spoken to about the need to change their behaviour.
- Mediation involving the pupil who has been bullied, the pupil who has bullied and the member of staff.
- Opportunity for conciliation and to draw up a way forward.
- Steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required (e.g. online awareness training if a cyberbullying incident).

Then if necessary the following disciplinary steps can be taken:

- Removal from the group (in class).
- Withdrawal at break and lunchtimes.
- Withholding participation in any school trip, or sports events that are not an essential part of the curriculum.
- Official warnings to cease offending.
- Detention.
- Minor fixed term suspension.
- Major fixed term suspension.
- Permanent exclusion.
- The Chairman of Governors will be informed in severe cases.
  Cyberbullying (all of the above, plus):
    - Technology-specific sanctions for pupils engaged in cyberbullying behaviour could include limiting online access for a period of time, or removing the right to bring a mobile phone into school.
    - Use disciplinary powers to confiscate phones that are being used to cyberbully.
    - In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

The disciplinary sanctions should reflect the seriousness of an incident, the impact on the victim and convey a deterrent effect. The stronger of these sanctions (such as exclusion or police involvement) may be necessary in cases of severe and persistent bullying, including cyberbullying.

Prevention Strategies

- The school is supportive and encourages respect, tolerance and positive behaviour.
- Relations between staff and pupils are positive.
- Behaviour in class is good and the social areas and pupils are supervised at lunchtimes and breaks. At Prep, action is taken to reduce the risk of bullying in places and times where it is most likely by assigning staff to duties and providing a range of equipment and activities.
- Bullying, stereotypes, resilience, the importance of avoiding prejudiced-based language and the part they have to play when they find themselves as bystanders, are dealt with in PSHE lessons, in assemblies, projects, drama, stories, literature, through historical events, current affairs and with discussion of differences between people.
- As stated above, strong sanctions which reflect the seriousness of an incident act as a deterrent to others.
- Helpful examples set by older pupils and success celebrated (see rewards sections in Behaviour Management Policy).
- Where appropriate, the School Council/Pupil Voice can raise issues of concern and are regularly consulted.
- Pupil worry boxes (Prep) and the 'Whisper' anonymous reporting tool – found on all PCs at Senior School.
- Instances of bullying are dealt with in a way that reflects the seriousness of an incident to convey a deterrent effect.
- There is a wide range of co-curricular, lunchtime and after school activities which provide pupils with opportunities to develop themselves and make friends.
- Staff awareness is raised through training and in staff meetings. Training includes taking action to prevent bullying and resolve issues, principles of this policy, legal responsibilities and sources of support available. Other training may be provided if it is deemed necessary to train staff in specialised skills to understand the needs of specific pupils (e.g. including those with SEND, looked after children, young carers, lesbian, gay, bisexual, transgender and queer [LGBTQ] pupils). Staff know to be alert to these and any vulnerable children at risk from bullying.
- Parental partnership is strong. Parents are advised and given guidance on policies and procedures for preventing bullying and being alert through a range of induction events, advice on online safety (e.g. use of social media and parental controls on usage of devices at home), through parental handbooks and home-school communication,

during National campaigns such as anti-bullying week. School ensures that parents understand how they can play their part in preventing bullying by educating their children too.

