Anti- Bullying Policy
September 2020

This policy applies to Main School and the EYFS department and before and after school provision

Salterford House believes that every student and member of staff has a right to study or teach without discrimination or threat and to be able to fulfil their potential.

1. Aims
This policy aims:
- to demonstrate that the school takes bullying seriously and that it will not be tolerated;
- to set out measures to prevent all forms of bullying in the school and on off-site activities;
- to support everyone in the actions to identify and protect those who might be bullied;
- to demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying;
- to promote an environment where it is **not** an offence to tell someone about bullying;
- to promote positive attitudes in pupils.

2. The School's Commitment

• The school will meet the legal requirement for all schools to have an anti-bullying policy in place.

• The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper 'Every Child Matters' 2003 (outcome 2) and The Children Act 2004 and KCSIE (2019).

• The proprietor, all teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.

- The proprietor, all teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.

- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.

- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.

- Whole school initiatives (staff training, celebration assemblies etc) and pro-active teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.

- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

- The school is committed to providing a caring, friendly and safe environment for all students so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Salterford House, whether it is on site or on off-site activities.

- If bullying does occur, all students should be able to tell someone, and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell the staff.

- The school takes bullying seriously. Students and parents should be assured that bullying will not be tolerated and that students will be supported when bullying is reported.

The school's bullying lead is Ms K Venables.

3. What Is Bullying?

3.1   Bullying is defined as the use of deliberate aggression with the intention of hurting another person. Bullying is persistent and results in pain and distress to the victim. Bullying is serious and can cause emotional and physical distress which may lead to psychological damage.

3.1.1How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
§ There is a deliberate intention to hurt or humiliate.
§ There is a power imbalance that makes it hard for the victim to defend themselves.
§ It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

3.2   Bullying can be:
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing because of size etc.
- Cyber -all areas of internet ,such as email & internet chat room misuse
- Mobile- threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

3.3   Prejudice Related Bullying
Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
· age
· being or becoming a transsexual person
· being married or in a civil partnership
· being pregnant or having a child
· disability
· race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
· religion, belief or lack of religion/belief
· sex/gender
· sexual orientation

These are called 'protected characteristics'.
As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, bi phobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

3.4 Cyberbullying
The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.
Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity   as any other forms of bullying.

Cyberbullying can include:-

- · hacking into someone's accounts/sites
- · Posting prejudice/hate messages
- · Impersonating someone on line
- · Public posting of images
- · Exclusion
- · Threats and manipulation
- · Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

See Appendix 2 for further guidance.

Bullying can take place between:

- · young people
- · young people and staff
- · between staff

4.   Why is it important to respond to bullying?

4.1   Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

4.2   We have a responsibility to respond promptly and effectively to issues of bullying.

5.   Signs and Symptoms

5.1   A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence

- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

What steps will be taken to prevent bullying?

• Adults will model respectful behaviour.

• Every child or young person will have their rights respected.

• We will work to reduce racism, homophobia, etc.

• We will work to help everyone understand and respect people with disabilities.

• We will set up easy safe ways for children/young people to report bullying.

• We will work with the members of this group to help them build confidence.

• We will work with anyone who bullies to help them change their behaviour.

• We will put in place sanctions to be used as appropriate.

6.Training

6.1 The Designated Teacher is responsible for arranging a programme of staff development, which will include anti-bullying strategies.
This will include training for education support staff as well as teachers.

6.2 The school will also arrange training for students (including assertiveness training) where the head teacher considers it appropriate.

7. Responsibilities

7.1 The Proprietor

7.1. a Legal requirements
The law requires that the proprietor must:

- Make, and from time to time review, a written statement of general principles to guide the Head in determining measures to promote good behaviour;

- Consult the SMT, other appropriate members of staff, parents and all students on this statement of principles;

- Promote the well-being of students;

- Exercise functions with a view to safeguarding and promoting the welfare of students;

- Ensure that the school can answer the question 'How do we make sure our pupils are healthy, safe and well-supported?';

- Have an equality policy;

- Assess and monitor the impact of the policies (including the equality policy) on students, staff and parents, with particular reference to the impact on students' attainment;

- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled;

- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures;

7.1.b In order to discharge these legal duties the proprietor will:

- liaise with the 'designated lead for safeguarding' over all anti-bullying strategies, and individual cases where appropriate.

