



'ALIS VOLAT PROPRIIS'

SEATON HOUSE SCHOOL

ANTI BULLYING POLICY

Date Reviewed: October 2021
Next Review Date: Autumn 2022
Reviewed by: Head & SLT

Seaton House Anti-Bullying Policy

This policy applies to the whole school including Early Years Foundation Stage

Introduction

Various legislation and government guidance is reflected in this policy, including the Equality Act 2010, the Children Act 1989, the Education Act 2011 and DfE advice '*Preventing and Tackling Bullying*' (Oct 2014).

It should be read in conjunction with the School's Behaviour Policy, the Special Education Needs and Disabilities Policy, the Disability Policy, the Equal Opportunities Policy. It applies to the Early Years, Key Stage 1 and Key Stage 2.

Seaton House School is a community based upon respect, good manners and fair play. It prides itself on its respect and mutual tolerance. Parents/guardians have an important role to play in supporting Seaton House School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate together.

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,

AIMS

The aims of this policy are:

- To offer guidance to staff so that its members work together to ensure that Seaton House is free from bullying. This will allow its pupils to learn in a safe, secure and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential.
- To create an environment where pupils care for and support each other and treat each other with dignity and respect.

OBJECTIVES

The objectives of this policy are:

- To identify what bullying is and the damage that bullying does to the pupil/s bullied
- To identify the different roles that occur within bullying
- To identify where bullying may occur
- To state the procedures to follow when bullying occurs
- To state the sanctions that are applied when bullying occurs
- To identify preventative strategies to counteract bullying.

WHAT IS BULLYING?

- a. Bullying may be defined as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.¹ Bullying can be physical as well as emotional and can cause psychological damage.
- b. Bullying can damage a pupil's confidence and self-esteem and the child can often feel that they are at fault in some way. A victim of bullying may appear tired, withdrawn or may not wish to come to school. Bullying has a negative impact on a pupil's educational experiences, attainment and her/his wider development. It can lead to serious and prolonged emotional damage and its impact can follow a child into adulthood. At worst, bullying has been a factor in pupil suicide.
- c. Bullying may take a variety of different forms. It may include:
 - i. The threat of violence
 - ii. Actual physical intimidation (g, hitting, kicking, pushing)
 - iii. Verbal malice (name calling, taunting, mocking, making offensive comments, gossiping, spreading hurtful and untruthful rumours)
 - iv. Exclusion, social ostracism (excluding people from groups)
 - v. Aggressive behaviour
 - vi. Damage to or taking of belongings
 - vii. Cyber bullying through social websites, sending offensive or degrading images by mobile phone or via the Internet, inappropriate text messaging (sexting), photographs and emailing
 - viii. Producing offensive graffiti
- d. Pupils are bullied or discriminated against for a variety of reasons. Specific types of bullying include:
 - Bullying related to race, religion or culture
 - Bullying related to learning difficulties or disabilities
 - Bullying related to appearance or health conditions
 - Bullying related to sexual orientation and includes transgender pupils
 - Bullying related to home circumstances such as a child being adopted or having caring responsibilities
 - Sexist or sexual bullying
 - It may be related to actual differences between children or perceived differences
- e. The different roles within bullying have been identified as:
 - The ring leader – the person who through their social position can direct the bullying activity
 - Assistants/associates – who actively join in the bullying, sometimes because they are afraid of the ring leader
 - Reinforcers – who give positive feedback to the bully perhaps by laughing or smiling

¹ Preventing and tackling bullying (2014)

- Outsiders/bystanders – who stay back or stay silent and therefore appear to condone or collude with the bullying behaviour
- Defenders – who try and intervene to stop the bullying or comfort pupils who experience bullying

Please note that the same pupil can adopt different roles at different times or at the same time (a bullied pupil may bully another pupil, a reinforcer may become a defender when the bully is not around)

We recognise that bullying can take place anywhere and at any time. However, it is more likely to happen in areas of the school which are 'lightly' supervised. Such places include:

- The cloakrooms
- Toilets
- Classrooms when no adult is present
- Changing areas
- On the coach to swimming
- Lunchtime
- Outside play areas
- The corridors

It may also occur when pupils are not positively occupied. All staff (teaching and non-teaching) need therefore to be vigilant in such instances. Form Teachers should encourage pupils to become fully involved in the life of the school.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- 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 go "missing"
- Asks for money or starts stealing money (to pay bully)
- 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

