Greenwich House Independent School

Anti-Bullying Policy

Introduction

Greenwich House Independent School is committed to providing a caring, friendly and safe environment for all children that is free from bullying.

This policy is informed by and gives reference to Department for Education - Preventing and tackling bullying - Advice for head teachers, staff and governing bodies - July 2017 ("the Guidance") (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf). It should be read in the light of other school policies including the Equal Opportunities policy, Child Protection policy, Behaviour policy and SEND policy, and the duties of the school they describe. It should be read bearing in mind aspects of Criminal law which may apply and the powers of the school to discipline pupils for misbehaviour outside of school. Greenwich House also acknowledges its role in supporting children and young people's metal health as set out in the No Health Without Mental Health: Implementation Framework and which is accessible on the following internet link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216870/No-Health-Without-Mental-Health-Implementation-Framework-Report-accessible-version.pdf

If in doubt reference should be made to the Guidance.

As per the Guidance, Greenwich House Independent School ("Greenwich House") recognises the "devastating effect" bullying can have on individuals and that it "can be a barrier to learning and have serious consequences for their mental health" during childhood and in their adult life.

Greenwich House places great emphasis on creating the "safe, disciplined environments where pupils are able to learn and fulfil their potential" described in the Guidance.

This policy sets out Greenwich House's strategy for the prevention and tackling of bullying.

The Guidance describes bullying as:-

a "…behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual

1

orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Guidance describes Cyber-bullying:-

"The rapid development of, and widespread access to, technology has provided a new medium for 'virtual 'bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click."

The Impact of Bullying

Much research has been undertaken which indicates the importance schools should place on preventing bullying and intimidation within the school community and the impact that it can have on the short term and long term welfare of a child. The Anti-Bullying Alliance summarises these as follows:-

"**Short-term impact**

Children and young people who have experienced bullying are more likely to:
• Face barriers to learning
• Miss school (Natcen research below found that at any one time over 16,000 young people aged 11-15 are missing education primarily due to bullying)
• Be excluded (LSYPE research below found that children that were bullied daily were 3 times more likely to be excluded from school than those that were not bullied)
• Retaliate
• Place strain on families/carers
• Self harm and experience depression
• Have impaired wellbeing

Long-term impact

King's College London research from 2015 shows the substantial long-term effect of being bullied (especially if they fall into a 'frequently bullied' category) where people were more likely to:
• experience a range mental health issues as an adult including suicide ideation
• earn less money
• not be in employment, education or training into adulthood
• be obese (particularly in women)
• gain qualifications
• not be in stable relationships

Other research shows

- commit or be a victim of domestic violence
- be homeless

Research from University of Warwick and Duke Medical Centre suggests that the long term impact of bullying may even be worse than that of child abuse.

Aims

All alleged incidents of bullying will be taken seriously and investigated.
Bullying will be deemed to have taken place if bullying incidents occur on the way to or from school, during session times, on off-site visits (whether residential or otherwise) or during any event sponsored by the school in any place. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

So far as Cyber-bullying, the Guidance goes on to explain that:

"The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline."

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Further resources section of the Guidance and the Department for Education and the Department for Education's Cyber bullying: advice for head teachers and school staff
(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach ment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_ 121114.pdf)

In addition, we aim to**:**

• Reassure the bullied child that they will be listened to and every effort will be made by the staff to help and support them.

• Not label children as 'bullies'.
• Establish facts surrounding the allegations.
• Help a child that has been bullying to recognise and understand the implications of their actions.
• Recognise that children who bully have often been bullied or are being bullied themselves.
• Discuss with the parents/carers of the child who has been bullying the situation and strategies for managing the behaviour.
• Discuss the situation with the parents/carers of the child who has been bullied and offer reassurance that the situation is being dealt with.

- Record all relevant details of an investigation of alleged bullying.
- Review our policies and procedures including communication with staff.
- Review training and resources available to inform and further enhance the anti-bullying policy and procedures.
- Work with other bodies and agencies to enhance the anti-bullying agenda
- Recognise that bullying can effect a child's long-term ability to learn and that the school should consider whether a child would benefit from being assessed for SEN.
- Take steps to ensure that the education and well-being of the pupils is maintained at the setting with no disruption to a pupil's learning.

Children attending the setting will be supported to become more assertive and develop their self esteem

Equipment, resources and activities will be used to promote anti bullying.

Suspending or expelling a child from the setting will only be used as a last resort where other strategies have failed and indicates the seriousness of an episode of bullying. If necessary and appropriate the police may be consulted, depending on the type of bullying.

Additional Resources

Help lines and Organisations
• Kidscape – info@kidscape.org.uk - www.kidscape.org.uk
• Childline - 0800 1111 - www.childline.org.uk
- NSPCC – 0808 800 5000 – help@nspcc.org.uk
   - www.nspcc.org.uk
- Anti-Bullying Alliance - www.anti-bullyingalliance.org.uk

Other resources are set out and described in the Guidance.

This policy has been adopted by Greenwich House Independent School

Signed on behalf of the setting by:

…………………………………………………………….. Head Teacher

Date: Reviewed Sept 2015
Reviewed Sept 17
Reviewed September 18
Reviewed November 19
Reviewed September 2020
Reviewed September 2021