



ANTI-BULLYING POLICY (including EYFS)

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Anti-Bullying Policy (including EYFS)

The DfE Guidance on the prevention of bullying forms the basis for the way that Blundell's Preparatory School deals with bullying. 'Preventing and Tackling Bullying' (October 2014)

There is no legal definition of bullying. However, the DfE usually defines it as behaviour that is:

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, eg because of race, religion, gender or sexual orientation*

1. Blundell's Preparatory School Definition

Bullying and unkindness can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'. Furthermore, it is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal and emotional means. It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation.

In any form it is entirely unacceptable at Blundell's and will always be treated seriously.

It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property and on children who may be carers or adopted, and can be cultural, racist, sexist, cyber, disability or homophobic in nature. It can be an unresolved single frightening incident, which casts a shadow over a child's life, or a series of such incidents.'

Bullying is serious. It can cause severe psychological damage and significant trauma.

Bullying can happen anywhere and at any time. It can involve anyone from pupils and other young persons to staff and parents.

All members of Blundell's have the right to enjoy their lives free from bullying and harassment. Anyone who feels bullied or intimidated has the right to expect the School to listen and to act promptly and sensitively to deal with the problem.

We believe that everyone should treat others as you would hope to be treated yourself in an atmosphere of mutual respect.

Bullying will never stop if it is kept secret and no one faces up to it. If a child believes that someone else is being bullied or treated unkindly they should talk to a member of staff about it.

2. Aims and Objectives

At Blundell's Preparatory School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents

quickly and effectively. Research has shown that time and time again the extent of bullying in schools is greatly underestimated.

Consequently, the Head Master has approved this policy.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people; safety is of paramount importance. Staff are also encouraged to talk openly with each other and always have the opportunity to seek advice from colleagues. Through regular staff meetings the welfare and happiness of the pupils is always an agenda item and is discussed with action being taken as necessary. On rare occasions cases of bullying may be long-running and consequently these open lines of communication are crucial in all areas of the school.

Bullying is discussed and studied as an integral part of the School's PSHEEE curriculum in every year group. Every child is encouraged to identify an adult with which they can confide their feelings. Furthermore, every child is reassured that it is their safety that is of paramount importance so if they need to disclose an instance of bullying they are confident that there will be no repercussions to them. This has been proved to reduce the impact of any bullying and to create an atmosphere of openness. It also speeds up the process with which any instances are dealt with, thereby reducing the impact on the child and their family. Children are also taught that at times they may find themselves in the role of the bystander and, that by doing nothing to prevent the act of bullying or unkindness they are condoning the act and thereby compliant in the act. The children in Blundell's Prep School are encouraged to seek the help of an adult whenever they see an incident about which they are unhappy or uncomfortable.

Please refer to Behaviour and Safeguarding policies for further information and clarification.

3. **Detecting 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 bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags 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 Sanatorium with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

4. Types of Bullying

A. **Cyberbullying**

“Cyberbullying is the use of Information Communications Technology (ICT) particularly mobile phones and the internet deliberately to upset someone else”

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability.

Cyberbullying can have a serious impact because of a number of factors including:

- Invasion of personal space
- The anonymity of the bully
- The ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time.

Cyberbullying can take a large and varied number of forms, such as:

- Threats and intimidation via electronic means
- Harassment or cyberstalking
- Sexting
- Vilification/defamation
- Setting up website pages to invite other to post derogatory comment about a pupil
- The sending of insulting and vicious text messages
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of private information and/or images (including 'Happy Slapping')
- The posting of fake and/or obscene photographs of the victim on a social networking site
- Hacking into social networking sites and removing and circulating material which may be embarrassing or personal
- Manipulation
- 'Chatting on line'

Whilst some cyberbullying is clearly deliberate and aggressive it must be recognised that some incidents of cyberbullying may be unintentional and the result of simply not thinking about the consequences of any or all actions.

