

Anti-Bullying Policy

This policy applies to all sections of Charlotte House School including EYFS.



Staff responsible:	Head
Last review/update date:	March 2017 Updated February 2018
Review cycle:	Annually
Reviewed by Committee:	Education Committee
Approved by Board of Governors:	28 February 2018
Next review date:	March 2019
Related policies:	Behaviour & Sanctions Policy Child Safeguarding Policy Complaints Policy Equal Opportunities Policy Internet & E-Safety Policy SEND
This document also appears on:	Website ISI Portal

This policy was drawn up having regard to the DfE document *Preventing and Tackling Bullying* (October 2014) and KCSIE (September 2016) and is to be read together with the Internet and e-Safety Policy.

STATEMENT OF INTENT

At Charlotte House School, our community is based upon respect, good manners and fair play. As a Rights Respecting School, we recognise how the UN Convention for the Rights of the Child supports our commitment to provide a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop her full potential. Parents/guardians have an important role in supporting Charlotte House School to maintain high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. This policy also relates to the Early Years Foundation Stage.

DEFINITION OF BULLYING

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical, verbal and 'cyber' bullying or emotional means (by excluding, tormenting or spreading rumours). It can involve manipulating a third party to tease or torment someone. It

can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. Bullying may involve actions or comments, including inappropriate banter, that are racist, sexist, homophobic, which focus on disabilities, gender, special educational needs or other physical attributes (such as hair colour or body shape), religious beliefs, cultural differences or because a child is adopted or a carer. Bullying can happen anywhere and at any time. We treat it very seriously and are aware that it can cause severe psychological damage. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

CYBERBULLYING

We are aware of the increase in cyber-bullying in today's society and it now appears in the syllabus to ensure all the girls are aware of it and understand where help can be sought if they are victims of this form of bullying. Mr Bill Belsey, the creator of the web site: www.cyberbullying.org defined this unpleasant and particularly intrusive phenomenon in the following terms:

Cyberbullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others." Cyberbullying can involve Social Networking Sites, like Instagram, snapchat and Facebook, apps such as Sarahah, emails and mobile phones used for SMS messages and as cameras.

SIGNS OF BULLYING

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

- Unwillingness to return to school
- Loss of appetite
- 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 spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Diminished levels of self confidence
- Frequent visits to the School office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance,
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, bed wetting, nightmares

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying will always be investigated by teachers and, where deemed appropriate, brought to the attention of parents.

PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to

- enforce the message about community involvement and taking care of each other; pupils are warned of the dangers of cyberbullying and are taught about on-line safety
- The school has a comprehensive technical provision in place to ensure the safety of pupils. These include anti-virus software, web-filtering software (“open DNS”) and classroom and desktop management software.
 - The school’s web filtering system will ensure that most unsafe or undesirable websites will automatically be blocked from the children’s access. However, certain rules will be applied for times when that does not happen (See Appendix 1 of the Internet and E-safety Policy).
 - Pupils, staff and parents are educated to understand how to use the internet safely. This takes place through dedicated lessons during the pupils’ computing classes and e-safety talks presented to staff and parents. When appropriate, advice will also be sent out via email.
 - The Head & Bursar will keep abreast of current issues and guidance and any changes will be relayed to the staff/governors as appropriate, in order to update the school e-Safety teaching and policies accordingly. As appropriate, the information will then be relayed to parents.
 - All parents (and Prep School pupils) are asked to sign a form agreeing to Charlotte House Computer and Internet rules, before access is allowed. These incorporate measures to help ensure the e-safety of the pupils in school
 - We impose sanctions for the misuse or attempted misuse of the internet
 - Other lessons, particularly RE, English and Drama, provide opportunities to highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills
 - All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place
 - Incidents of poor behaviour or bullying are logged promptly in the Behaviour and Bullying book, found in the staffroom.
 - Reported incidents are then recorded on our 3Sys information system and in our Pupil Concerns meeting minutes and are investigated straight away. We always monitor reported incidents
 - Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur.
 - In the second half of the Autumn Term we conduct our bullying audit; the whole school discusses bullying and our anti-bullying policy and all the girls from Form I-VI fill in a confidential questionnaire. The results of these are analysed by the Deputy Head and a report is fed back to the governing body. This report is then used to help inform our actions and is considered when reviewing this policy.
 - We discuss and offer guidance where appropriate on the safe use of social networking sites and cyberbullying in PSHEE lessons. We offer guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
 - Staff mobile phones are not allowed to be used in the vicinity of pupils and pupils bringing their own mobile phones to school are required to hand them into the School Office on arrival at School
 - The use of cameras is not allowed in washing and changing areas
 - Fortnightly pupil concerns meetings are held for staff and minutes are taken. Notes are also kept in each girl’s individual folder on 3Sys
 - Due attention is paid to pupils with special education needs, including dyslexia, and support offered to enable them to access bullying prevention.

REPORTING BULLYING

As part of our induction procedure staff are told the importance of reporting any incidents which they feel may be bullying. Any incidents will be reported to the Form Teacher who will then share the information with the Deputy Head who may in turn notify the Head.

The girls are encouraged to speak to any member of staff if they have experienced or witnessed any form of bullying from staff or their peers.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of alleged bullying is reported, we follow a set procedure to ensure the incident is dealt with swiftly and fairly. See Appendix A)

Sanctions may include:

- Loss of playtime
- Loss of Golden Time for Pre-Prep girls
- Loss of other privileges
- Written apologies
- Segregation from others at key times, including lunchtime
- Removal to another class

Strategies may include:

- Sticker chart
- Housepoints for positive behaviour
- Report card

STAFF TRAINING

As part of INSET programme/ staff meetings staff are trained to understand the principles of this policy and their legal responsibilities. This may be an area identified by a member of staff in their CPD and appraisal; if so the school fully supports that member of staff accessing further training.

PARENTAL INVOLVEMENT

As part of our annual Information Evening, staff talk to the parents and explain about e-safety and what they can do to support their child develop resilience in this area. There is also information in the Parents' Handbook.

The Behaviour Policy is available on the website and this policy is made available to parents upon request.

If deemed appropriate we would notify parents of both the alleged perpetrator and victim of any concerns we have relating to bullying. Parental support is sought in helping to deal with such events. (See Appendix A for more details as to when and how parental involvement is sought)