- discuss, review and endorse agreed strategies and will discuss the annual report on the working of this policy;

- make and implement the following policies:

        - race equality;
        - disability equality;
        - equal opportunities;
        - behaviour and discipline.

7.2.a The Head

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

The law requires that the Head must:

Determine the more detailed measures (rules, rewards, sanctions and behaviour-management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the statement of principles in so doing.

The policy determined by the school must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

 Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year.

7.2.b In order to discharge the legal duty the Head will:

- Determine measures to be taken to prevent bullying, taking into account any advice given by the governing body;
- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures for developing positive attitudes and relationships, encouraging good behaviour and respect for others;
- discuss development of the strategies with the Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- report annually to the Staff Meeting INSET day in September

7.3 The Designated Teacher will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- ensure appropriate teaching and learning of anti-bullying strategies;
- keep the Head informed of incidents;
- arrange relevant staff training in the teaching of anti-bullying strategies and developing staff and student skills in countering bullying;
- determine how best to involve parents in the solution of individual problems;

7.4 Teachers will:

- be responsible for ensuring that the school's positive strategies are put into practice; and
- implement the school's procedure for dealing with any incidents that are reported
- be responsible for liaising with SMT over all incidents involving pupils in their class;
- be involved in any agreed strategy to achieve a solution; and
- take part in the anti-bullying programme in PSHE and Citizenship.

7.5 All Staff will:

- know the policy and procedures;
- be observant and to ask students what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- apply any disciplinary penalties fairly and in accordance with the school's policies;

7.6 Students are responsible for:
- reporting instances of bullying as soon as possible;
- participating in any investigation; and
- taking any action determined by the staff of the school for combating any bullying.

7.7 Parents are responsible for:
- reporting any concerns they may have over possible bullying;
- encouraging the student to report incidents and to participate in any action determined by the school;
- cooperating with the school in any action the school decides to take; and
- if a parent of a bully, to cooperate with the school in changing the student's behaviour.

8. Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, school assemblies, and in the national curriculum programmes of study as appropriate.

- the Deputy Head is responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHE and Citizenship course; and
- subject heads are responsible for introducing anti-bullying material in their programmes of study as appropriate.

Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

9. Anti-bullying Procedures

9.1 Parents

If parents suspect their child is being bullied they should contact the class teacher. Parents should be prepared with the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves will inevitably make the matter worse.

Parents should encourage their child to talk to their teacher or other member of staff.

9.2 Students

If a student feels they are being bullied they must tell an adult, parent, teacher or other member of staff.
Students who witness bullying must tell an adult, parent, teacher or other member of staff.

9.3 Staff

A member of staff may:

· verbally reprimand a child and discuss appropriate positive behaviour;
· move the child away from others who might be distracted;
· ask the child to complete a meaningful task or activity at playtime or in their own time;
· removal from social situations;

· removal from teams;
· communicate informally with parents;
· refer the child to the Deputy Head or Headmaster;
· communicate formally with parents and seek agreement to place the child on daily or weekly report;
· communicate formally with parents and seek agreement to place the child on a behavioural plan;

If bullying is reported to a member of staff they will record the details as presented to them and pass on to the students' (victims') teacher.

Teachers will initiate the 3Rs process, with the support of other members of staff as appropriate:
- Reflection – What has happened? Could it have been different?
- Resolution – How can we try to ensure this doesn't happen again?
- Reconciliation – How we put things right between those involved?

In cases of serious bullying, staff will record the incidents.
In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
If necessary and appropriate, police will be consulted.

In exceptional circumstances, the head teacher may require parents to remove their child from the school.