All pupils will need reminding that while in School or our under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

Preventing Cyberbullying

Members of the Blundell's community will understand and discuss cyberbullying through:

- The sharing of the definition of cyberbullying
- The discussion of cyberbullying and its forms
- The learning of our responsibilities in the use of ICT, and the sanctions for its misuse
- Agreed rules will be followed when using ICT (see Acceptable Use of ICT Policy) and during Computing lessons

Policies and Practice:

- Annual reviews will be made of our strategies to tackle Cyberbully and the Acceptable Use of ICT Policy
- Records will be made of cyberbullying incidents - through all staff members in coordination with the teachers of Computing and the Deputy Head.
- Pupils will be encouraged to report incidents of cyberbullying and there will be active promotion of reporting incidents through the school's PSHEEE and Computing programme.
- The promotion of the positive use of technology will be encouraged.
- The exploration of safer ways of using technology will be carried out.
- The Pupils' School Council will be used as a way of sharing information in this area

The prevention of cyberbullying will be promoted through discussion and student activities around what cyberbullying is and how it differs from other forms of bullying.

Blundell's School reserves the right to monitor pupils' use of the internet on a routine basis.

The misuse of technology will be subject to the school's disciplinary regime and will be considered a serious offence. Pupils will be held personally responsible for all material that they have placed on a web site and for all material that appears on a web site of which they are an account holder.

Misconduct of this kind outside of school will be liable to school discipline if the welfare of other pupils or the culture or reputation of the school is placed at risk and sanctions may include confiscation of mobile phones or restrictions on the use of the internet.

Education:

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. The School will publicise progress and cyberbullying prevention activities to the whole-school community.

Members of the school community will be encouraged to follow the following advice which is displayed throughout the school.

1. Always respect others - be careful what you say on line and what images you send.
2. Think before you send - whatever you send can be made public very quickly and could stay online forever. Remember: "If you wouldn't say it in assembly then don't send it online."
3. Think before you post.
4. Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends.
5. Block the bully - learn how to block or report someone who is behaving badly.
6. Don't retaliate or reply!
7. Save the evidence - learn how to keep records of offending messages, pictures or online conversations.

8. 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 Computing teacher, form tutor or Deputy Head - they will be able to help.

If you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Responding to Cyberbullying

Investigating incidents - the aggrieved

The person being bullied should keep examples of texts or emails received to aid an investigation.

To contain the spread of cyberbullying consideration must be given to -

- Contact the service provider or host (e.g. the social networking site)
- Confiscate phones
- Contact the police (in relation to illegal content)

Members of the school community will be advised on steps they can take to avoid recurrence. This will include-

- Not to retaliate or reply
- Being provided with appropriate contact details of service providers
- An awareness of changing contact details, blocking contacts, or leaving a chatroom.

All allegations of bullying will be taken seriously.

Working with the perpetrator and sanctions

Steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required.

The following factors should be considered when determining the appropriate sanctions:

- The impact on the victim: was the bully acting anonymously?
- Was the material widely circulated and humiliating?
- How difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?

Technology-specific sanctions for students engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into school. Professional judgment will be used in choosing from a range of strategies to remind individuals and groups of their responsibility to prevent bullying and help deal with it if it happens. Parents of both the aggrieved and the perpetrator (where known) will be informed so that the process of restorative justice can be implemented at an early stage. External agencies will be involved when this is deemed appropriate especially where there has been a breach of criminal law.

Preventive Measures and disciplinary procedures:

Misuse of the Internet or mobile phones will normally be dealt with internally, and usually involves a suspension from using computer facilities and confiscation of the phone/camera.

Blundell's has a disciplinary procedure and cyberbullying is subject to that regime.

The school invites in outside speakers to talk to the children on Internet safety and also includes it as part of the scheme of work for IT. In addition we discuss the topic in PHSEE and give internal talks on the subject from time to time.

The school reserves the right to monitor internet usage and to examine mobile phones if abuse is suspected.

Pupils will be held personally responsible for all material they have placed on a web site.

Misconduct out of school hours will be subject to school discipline if it infringes on the personal liberties of other children and parents must remain vigilant.

The school reserves the right in extreme cases to report the matter to external bodies and will do so under the guidance laid out in our Child Protection Policy.