- The Jigsaw PSHE scheme is used in Prep.
- Lower Prep have an established Playground Ambassadors systems to encourage positive play.
- Rewarding positive behavior (e.g. House Points and Head Teacher awards)
- Policies are reviewed on an annual basis unless it is felt they should be reviewed sooner. These policies include student and staff ICT Acceptable Usage Policies, Safeguarding Policy, Policy to Prevent Bullying, Behaviour Management Policy etc. Records of bullying are kept on Myconcern so patterns can be identified.
- Pupils are given clear information about what bullying and cyberbullying are and what to do to if they see it/are aware of it happening, or are a victim themselves.
  Cyberbullying (many of the above, plus):
    - The best way to deal with cyberbullying is to prevent it from happening in the first place. Westholme School has a designated online safety coordinator (Miss S Cooper) for the coordination and implementation of cyberbullying prevention and response strategies. This member of staff, in collaboration with the WLT, ensures the whole school community contributes to, and are included in, online safety/anti cyberbullying activities. Miss S Cooper or a representative meets with voluntary pupil representatives (digital leaders) from the Senior School to discuss current issues including cyberbullying, to construct and update the online safety policy and plan for whole school/year group and form assemblies etc. The Digital Leaders often take assemblies in the Prep and plan and deliver online safety lessons to Upper Prep.
    - Understanding and talking about cyberbullying. This is covered in PSHE sessions, assemblies, online safety/anti cyberbullying days etc. There is a notice in each Senior School form room giving a definition of what cyberbullying is and giving tips on prevention and how to get help. Clear sanctions are in place for misuse of ICT.

Monitoring, evaluation and review:
The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. This policy should be read in conjunction with the school Behaviour Management Policy.

Any instances of bullying are recorded on MyConcern and discussed at the half termly safeguarding meetings which take place between the Senior Deputy Head, Head of Prep and Deputy Head of Prep.

Responding to a complaint of bullying from a parent/guardian:
At the Senior School, the Deputy Head and Head of Year should work together in dealing with a complaint. The parent should be invited to discuss the matter with both members of staff and a record kept. A record of action already taken is shown to parents and any further action agreed and recorded.

At Prep, the Head of Prep and the member of staff involved will deal with the complaint.

The following information is provided to pupils at the Senior School via information on their form room notice boards:

What should I do if I am being bullied?

What is bullying?

Bullying is the persistent, willful, conscious desire to hurt, threaten or frighten someone. For example, the unkind use of nicknames, mocking reference to personal attributes or appearance, intimidation, extortion, racial, sexist or homophobic harassment and physical assault.

What should I do if I am being bullied?

You must tell someone. In school you can contact, in confidence, your form teacher, your year tutor or any other member of staff to whom you feel you can talk. If in doubt, speak to your parents and ask them to contact school or ring Childline 0800 1111.

Your teachers will deal quietly and confidentially with anything you report and will give you advice.

Teachers are used to dealing with problems of this kind and, if necessary, they will confront the bully. Do not be afraid to report bullying in case of repercussions. Bullies soon desist when they are confronted by members of staff. If they do not, further steps will be taken against them, including suspension, or total exclusion from school if necessary. If we are to maintain Westholme's happy, caring atmosphere, it is vital that anyone who is being subjected to bullying comes forward.

What should I do if I see bullying occurring in school?

Report the matter discreetly to any member of staff. They will deal with it immediately. Do not be afraid to come forward. It is your responsibility not to stand by and let this sort of behaviour continue.

Mobile Phones and use of computers, tablets and the Internet

Messages of a threatening, abusive, bullying, racist, homophobic harassing or defamatory nature on mobile phones, or posted on social media, will be considered to be bullying and this will be dealt with in the same way as any other form of bullying. Complaints, gossip or rumour about the school, or a member of the community, placed online in any form will be investigated. Pupils will be held personally responsible for all material they have placed on a site of which they are the host or account holder. Material of a threatening, abusive, bullying, racist, homophobic, harassing or defamatory nature, whether placed during or outside school time (including holidays) will be treated as a serious breach of school discipline and will be seen as bullying.

We know that from time to time you will have rows or arguments with your friends, but bullying as described will not be tolerated at Westholme. Please play your part in ensuring that Westholme remains a happy, caring environment where we can enjoy each other's company, treating all with respect and tolerance.

What is Cyberbullying?
Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile devices and the internet, deliberately to upset someone else.

How can I help to prevent it?

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush- keep it to yourself and change it regularly.
- Only give your mobile number, personal website address and access to your private social media sites to trusted friends.

What should I do if someone is cyberbullying me?

- Block the bully – report someone who is behaving badly.
- **Don't retaliate or reply!**
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.