PLEASE NOTE THAT THE DISCIPLINARY PROCEDURES OUTLINED ABOVE CAN BE ENACTED AT ANY OF THE ABOVE STAGES DEPENDING ON CIRCUM-STANCES AND THE SEVERITY OF THE MISBEHAVIOUR.

10. Students who have been bullied will be supported by:
- Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- Reassuring the student;
- Offering continuous support with a designated member of staff;
- Restoring self-esteem and self-confidence;
- Offering continuous support and advice to parents.

11. Students who have bullied will be helped by:
- Discussing what happened;
- Discovering why the student became involved;

- Establishing the wrong-doing and the need for change;
- Informing parents to help change the attitude of the student;

11.1 Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

12. Sanctions

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the school's 'Behaviour Policy'. For persistent offenders or incidents considered as gross acts of aggression, a student may be permanently excluded.

13. Complaints

13.1 If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the school following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance from the school's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If however the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken in accordance with the Complaints policy procedures.

14. Equal Opportunities

14.1 In implementing this policy the Head and staff will take into account the

school's equality policies.

15. Monitoring and Review

15.1 The Deputy Head will keep and consider reports on serious incidents, and make an annual report to the Head. The Head will consider the reports to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies.

15.2 The Head will make an annual report.

15.3 The SMT will review the policy every three years, or earlier if the Head teacher considers it is necessary.

Signed: _____   Date: _____

LINKS TO OTHER RELATED POLICIES

Safeguarding

Whistleblowing

Health and Safety

Missing Child

ICT/ Internet Acceptable Use

Health and Safety

Behaviour

Complaints

SEN

APPENDIX 1

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Curriculum and Whole School. For example:

§ Celebrating good behaviour and achievements (praise from teachers in the classroom, red squares, Achievement in Assembly,

§ Involvement in PSHE lessons (using theGo-Givers scheme of work).

§ Anti-Bullying week held annually.

§ PSHE/Citizenship lessons and cross curricular lessons.

§ Specific curriculum input on areas of concern such as Cyberbullying and internet safety.

§ Pupil questionnaires to gain an insight into the views of the children.

§ Peer mentoring schemes and/or Playground Buddying.

§ British values taught in line with the Prevent Duty legislation.

§ Regular reviews of the anti-bullying policy with staff.

3. Support for parents/carers

§ Parents leaflet about bullying.

§ Parent information events such as E-safety updates

4. Support for all school staff

§ Staff training and development for all staff

§ Clear links made with the behaviour policy so staff are clear of the procedures to follow.

§ Bullying reporting book for school staff to fill in and these are reviewed by K Venables

CYBERBULLYING GUIDANCE

Guidance for Staff

Guidance on safe practice in the use of electronic communications and storage of images is contained in the Code of Conduct and E Safety policy. The school will deal with inappropriate use of technology in line with the Code of Conduct which could result in disciplinary procedures.

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones

§ Ask the pupil to show you the mobile phone

§ Note clearly everything on the screen relating to an inappropriate text message or image, to include the

date, time and names

§ Make a transcript of a spoken message, again record date, times and names

§ Tell the pupil to save the message/image

§ Inform Designated Safeguarding Lead immediately and pass them the information that you have

Computers

§ Ask the pupil to get up on-screen the material in question

§ Ask the pupil to save the material

§ Print off the offending material straight away

§ Make sure you have got all pages in the right order and that there are no omissions

§ Inform a member of the Senior Leadership team and pass them the information that you have

§ Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

Use of Technology in School

All members of the school community are expected to take responsibility for using technology positively. As well as training, the following is in place:

• All staff are expected to sign to confirm they have read and understood the Acceptable Use Policy.

• All staff are expected to sign to confirm they have read and understood the Staff Code of Conduct

• All staff are expected to have read and understood Guidelines for Staff when Children are using Digital Devices

Guidance for Pupils

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, or a member of staff on your safety network. For more advice, look at the Cyberbullying leaflet.