Incidents:

Victims of cyberbullying should report the offence to the Deputy Head or the Head Master or anyone they feel will listen. Evidence should be preserved. Discretion must be maintained and too support for the victim, but confidentiality cannot be guaranteed especially if cases are externally referred.

The Head of ICT will:

- ensure that all pupils are given clear guidance on the use of technology safely and positively both in school and beyond including how to manage their personal data and how to report abuse and bullying online.
- provide training sessions for parents/carers on online safety and the positive use of technology through talks at school and organised parental events.
- ensure the school's ICT Acceptable Use Policy is reviewed annually.
- provide annual training for staff on the above policies and procedures.
- provide annual training for staff on online safety.
- plan and deliver a curriculum on online safety in ICT lessons which builds resilience in pupils to protect themselves and others online.
- support form tutors in delivering elements of the PSHEE curriculum on online safety which builds resilience in pupils to protect themselves and others online.

The IT Network Manager will:

- ensure adequate safeguards are in place to filter and monitor inappropriate content and alert the Designated Safeguarding Lead to Safeguarding issues. The school uses Smoothwall to filter all internet access. Smoothwall records access to prohibited sites which enables the IT Network Manager to report issues immediately to the Designated Safeguarding Lead.
- ensure that visitors to the school are given clear guidance on the use of technology in school. This includes how to report any safeguarding issues to the Designated Safeguarding Lead. Visitors will be given highly restricted guest accounts which will not allow any access to personal data and that any misuse of the system will result in access to the system being withdrawn.

The Bursar will:

- ensure the school manages personal data in line with statutory requirements. The school is aware of its duties under the Data Protection Act (1998). Careful consideration will be

given when processing personal information so that the individual's privacy is respected where it needs protection. Access to the personal information will only be given to those who need it. The principles of the Data Protection Act will be applied when processing, collecting, disclosing, retaining or disposing of information relating to a pupil or member of staff.

The School Governors will:

- appoint a governor in charge of Safeguarding who will work with the Designated Safeguarding Lead to ensure the policies and practices relating to safeguarding including the prevention of cyberbullying are being implemented effectively.

Guidance for Parents/Carers

It is vital that parents/carers and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyberbullying. Parents/carers must play their role and take responsibility for monitoring their child's online life.

- Parents/carers can help by making sure their child understands the school's policy and, above all, how seriously the school takes incidents of cyberbullying.
- Parents/carers should also explain to their children legal issues relating to cyberbullying.
- If parents/carers believe their child is the victim of cyberbullying, they should save the offending material (if need be by saving the offensive text on their computer or on their child's mobile phone) and make sure they have all relevant information before deleting anything.
- Parents/carers should contact the school as soon as possible. Please contact the Deputy Head in the first instance.
- If the incident falls in the holidays the school reserves the right to take action against bullying perpetrated outside the school both in and out of term time.
- Parents/carers are invited to attend training on online safety delivered by the Head of ICT.
- The school will ensure parents/carers are informed of the anti-bullying policy and the procedures in place in this policy to deal with all forms of bullying including cyberbullying.

E-Safety at Home

Several sites offer helpful advice to parents/carers, particularly with respect to how they can best monitor their child's use of the computer at home. Here are some parents/carers might like to try:

www.thinkyou.know.co.uk/parents

www.saferinternet.org.uk

www.childnet.com

www.anti-bullyingalliance.org.uk

www.nspcc.org.uk

www.cyberangels.org

Recording incidents

All incidents of bullying/cyberbullying will be recorded by the member of staff involved and communicate immediately to the Deputy Head.

B. Racial

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. These could include:-

- Racist taunts, graffiti, gestures, name-calling, “jokes” and offensive mimicry, even against food, music, dress and customs.
- Physical threats or attacks.
- Wearing of provocative clothing or ornaments,
- Bringing racist leaflets, literature of all sorts or magazines into school.
- Inciting others to behave in a racist way.
- Refusing to cooperate in work, sport, activities and/or play

C. Sexual

- Unwanted physical contact or sexually abusive comments.
- Innuendoes and propositions
- Name-calling
- Looks and comments about appearance, attractiveness and appeal
- Material that is indecent, pornographic and/or sexually explicit.
- In its most extreme form, sexual assault or rape.