Make sure you tell:

- an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence.
- the provider of the service; check the service provider's website to see where to report incidents.
- your school – your Form Tutor, Head of Year, Senior Teacher etc. can help you.

Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

The following simplified information is given to pupils at the Upper Prep within their planners:
Bullying is the deliberate and repetitive desire to hurt, upset, threaten or frighten someone. For example, the unkind use of nicknames, mocking reference to personal attributes or appearance, harassment and physical assault. It can also include unpleasant emails, text messages or information posted on a website.

What should I do if I am being bullied?

- You must tell someone. In school you can speak to your class teacher, the Head or any other member of staff to whom you feel you can talk. If in doubt, speak to your parents and ask them to contact school.
- Your teachers will deal quietly and confidentially with anything you report and will give you advice.
- Teachers are used to dealing with problems of this kind and, if necessary, they will confront the bully.
- Do not be afraid to report bullying in case of repercussions. Bullies soon stop when they are confronted by members of staff.
- If they do not stop, further steps will be taken against them including suspension or total exclusion from school if necessary.

If we are to maintain Westholme's happy, caring atmosphere, it is vital that anyone who is being subjected to bullying comes forward.

What should I do if I see bullying occurring in school?

- Report the matter discreetly to any member of staff. He or she will deal with it immediately.
- Do not be afraid to come forward. It is your responsibility not to stand by and let this sort of behaviour continue.

We know that from time to time you will have rows or arguments with your friends, but bullying as described here will not be tolerated at Westholme. Please play your part in ensuring that Westholme remains a happy, caring environment where we can all enjoy each other's company.

The following is displayed in classrooms and is for Upper Prep and Lower Seniors, within the children's homework diaries/planners:

Mobile Phones and use of computers, tablets and the Internet

- Unpleasant or threatening messages on mobile phones, or posted on Facebook, Twitter or other social networking sites, will be considered to be bullying and will be dealt with in the same way as any other form of bullying.
- Complaints, gossip or rumour about the school or a member of the community placed on the Internet in any form will be investigated.

- Pupils will be held personally responsible for all material they have placed on a website. Abusive material, whether placed during or outside school time (including holidays), will be treated as a serious breach of school discipline and will be seen as bullying.

Cyberbullying – Prevention and help

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else.

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush- keep it to yourself and change it regularly. Only give your mobile number, personal website address and access to any other pages to trusted friends.
- Block the bully –report someone who is behaving badly.
- Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.
- Make sure you tell:
  an adult you trust, or call a helpline like ChildLine on 0800 1111
  the provider of the service; check the service provider's website
  your school – your form teacher or another member of staff can help you.
- Finally, don't just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

The following further simplified information is posted on the walls in classrooms in Lower Prep:

Our Internet and Email Rules

- We use the Internet safely to help us learn.
- We learn how to use the Internet.
- We can send and open messages with an adult.
- We can write polite and friendly e-mails or messages to people that we know.
- We only tell people our first name.
- We learn to keep our password a secret.
- We know who to ask for help.
- If we see something we do not like we know what to do.
- We know that it is important to follow the rules.
- We are able to look after each other by using our safe Internet.
- We can go to www.thinkuknow.co.uk for help

Most of the guidance given to pupils at the Lower Prep regarding their behaviour is verbal, rather than written, due to their age.

APPENDIX 1

WESTHOLME PREP

Unrivalled Holistic Excellence

Guidance on Using ABC Observation Sheet

1. The observation approach can be used to help focus on any aspects of a child's behaviour that becomes a concern to parents and staff. It should only be used after discussion and agreement with the SENCO and the child's parents. Situations where this may be used are:
    a. Repeated instances of biting
    b. Repeated instances of hitting
    c. Aggressive behaviour where no immediate cause can be identified
    d. Behaviours which are developmentally inappropriate.