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

PREVENTATIVE STRATEGIES TO COUNTERACT BULLYING

- Use of curriculum opportunities, in particular PSHE and PSED in the Early Years, to give pupils an awareness of their social and moral responsibilities as they progress through the school, to discuss diversity, to draw out anti-bullying messages, to tell pupils what to do and who to tell if they think they are being bullied, to enforce the message about community involvement and taking care of each other; discussion and education about the responsible use of technologies and e-safety in ICT, discussion and education about different religions in RS.
- Use of assemblies to explain the school policy on bullying and to emphasise that the contribution of all pupils is valued and to highlight events within the calendar, for example: Anti-bullying week to raise awareness of the negative consequences of bullying.
- Corridor and classroom displays highlighting the different sorts of bullying and what to do if a pupil is bullied.
- A strong and experienced pastoral team led by the Headteacher who handle any incidents as a matter of priority and who are alert to possible signs of bullying.
- Monitoring and reviewing staff supervision.
- Training given to playground supervisors, support and teaching staff to highlight the areas where bullying is more likely to occur, the procedures to follow in cases of bullying, the support that can be given to victim and bully.
- Ethos of listening to children's concerns to make it easy for all pupils to report bullying and to be certain that their concerns will be followed up.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We reserve the right to tackle cyberbullying by searching for, and if necessary, deleting inappropriate images and files in electronic devices, including mobile phones.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

CYBERBULLYING

Cyberbullying has been defined 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.'²

Cyberbullying can involve Social Networking Sites, like Facebook, Twitter, instagram smartphones, used for SMS messages and as cameras.

² Bill Belsey, creator of the website <http://www.cyberbullying.org/>

Cyberbullying can happen at all times of the day with a potentially bigger audience and more accessories as people forward on content at a click.

CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures listed above, Seaton House School:

- Blocks certain sites by its filtering system through RM unify.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Does not permit pupils to carry mobile phones in school.
- Offers guidance to parents on online safety. This may be done formally, through information evenings or informally through conversations or sending information via Parentmail.
- Any parent or member of staff who has concerns about cyberbullying should report their concerns to a member of the SLT. This will then be investigated and, if appropriate, reported to parents and outside agencies.
- All pupils spend a set amount of time in the Autumn term, either learning or revising the essentials of online safety. This is reinforced in Assembly time and PSHE lessons where pupils are encouraged to challenge what they see and read about on the internet and how to build up a resilience against the dangers and myths of online social media sites.
- All staff at Seaton House have CPD training on cyberbullying – this is done through our CPD software programme, National College and during safeguarding updates.
- Messaging apps on G-suite have been disabled and any messaging on school systems is monitored by staff. All Google Meet sessions undertaken during remote learning will be recorded and SLT will be able to have oversight of any chat during the sessions to ensure they are appropriate.

PROCEDURES

If a teacher considers any pupil's behaviour to be of a bullying nature s/he should:

- a. Deal with it after the lesson, at break or at lunch time but, ideally, not in front of a class.
- b. Pupils know that they may approach any member of staff to report bullying and that they will be listened to and incidents acted upon. This includes bullying which may occur out of school, including cyber bullying.
- c. The teacher should note the details of the incident on a record of pastoral concern sheet and hand it to the Form Teacher and Headteacher.
- d. If it transpires that other colleagues also have a concern, then the form teacher should bring up the matter for discussion at the weekly staff meeting. If the matter is deemed to need urgent discussion, then a staff meeting should be called immediately.
- e. The Victim's Form Teacher should talk the bullying through with the victim and help to work out how to cope in future.
- f. At all stages the Victim's and the Bully's Form Teachers must communicate their findings.

- g. If a member of the support staff considers any pupil's behaviour to be of a bullying nature s/he should note the incident on a record of pastoral concern sheet and hand it to the Form teacher and Headteacher. In the first instance the Form Teacher will deal with the incident unless the child is or has suffered significant harm.
- h. All incidents of bullying are recorded and all correspondence and meetings with parents and pupils are kept in a confidential file in the Headteacher's office. (Records are held until the pupil leaves the school and would be sent on with the paper pupil file, and using *My Concerns*) This allows patterns to be picked up and the SLT is able to evaluate the effectiveness of 'policy into practice'. If the Headteacher deems the bullying to be ongoing, sustained or causing a child significant harm then social services will be informed along with the relevant children's parents.
- i. A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Staff should therefore use the Safeguarding protocols to report this incident to the Sutton Children's Contact Service. (020 8770 6001).

All occurrences should be reported to the Headteacher as soon as possible. If the Headteacher is unavailable, the Deputy Heads should be informed.

INTERVENTION TECHNIQUES

We use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a set of class rules;
- Being placed on a behaviour contract;
- Writing stories or drawing pictures about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Making up role-plays;
- Having discussions about bullying and why it matters;
- Workshops with outside providers;
- Dedicated assembly themes;
- Time with school counsellor.

ANTI-BULLYING STRATEGIES

- Acknowledge the problem. Bullying could happen anywhere in our society, including the staff-room.
- Ask children what they feel constitutes bullying. Discussions about what is and is not bullying can help form the basis for the school's anti-bullying policy.
- Establish support mechanisms to help children who are being bullied. This could be an assigned group of staff or a group of children formed through a peer support scheme.
- Peer support schemes such as buddying, peer listening or peer mediation can create a happier, friendlier environment and offer much needed support to children who have problems.
- Has a whole school approach in which children and adults work together to create an environment where bullying is not tolerated.