D. Homophobic

Homophobic bullying can be seen as a sub section of Sexual bullying as there are many similar behaviour traits, however it is also a behaviour of its own. All members of the Blundell’s community need to be alert to sexual bullying based around sexual orientation, whether or not the person being bullied is gay, lesbian or bisexual. Generally Homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Abusive comments focussing on sexuality.
- Verbal abuse – including spreading rumours, malicious gossip and/or suggestion
- Physical abuse – including threatening behaviours and physical abuse
- Cyberbullying – such as using online media to spread rumour/allegation.

E. Cultural

- Abusive comments relating to cultural background, place of birth or accent. This will include the bullying of young carers or looked after children, or otherwise related to home circumstances, including adopted children.
- Offensive reference to cultural traits.
- Comments, offensive imitation or denigration of any and all cultural traditions.

F. Religious

- Abusive comments concerning religious beliefs and religious practices.
- Offensive comments about someone’s religious customs

G. Special Educational Needs and disability

- A focus on those who receive Learning Support, have learning difficulties or a physical disability.

- Comments made during all lessons with the intention of demeaning and/or belittling the victim.
- Abusive comments made in reference to the victim's perceived intelligence

H. Verbal

- Words or actions intended to hurt and upset another person. Such as: name calling, sarcasm, spreading rumours, teasing, taunting, threatening to cause harm, a focus on a disability, sexual innuendo and reference of any nature, derogatory and/or deliberately humiliating comment. This may include references to a person's appearance, perceived intelligence and sporting/artistic abilities or health conditions.
- Comments about other's perceived inferiority in all areas of life in School and out.
- Whispering about someone either behind their backs or deliberately in front of them.

I. Social

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Refusing to share equipment or seats with someone
- Hiding someone's belongings on purpose
- Spreading rumours about someone
- Giving nasty looks to someone, designed to upset and isolate the victim
- Embarrassing someone in public

J. Physical

- Hitting/kicking/punching
- Spitting
- Tripping/pushing
- Taking or breaking someone's belongings
- Making mean or rude hand gestures

K. Gender

- Abusive or unkind comments because of gender

L. Where a child is adopted or is a carer

- Unkind comments or remarks about a child's parental situation or lack of biological parents.

5. How do bullies act, in some cases?

- Sometimes alone, sometimes in groups.
- Bullies often get others to do their bullying for them, they have the ideas but don't want to be caught bullying.
- They come in all shapes and sizes, all ages, boys, girls, men and women.
- Bullies are not always obvious; sometimes they appear to be popular. Often it is the case that the bullied child seeks approval from the bully.
- Bullies like having power over people.

- Bullies occasionally act out behaviour that they have seen and consequently may not understand the full impact of their actions or realise that what they are doing is wrong and hurtful. In these cases, the school will act as a united educator and role model.

6. Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully. In all cases the safety and continued security of both parties is of paramount importance to the School.

7. School Procedures

The Form Teacher, Head of Pre-Prep and Deputy Head deal with all matters of bullying. The Head Master is informed of the situation. If the problem reoccurs, the Head Master may take the active role. In cases when a child is suffering, has suffered or is likely to suffer significant harm the incident will be treated as a Child Protection concern and the DPRCP (Mrs Elaine Filmer-Bennett) will be involved.

