

Anti-Bullying Policy

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



Staff responsible:	Head
Last review/update date:	August 2023
Review cycle:	Annually
Reviewed by Committee:	Education Committee
Approved by Board of Governors:	November 2023
Next review date:	August 2024
Related policies:	Behaviour & Sanctions Policy Child Safeguarding Policy Complaints Procedure Equal Opportunities Policy Internet & E-Safety Policy SEND Policy
This document also appears on:	Website

This policy was drawn up having regard to the DfE documents *Preventing and Tackling Bullying* (July 2017), *Cyberbullying: advice for headteachers & school staff* (November 2014) and KCSIE (September 2023) 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 and child on child abuse 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, including prejudice-based 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 may also be related to the Covid-19 pandemic, for example accusing a peer of spreading the disease intentionally, linking the disease to their race or culture or ostracising them because of previous or perceived infection. Bullying can happen anywhere and at any time. We treat any child on child abuse 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 cyberbullying 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 and apps such as Instagram, snapchat, WhatsApp and Facebook, as well as 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 spoilt 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:

- Charlotte House has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. We encourage girls to tell a member of staff at once if they know bullying is taking place.
- We have a strong and positive PSHE/RE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another. Our PSHE/RE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school.
- Other lessons, particularly English and RE, provide opportunities to highlight the issue of bullying and reinforce an anti-bullying message by teaching moral and spiritual values that show bullying is unacceptable and by developing social skills.
- Our pupils are part of changing their circumstances and, through the school council and within their forms, we encourage them to support changes and develop 'rules of acceptable behaviour'.
- We emphasise and involve pupils in the positive ethos in school; one where they understand the boundaries of behaviour before it becomes abusive.
- Staff will not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. Staff will consider each issue and each individual in their own right before taking action. Incidents of poor behaviour or bullying are logged promptly in the Behaviour and Bullying book, found in the staffroom, and on 3sys.
- Fortnightly Pupil Concerns meetings are held, with minutes logged on 3sys as well as distributed to staff including those not attending meetings. Any concerns are monitored and investigated and staff are made aware.
- We use appropriate assemblies to explain the school policy on bullying, cyberbullying and internet safety and create an open forum to discuss and explore these problems.
- Pupils, staff and parents are educated to understand how to use the internet safely. For pupils, this takes place through dedicated computing lessons. We offer guidance on social network sites and keeping names, addresses, passwords, mobile phone numbers and other personal details safe. We deliver e-safety talks to staff and parents and advice is sent out via email. Our filtering and monitoring systems are reviewed at least annually to ensure children's safeguarding needs are met.
- The school has comprehensive technical provision in place to ensure the safety of pupils. This includes anti-virus software, web-filtering software ("open DNS") and classroom and desktop management software. 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). The web filtering system is monitored regularly by P. Woodcock, the DSL.

- 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 and prevent cyberbullying.
- Staff are always on duty at times when pupils are not in class; they patrol the school site, including the dining room and garden areas at lunch and break times, and supervise breakfast and after-school clubs.
- In the second half of the Autumn Term we conduct our bullying audit; the whole school discusses bullying and our anti-bullying policy. All the girls from forms I-VI complete a questionnaire; EYFS discuss bullying as a whole class. The results of these questionnaires 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.
- 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 to encourage positive behaviour may include:

- sticker chart;
- housepoints for positive behaviour;
- report card.

Commented [PM1]: Presumably you mean "Strategies to encourage positive behaviour may include:"

STAFF TRAINING

As part of our INSET programme/ staff meetings, staff are trained to understand the principles of this policy and their legal responsibilities. Staff are trained to recognise bullying whether in-school or cyber bullying and through INSET we discuss techniques to deal with this issue to ensure all parties are supported. We use a range of resources to train staff on this issue including on-line training, in-house expertise and NSPCC resources. 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 to access further training.