2. The objective of the approach is by observing a child, it will help us understand more about why they may behave in the way they do and identify possible factors that trigger the behaviour which causes concern i.e. environmental factors, time of day, relationships or consequences. By identifying those factors, adults can support children to help eliminate the concerning behaviour and so the child can be helped to gain control of his/her own behaviour.

3. The key person undertaking the observation will need to be clear about the techniques been used and the objectives hoped to be achieved.

4. All relevant background information that could assist with the observation/assessment should be included i.e. birth of a sibling/change of staff/moving home etc.

5. The behaviour needs to described in as much detail as possible and that the date and times are recorded.

6. The Antecedent and Consequence columns are for recording what happened before and after the behaviour occurred. This may assist in identifying similar cause for behaviour or a link with the response that the behaviour receives.

7. The key person with input from colleagues should record behaviour, antecedent and consequence throughout the day to help identify the trigger points.

8. Once the observation is complete, the key worker and SENCO will discuss what next steps should be taken. Where the support need is specific, a Child Support Plan should be completed. Support should begin immediately

9. Next Steps may include;

    a. Changes to the environment, room layout, resources to engage with.
    b. A behaviour modification technique in line with Westholme School Behaviour Management policy
    c. Changes to the child's routine
    d. Agreed whole team response to behaviour (i.e. inconsistent response from Staff)

10. An Individual Child Support Plan should always be discussed with the child's parents, working in partnership with parents will improve the child's behaviour.

WESTHOLME PREP

Unrivalled Holistic Excellence

Appendix 1

Individual Child Support Plan

This form is to be used in conjunction with the ABC Observation Sheet for children who need support in managing their behaviour. The form should be completed by the child's key worker with guidance from the Nursery SENCO and the parent so that the family and nursery can work together to support the child.

Name of Child: _____ Class : _____

Teacher: _____ Date of Meeting: _____

Behaviour causing concern:

Support to be provided:

Date to review progress: _____

Parent Signature: _____ Date _____

Key Person Signature: _____ Date _____

SENCO Signature: _____ Date _____

Review of Progress	Next Steps

Parent Signature: _____ Date _____
Key Person Signature: _____ Date _____
SENCO Signature: _____ Date _____

WESTHOLME PREP

Unrivalled Holistic Excellence

ABC Observation Sheet

To be used for assessing specific behavioural concerns

Child's Name: _____
Teacher: _____
Date of Observation _____

Background Information – *please provide helpful information such as staff changes, routine changes, new baby at home, English as an additional language or any other information provided by the child's family.*

Antecedent *(what happens before the behaviour is displayed by the child)*	**Behaviour** *(include date and time)*	**Consequence** *(what happens immediately following the behaviour displayed by the child)*

Interpretation – what does the observation tell us? *Reflect on possible triggers that could be causing behaviour. This includes the responses to the child's behaviour. Look for inconsistencies in staff responses too*

Next Steps – What could we do to help the child*? This could be changes to the environment such as repositioning of furniture to reduce bunching, change of routine, improved staff consistency in responding to behaviour. Indicate a time line for making the change and indicate who will be responsible. Where the support is specific to the child the Individual Child Support Plan will need to be completed.*