Each case of bullying is a unique problem, but the set guidelines on how to deal with it are as follows:

1. The matter is discussed between the victim and the Form Teacher and if deemed to be a serious case, it is then referred to the Head of Pre-Prep/Deputy Head.
2. If the matter comes to light at home then the parent is encouraged to communicate this straight to their child's form tutor
3. Reference should be made by the Form Teacher and all details recorded for future reference. A copy of this record will be saved on the School Intranet and the Deputy Head/Head of Pre-Prep will be immediately notified of its existence.
4. If appropriate the victim and perpetrator talk to each other to put their own points of view, strictly under the guidance of the Head of Pre-Prep/Deputy Head.
5. After investigation by the Head of Pre-Prep/Deputy Head, all cases will be notified to the Head Master. The child's parents may then be informed and, if necessary, visit the Head Master so that a face to face discussion can take place in the presence of their child.
6. All incidents of bullying are recorded and held on file in the Head of Pre-Prep's or Deputy Head's office. All recordings involve both sides of the incident and letters of contrition are recorded also if necessary. These incidents are discussed at staff meetings and any patterns are identified and targeted for action.
7. Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes and privilege time, suspension or exclusion from school, depending on the perceived severity of the incident(s). In all cases the child who has been found to have bullied another will complete a Behaviour Reflection workbook, all of which are held on file by the Deputy Head. This workbook will form part of the record of the incident(s). All sanctions should be appropriately recorded on the sanctions sheet in the Staff room and on the child's file.
8. Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.

The school sends advice for parents on this subject (see appendix 1, to be reviewed prior to April 2014) and sees this issue as a two-way link. Discussion needs to be honest and open. The school would never attempt to hide bullying incidents it recognises.

A leaflet to all the pupils in the Prep School is given annually in assembly. Assembly often tackles this policy and the school's motto 'Non Sibi' not for oneself is actively encouraged. PSHEEE also provides the opportunity for discussion and listening and the School Council provides a safe forum in which issues may be highlighted. The Head Master and Deputy Head meet weekly with the Head Boy, Head Girl and Prefects in order to discuss issues within school.

The School has drawn up a Kindness Charter which was completed in 2015 in conjunction with staff and prefects. The will be reviewed regularly.

The relationship between Form Teacher and pupil is key, and an honest and open dialogue will be encouraged. Weekly Form Periods and daily ten minute form meetings at the end of the day, provide opportunities for issues to be discussed and addressed. Daily communication at the school gate between staff, parents and pupils alike allows for clear and consistent lines of communication, reducing the likelihood of issues of bullying going unresolved.

8. Staff awareness of the policy

This document forms part of the Staff Handbook and all new members of staff receive a copy from the Head Master on appointment. The Deputy Head is responsible for reviewing the whole school policy on bullying annually. The school takes part in National Anti-Bullying Week (renamed 'Kindness and Tolerance Week throughout Blundell's School) during November of each year and during this time the staff take an active role in activities.

All staff are required to read this policy upon its annual review and regular reviews of the school's Rewards and Sanctions procedures are carried out at termly Form Tutor meetings.

Staff training in all matters of child behaviour is a frequent theme of Inset Days and this is carried out in conjunction with the School's Safeguarding training which is carried out every other year.

9. Preventative Measures against Bullying

- Kindness and Tolerance week every November, including a School assembly given by Monitors from the Senior School.
- Pupil Kindness Charter (see appendix 2) to be signed by every child in the School during the first month of them joining the School.
- Weekly Staff Meetings in which children are discussed
- Kindness and Tolerance week topics, devised in partnership between Senior School Monitors and Prep School Prefects
- Changing rooms monitored
- Form Teacher liaison through dedicated Form Times, lessons and curriculum
- PSHEEE Lessons with Form Teacher
- Duty staff encouraged to be vigilant and to patrol play areas
- Buddy System
- Staff sitting with children during lunch
- Children encouraged to identify with an adult
- E-Safety Seminar

- Weekly meetings between Deputy Head and School Prefects
- Open Policy for children to talk to adults, with all children encouraged to have at least one adult in which they can trust.
- Continued emphasis on kind behaviour and what acts are kind and what are not.
- Continued emphasis on encouraging the children to think carefully about what they are about to say.

Appendix One

10. Anti-Bullying Policy - Parent Advice

Bullying is a difficult and potentially controversial area for all schools and although we work incredibly hard to ensure that the vast majority of children are happy and confident at Blundell's Preparatory School, we are always conscious of this problem. It does exist and it may do in a variety of forms. We have confidence in our pastoral care here, but we will always be looking to improve it. We would like to urge parents to use the following guidelines.

