



La Petite Ecole Française

73 Saint Charles Square

London W10 6EJ

Tel: 0208 960 1278

E-mail: admin@lapef.co.uk

Headteacher: Rebecca Stewart

Admin Head: Alix de Saint Quentin

ANTI-BULLYING POLICY

1. Introduction

La Petite Ecole Française is committed to providing a safe and secure environment where all pupils can learn without fear or anxiety. Bullying, whether verbal, physical, psychological, online, or off-site, is unacceptable and will be addressed firmly. Everyone in the school community has a responsibility to prevent bullying.

2. Legal and Regulatory Frameworks

This policy is informed by the Department for Education guidance *Preventing and Tackling Bullying 2017*, the Education and Inspections Act 2006, and the Independent School Standards Regulations. La Petite Ecole Française also recognises that bullying can occur online as well as in person, and this policy is supported by the DfE guidance *Cyberbullying: Advice for Headteachers and School Staff*. This policy should be read alongside the Safeguarding Children Policy and is informed by Keeping Children Safe in Education (KCSIE 2026).

The school complies with its duties under the Equality Act 2010. Bullying related to protected characteristics (such as disability, race, religion or belief, sex, sexual orientation, gender reassignment, or pregnancy and maternity) is always treated seriously, recorded and monitored.

The guidance is available in the school compliance/ISI folder and on the staff shared drive. All staff are expected to understand how this guidance applies to their role, and they receive guidance on how to identify and respond to bullying and online bullying.

3. Bullying definition and child-on-child abuse

Bullying is behaviour by an individual or group, usually repeated over time, that deliberately hurts another person physically or emotionally. It can take many forms, including:

- Verbal: name-calling, teasing, threats, or abusive language
- Physical: hitting, kicking, pushing, or damaging belongings
- Psychological/Emotional: exclusion, intimidation, spreading rumours, or coercion
- Online/Cyberbullying: sending harmful messages, sharing images without consent, or harassment via social media and other digital platforms

- Off-site bullying: behaviour outside school hours that negatively affects pupils' wellbeing or the school environment

Pupils may be targeted for reasons including: race, religion, or culture; special educational needs or disabilities (SEND); appearance or health conditions; sexual orientation or gender identity; home circumstances (e.g. young carers, looked-after children); sexist or sexual behaviour.

Child-on-child abuse includes bullying as well as more serious behaviours such as sexual harassment or harmful sexual behaviour; upskirting, exploitation, or coercion; any behaviour that is dismissed as “banter” or “part of growing up”.

All incidents are taken seriously, recorded, and addressed promptly to ensure the safety and wellbeing of all pupils.

4. Roles and Responsibilities

4.1 Proprietor

The Proprietor holds ultimate responsibility for ensuring that the school meets its statutory obligations in relation to safeguarding, behaviour and anti-bullying, and ensures that all members of the school community work within a safe and enabling environment.

4.2 Headteacher and DSL

The headteacher, who is also the DSL, is responsible for the implementation of the anti-bullying policy and to ensure that all staff (both teaching and non teaching) are aware of the school policy and know how to deal with incidents of bullying.

All reports of bullying will be investigated promptly by the Headteacher/DSL within two working days. Each case will be treated individually. Written accounts will be taken from the bully and victim, risks assessed, and safeguarding thresholds considered. Parents will be informed, and outcomes recorded on MyConcern. A follow-up review will take place within 2 to 4 weeks to ensure the situation has been resolved. Where appropriate, and/or if incidents continue, the Headteacher/DSL will consult with the Local Authority and follow statutory safeguarding procedures. External help may also be sought for the bully and the victim, and exclusion may be considered.

The Headteacher/DSL reviews bullying records regularly to identify patterns, vulnerable pupils or locations, and to evaluate the effectiveness of interventions. A summary (with anonymised data) may be shared with the proprietor/governors to support oversight and improvement.

4.3 Staff

All staff receive training in recognising, preventing and responding to bullying, including online bullying and child-on-child abuse, as part of induction, annual, and mid-year updates. Staff are reminded annually of the procedures set out in this policy. Staff should be vigilant in looking out for signs of bullying, child-on-child abuse or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack

of confidence, headaches and stomach aches, signs of depression, “illness” at certain times or certain days, change of friendship group, lack of friends

- **Behavioural:** change in general behaviour, change in the standard of work, asking for more money, ‘losing’ more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

All members of staff are required to report incidents of suspected bullying on MyConcern and to the headteacher immediately. Reports should include the time, date, people involved, what happened precisely, who are the witnesses and what was the action(s) consequently. Appropriate action is then taken.

The teachers report to the headteacher about the effectiveness of the anti-bullying policy on request.

4.4 Pupils

The pupils know that bullying is unacceptable and that they must “tell a teacher” if it happens to them or another member of the school. It is important for the children to know that if they tell someone that they are being bullied, it will be taken seriously and be dealt with swiftly and sensitively.

5. Preventing Bullying

Anti-bullying education is part of the school curriculum. In Maternelle, it is called “apprendre ensemble et vivre ensemble (learn together and live together)”. In Primaire, it is included in “Enseignement Moral et Civique (moral and civic education)”. We also take part in ‘Anti-Bullying Week.

Pupils are taught to respect and help others by developing their ability to communicate, exchange and socialise with everybody. “Rules of life at school” (“Règles de vie à l’école”) are established by the children and their teachers at the beginning of the year and include “what we are allowed to do”, “what we are forbidden to do” and “what we should do in case...”.

This purpose intends to explore and discuss the basic rules of life in society while answering the most frequently asked question by young children: “why?”. These “rules of life at school” can be discussed with the children or referred to at anytime during the school year, if it is appropriate.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

6. Responding to Bullying

Sanctions and strategies can include:

- Apologies
- Removal of privileges/activities

Exclusions are used in exceptional cases only and when the nature of the behaviour is such that the school wishes to signal a strong degree of disapproval. Such behaviour includes physical violence to staff or pupils, persistent bullying, consistently poor behaviour over a sustained period, and persistent disruption of the learning of others.

Interventions and sanctions will be proportionate and carefully adapted to meet the individual needs of pupils with SEND, ensuring they are supported fairly while maintaining school expectations.

If necessary, the Headteacher/DSL will seek advice from the Local Authority (RBKC) or, if appropriate, report incidents to the local authority.

7. Support for pupils

Victims of bullying will be supported through pastoral check-ins, safe-space arrangements if needed, and agreed strategies for rebuilding confidence and friendships.

Pupils who have bullied others will receive guidance to help them understand the impact of their behaviour and to make positive changes, alongside proportionate sanctions. The school works with parents and, where necessary, external agencies to support all parties.

8. Online and Off-Site Bullying

Bullying can occur online, outside school hours and off the school site. The school may apply disciplinary measures to pupils for misconduct that occurs online or off-site where it impacts on the wellbeing of pupils or the good order of the school. Staff will:

- preserve relevant evidence (for example screenshots),
- advise pupils on reporting tools within online platforms, and
- inform the Headteacher/DSL where safeguarding concerns arise.

Parents will be involved as appropriate, and pupils will be supported to use technology safely and responsibly.

9. Concerns and Complaints

Parents who feel that a bullying concern has not been addressed appropriately should raise the matter with the Headteacher in the first instance. If they remain dissatisfied, they may follow the school's Complaints Policy.

10. Policy review

This policy is reviewed annually, or sooner if national guidance or school practice requires an update. Next review: September 2027.