§ Do not answer abusive messages but save them and report them

§ Do not delete anything until it has been shown to your parents/carers or a member of staff at school (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)

§ Do not give out personal details or contact information without the permission of a parent/guardian (personal data)

§ Be careful who you allow to become a friend online and think about what information you want them to see.

§ Protect your password. Do not share it with anyone else and change it regularly

§ Always log off from the computer when you have finished or if you leave the computer for any reason.

§ Always put the privacy filters on to the sites you use. If you are not sure how to do this, ask a teacher or your parents.

§ Never reply to abusive e-mails

§ Never reply to someone you do not know

§ Always stay in public areas in chat rooms

§ The school will deal with cyberbullying in the same way as other bullying. Do not think that because it is online it is different to other forms of bullying.

§ The school will deal with inappropriate use of technology in the same way as other types of inappropriate behaviour and sanctions will be given in line with the school's Behaviour Policy.

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 cyber-bullying. 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 cyber-bullying.

§ Parents/carers should also explain to their children legal issues relating to cyber-bullying.

§ If parents/carers believe their child is the victim of cyber-bullying, 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.

§ 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 will be invited to attend the school's training on online safety on a regular basis.

The school will ensure parents/carers are informed of the cyber-bullying policy and the procedures in place in the Anti-Bullying Policy to deal with all forms of bullying including cyber-bullying.

SCHOOL FILTERS

The school has installed Qustodio Software on all computers where children have access.

FURTHER GUIDANCE

Your attention is drawn to the DfE guidance 2014 'Preventing and Tackling Bullying' DfE website www.education.gov.uk

KIDSCAPE Parents Helpline (Mon-Fri, 10-4)

www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.

For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to:

Kidscape

2 Grosvenor Gardens London SW1W 0DH

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyber-bullying www.bullying.co.uk

The following information can be downloaded from the above website: Safe to Learn: Embedding anti-bullying work in schools (2007):

· Cyber-bullying Guidance and Resources. Safe to Learn

· Cyber-bullying Summary Leaflet

www.antibullying.net/cyber-bullying1.htm for an Information Sheet for Teachers and other Professionals who work with Young People

www.becta.org.uk for information on safeguarding learners

Beatbullying

Rochester House

4 Belvedere Road London

SE19 2AT

020 8771 3377

www.beatbullying.org

Anti-Bullying Alliance

National Childrens Bureau

8 Wakley Street

London

EC1V 7QE

020 7843 1901

www.anti-bullyingalliance.org.uk

January 2020

Review January 2021

Approved by M Venables

10 Key Principles
Anti-Bullying Charter for Schools

Salterford House School has committed to the following principles to prevent and respond to bullying.

Our school:

1. **listens** - all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** - all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **respects** - all school staff are role models to others within the school in how they treat others.
4. **challenges** - all forms of discriminatory language – including disablist language – is challenged and taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **understands** - all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** - all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** - we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.
10. **has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

BULLYING- A quick Guide

What is bullying?

Aggressive behaviour:
Physical or verbal attack
Imbalance of Power:
The person bullying is stronger, more popular and able to overpower the victim in many ways
The behaviour usually occurs often

Bullying could come in any of these four ways:

1. Physical: This includes threatening, or actually doing the action of hitting, kicking, pushing, and any other physical harm. Others include stealing, hiding or destroying your belongings. Sometimes, you are forced to do things you don't want to do.

2. Verbal: This includes calling you names, poking fun at you, teasing, people giggling, insulting and laughing at you each time they see you.

3. Relationship: This also includes people refusing to talk, share or allow you to join in games and play activities. Others include spreading lies (or even or truths about something bad you did)

4. Cyber, Internet or Online: This includes people using the Internet to send you dirty, embarrassing and dangerous messages, intended to cause problems for you.

If you think you are being bullied, or if you are worried about anything:

TALK TO YOUR TEACHER
or TALK TO MISS BAGULEY
or TALK TO MISS VENABLES