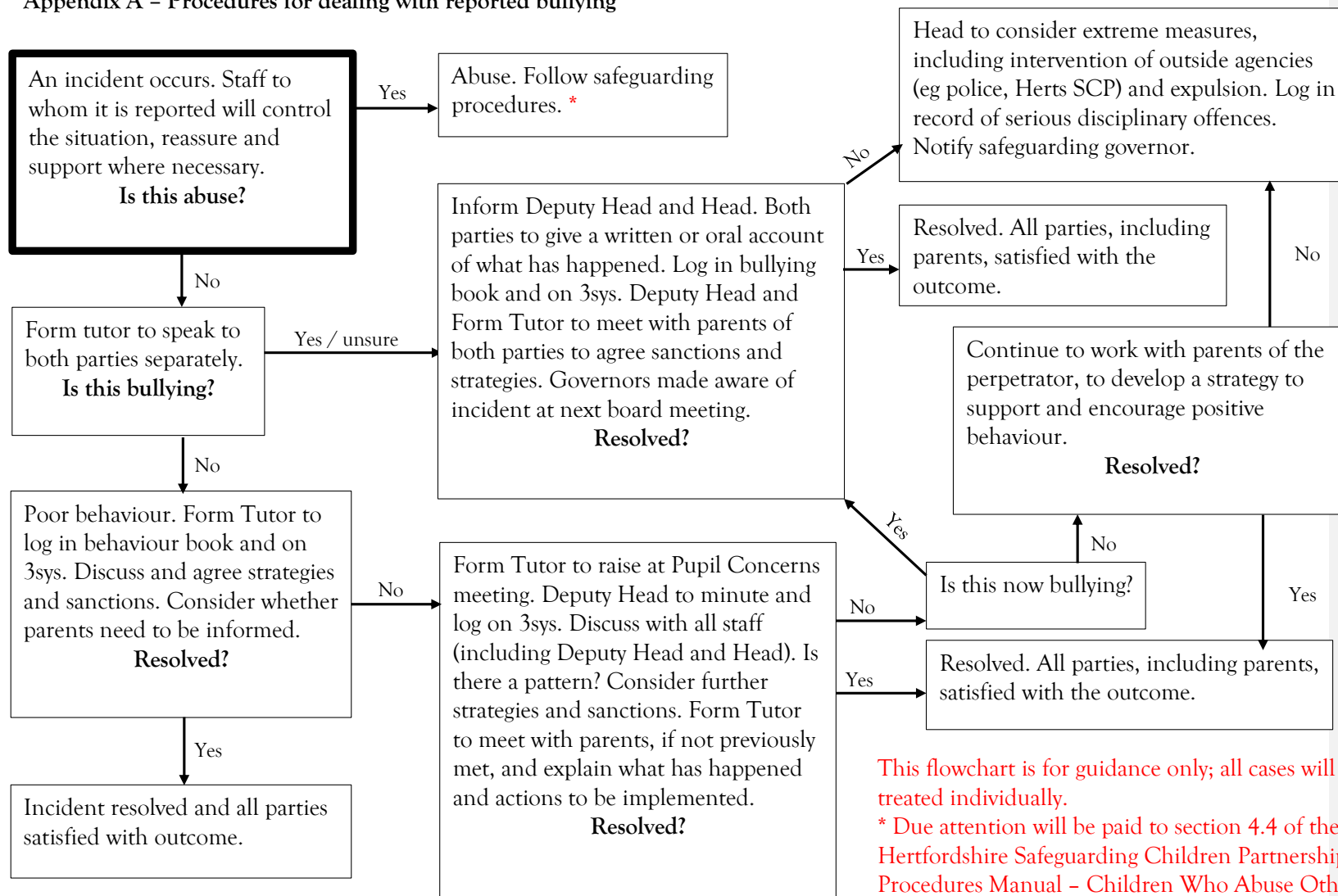
PARENTAL INVOLVEMENT

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

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

We 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).

Appendix A – Procedures for dealing with reported bullying



This flowchart is for guidance only; all cases will be treated individually.

* Due attention will be paid to section 4.4 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others