Date to Review Progress _____

Teacher Signature _____ Date_____

SENCO Signature _____ Date _____

Parent Signature _____ Date _____

WESTHOLME PREP

Unrivalled Holistic Excellence

Child Behaviour Log

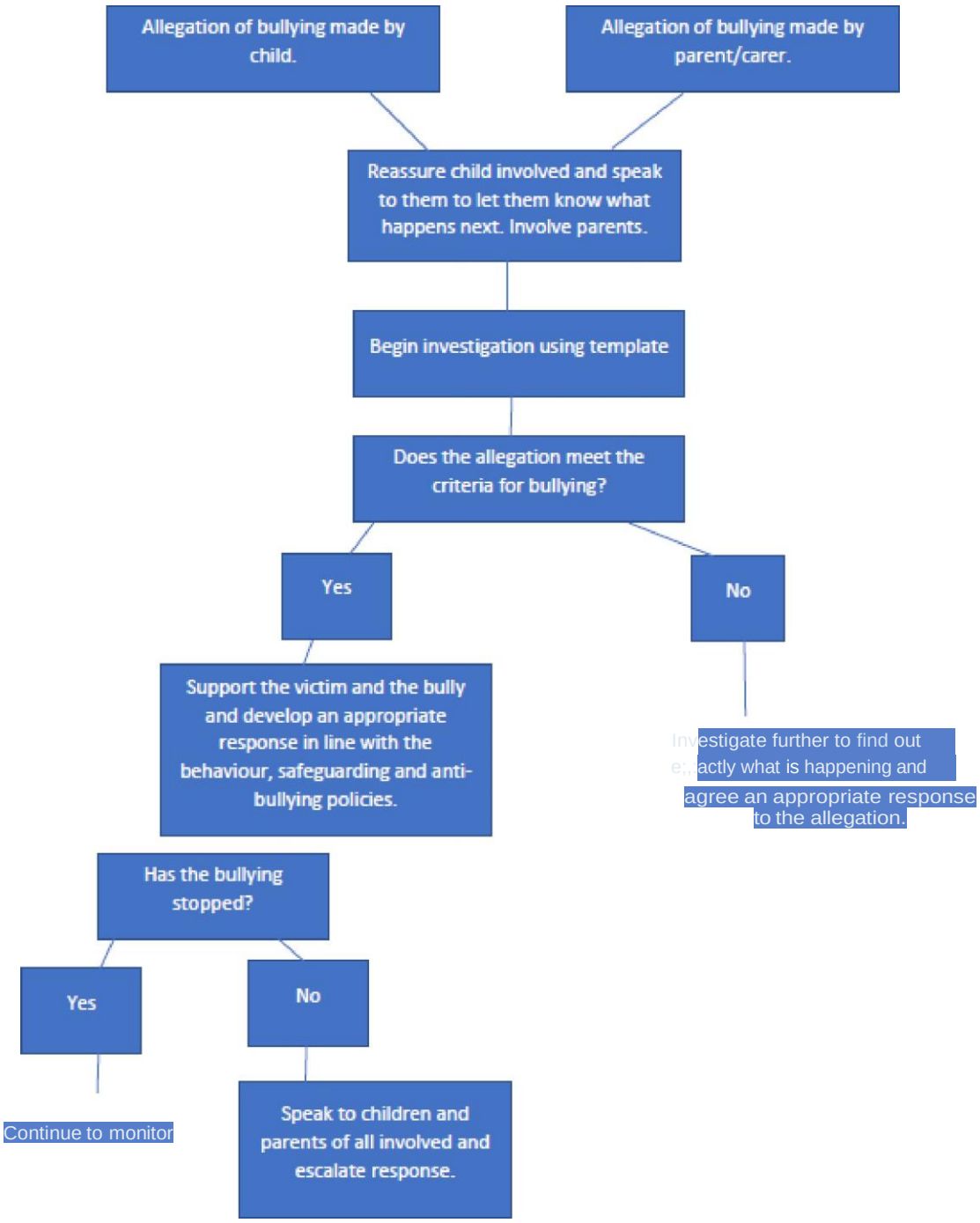
This log is to be used to record each time a child for whom we have concerns displays developmentally unacceptable behaviour. This is a confidential document and should be filed in a ring binder in a secure place within the base room the child attends. It is expected that the SENCO regularly reviews this information to analyse possible trends for future improvement.