- Although Seaton House School is not directly responsible for bullying off its premises, bullying doesn't end at the school gates. We will work with the local community where and if needed.
- Children and young people often have the best approaches to solving problems within their peer groups.
- Seaton House School finds ways to help those who are bullying change their behaviour. Punishing bullies doesn't end bullying. Bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward children who help prevent bullying.
- Encourage children to make friends. Having friends is one of the best defences against bullying, but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help children make friends.
- Use time during PSHE classes to talk about bullying/intimidation in general.
- Avoid any prejudice-based language and encourage the children to think about the word choices they use.
- There are strategies for introducing new children to Seaton House School.

SANCTIONS

Following discussion with other members of staff, it may be deemed appropriate to administer punishment to the bully. Below are examples of what may happen however, these are all at the discretion of the Headteacher and it may be deemed appropriate to escalate sanctions for severe or extreme cases. Also where a child is at or likely to suffer significant harm social services will become involved (as above)

In **Early Years and Key Stage 1**, bullies are helped to understand why the behaviour is bullying and the effect this behaviour has on the victim. The bully is encouraged to identify how the other child is feeling and what they could do to make them feel better. The bully is encouraged to apologise to the victim. If the behaviour continues the bully should see the Deputy Head and the Headteacher and the parents of the bully and victim should be informed. The victim should be helped to understand why revenge is inappropriate and support to develop a strategy to help him/her. A record is kept by the Headteacher to ensure an overall picture is built and kept of the bullying behaviour so that patterns of bullying may be identified and the efficiency of the anti-bullying strategy evaluated.

Senior House

First instance	The bully to write apology letter to victim. The bully should be told why their behaviour was inappropriate and caused distress and should be offered guidance on modifying their behaviour. Victim's and bully's parents informed.
Next instance	Withdrawal of privileges. The bully should be told why their behaviour was inappropriate and caused distress and

	should be offered guidance on modifying their behaviour. Victim's and bully's parents informed.
Next instance	Behaviour report. The bully should be told why their behaviour was inappropriate and caused distress and should be offered guidance on modifying their behaviour. Victim's and bully's parents informed.
Next instances	Temporary and, finally, permanent exclusions. Victim's and bully's parents informed. Governing body informed.

The sanction applied must be recorded on the pupil's file and in the appropriate sanctions file. Files should be monitored to assess the frequency of bullying and the efficacy of the sanctions applied. All sanctions that are related directly to issues of bullying are recorded on the bullying log that is kept by the Headteacher. Incidents of bullying may also be recorded only on the bullying log and not necessarily on the sanctions file.

All staff should be made aware of the outcome of any disciplinary action.

It is important to ensure that the incident does not live on through reminders from staff. If the trigger factor is uncovered then staff, as a body, need to think ahead to try to prevent a recurrence of the incident.

BULLYING OF A PUPIL BY A MEMBER OF THE TEACHING OR SUPPORT STAFF

It is possible for a member of staff to bully a pupil by continually picking on her.

If this occurs, the Headteacher will deal with the situation.

- Initially she will discuss the matter with the member of staff, pointing out how this behaviour will affect the pupil and stating that the behaviour must stop. The discussion will be recorded.
- If the behaviour continues, the Headteacher will work through the staff disciplinary procedure.

THE ROLE OF GOVERNORS

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The Governors require the Headteacher to keep

accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher, and asks her to conduct an investigation into the case, and to report back to a representative of the governing body.

THE ROLE OF THE HEADTEACHER

It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher and Deputy Heads draw the attention of children to this in whole school assemblies.

The Headteacher ensures that all staff, including lunchtime supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Staff awareness must be raised by training and taking action to reduce the risk of bullying at times and places where it is most likely to occur e.g. playground.

THE ROLE OF THE TEACHER AND SUPPORT STAFF

Seaton House staff take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class. If teachers witness an act of bullying, they will inform the Deputy Head or the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the Headteacher will inform the child's parents.

In the Deputy Head's office, there is an incident folder kept a locked filing cabinet in which the Headteacher records all incidents of bullying that occur out of class. Any adult who witnesses an act of bullying should report it to the Head who will record it in the logbook.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. The Headteacher and Deputy Head will also be informed immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the child who has bullied, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, the Headteacher is informed. The child's parents are invited into the school to discuss the situation.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Where bullying is persistent strong actions such as exclusion are not ruled out.

THE ROLE OF PARENTS

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Deputy Headteacher. If they remain dissatisfied, they should contact the Headteacher and follow the school's complaints procedure.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. A copy of this policy is available on the Seaton House website so that parents can help support the school's values.

THE ROLE OF PUPILS

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must inform a member of staff whom they feel comfortable with. They may also take a friend with them or write a note.

REVIEW

This policy will be reviewed every year.

Reviewed October 2021

Judith Evans
Chair of Governors

Carl Bates
Headteacher