- Talk to your child regularly, so any problem is easier to share. However, encourage them to focus on 'two positives/stars and a wish'.
- Listen to what they say but do not jump to conclusions.
- Encourage your child to feel good about themselves. We are all different, but equally important. We are continually striving to improve the confidence and self-esteem of all of the children and we hope that this policy will continue to achieve that.
- If you feel your child is being bullied, or is a bully, talk to your child's Form Teacher or a member of the school staff and explore the options. Do not stay silent.
- If your child is a victim, assure them it is not their fault and that you will do something to help.
- Be realistic in your expectation if the school has agreed to sort it out. On-going problems can take time to sort out.
- Try to be assertive with us as a school, not aggressive. Without a good working relationship between parents and school the situation could deteriorate which will not help anybody.
- Please remember that children may not solve this problem alone. They need support from all of us together.

11. Bullying Information, Support and Help-lines

Outside agencies offering support are:

Childline: 0800 1111

NSPCC: 0800 800 5000

Samaritans: 08457 90 90 90

Connexions: 080 8001 3219

Advisory Centre for Education – (Advice line for parents on all matters concerning schools)

LC Aberdeen Studios,
22 Highbury Grove,
London N5 2DQ.

Tel: 0207 704 9822
Tel helpline: 0207 354 8321 (Mon-Fri 2-5 pm).

Anti Bullying Campaign – (Advice line for parents and children)

185 Tower Bridge Road,
London SE1 2UF.
Tel: 0207 378 1446 (9.30 am - 5.00 pm).

Children's Legal Centre – (Publications and free advice line on legal issues)

Tel: 01206 873 820 (Mon-Fri: 10 am - 12.30 pm and 2 pm - 4.30 pm).

Kidscape

2 Grosvenor Gardens,
London, SW1W ODH.
Tel: 0207 730 3300
Fax: 0207 730 7081
Has a wide range of publications for young people, parents and teachers.
Bullying counsellor available Monday to Friday, 10-4.

Parentline Plus

520 Highgate Studios,
53-79 Highgate Road,
Kentish Town,
London, NW5 1TL.
Tel: 0808 800 2222
National helpline for parents: (Mon-Fri 9-9; Sat 9.30-5; Sun 10-3).

Websites:

There are numerous useful sites for which updated links can be found on the DfE website at www.dontsufferinsilence.com

Useful reading:

`Bullying; Wise Guide', by Michele Elliott
`Don't Pick on Me: How to Handle Bullying', by Rosemary Stone
`Your child bullying', by J Alexander
`101 Ways to deal with bullying', - a guide for parents, by M Elliott
`Keeping Safe: A practical guide to talking with children', by Kidscape
`Helping children cope with bullying', by S Lawson
`Confident children: a parents' guide to helping children feel good', G Lindenfield
`Bullying and how to fight it: A Guide for families', by A Mellor
`Fighting, teasing and bullying: Simple and effective ways to help your child', by J Pearce
`The bullying problem: How to deal with difficult children', by A Train

The school has already been through the policy with all the children in the Prep School during assembly time and this will be followed up in PSHEE and Form time. All children are constantly reminded of kindness and consideration to others at all times. This is covered in assembly and with form teachers.



Blundell's
PREPARATORY SCHOOL
Non Sibi

Kindness Charter

As members of Blundell's Prep School we understand the importance of being kind to everyone at every opportunity. With this in mind we have created the following charter for everyone to sign up to and to follow:

1. I will always think of the needs of others before my own.
2. I will always include others in my thoughts and actions.
3. I will follow the school's Kindness and Tolerance Days of the Week.
4. I will always help others with their studies, sport and lives in School.
5. I will always say "Please" and "Thank-you".
6. I will always Think before I Act.
7. I will always make sure others in the School are safe.
8. I will be careful of my manners at all times.
9. I will make sure we all look after each other.
10. I will do my best to make sure everyone is happy and is having fun in School.

Signed:

Blundell's Prep School Council