Child Name_____

Date	Time	Child/Children Involved	Brief details of incident including behaviour displayed	Action Taken	Staff name	SENCO signature

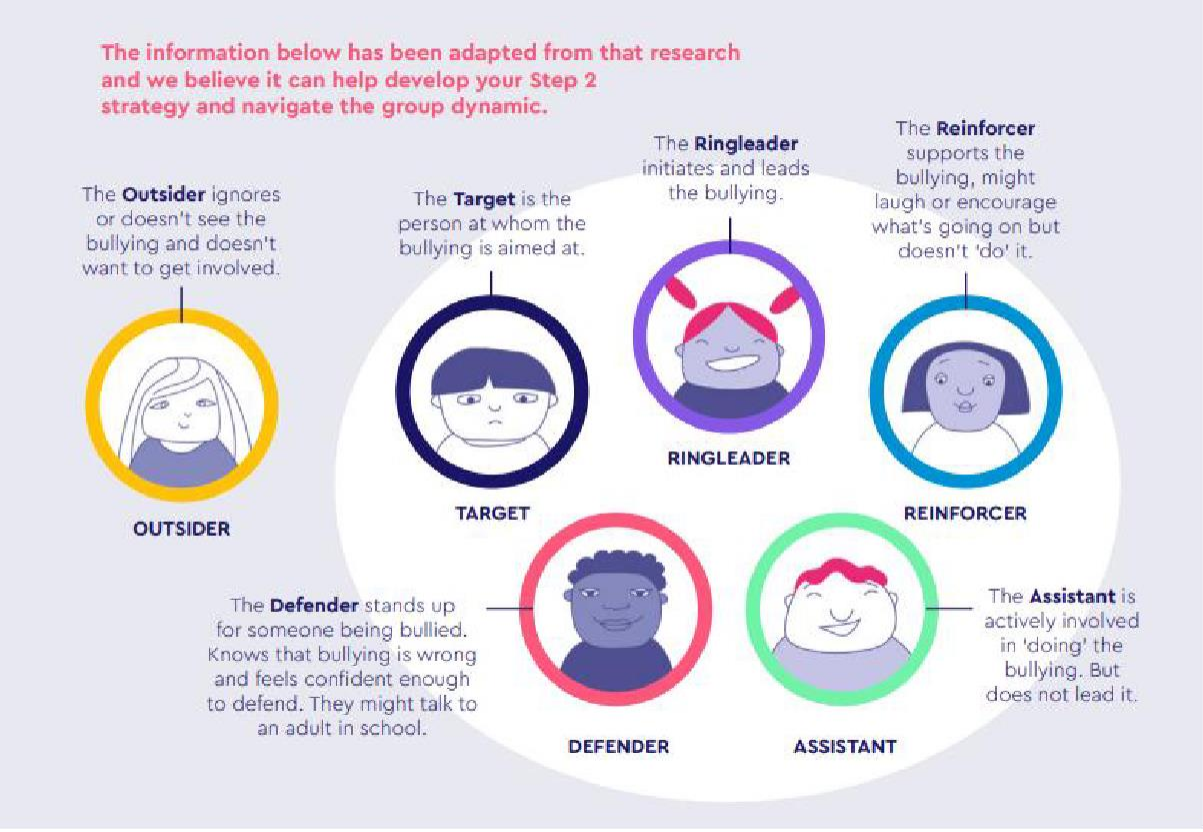
APPENDIX 2

Prep Response Chart:



APPENDIX 3

ABA Guidance on 'Roles involved in bullying'



APPENDIX 4

WESTHOLME PREP

Unrivalled Holistic Excellence

Allegation of Bullying Investigation

Collecting Information

Date and Time of allegation:

What is the allegation?

Who is involved?

What type of bullying is being alleged?

Physical Verbal Cyber Indirect

Where is this happening?

When is it happening?

How long has this been happening for?

Child's View:

RoI	**Name/s**	**How they were involved?**	**What could this group do to help stop the bullying?**	**Agreement: what approach have you agreed to take with each group?**	**Review**
Target/s					
Ringleader/s					
Reinforcer/s					
Assistant/s					
Defender/s					
Outsider/s (where relevant)					

<u>Investigate</u>:

Is there intent to cause harm? Yes/No Evidence:

Is the behaviour repetitive? Yes/No Evidence:

Is there a power imbalance? Yes/No Evidence:

Agreed Actions:

Review: