

Anti-Bullying Policy

Our vision at Seva Independent School (SIS) is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave us with the opportunities and are able to become positive members of their communities.

To do this, we have 3 principles that underpin our policies, practices and everything we do:

- 1 Everyone can learn, achieve and has the potential to be successful
- 2 Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- 3 We have high expectations in everything we do

INTRODUCTION

Bullying can be defined as direct, indirect, physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical may result in lasting psychological damage to the individual. For the purpose of this policy we will use this definition of bullying:

Bullying is a deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn't when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation.

SIS aims to provide a safe and calm environment that is free from disruption where learning is the primary focus, and where this anti-bullying and respect policy impacts positively. The ethos of SIS is based upon respect for self and others; and in developing a respect for difference and diversity and celebrating its contribution to our lives, we aim to reduce incidents of bullying.

LEGISLATION

SIS has based its anti-bullying policy on the new Equality Act 2010 and updates on protected characteristics. A key provision is the new public sector Equality Duty whose three aims form the basis for this policy:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

SIS will not discriminate against, harass or victimise a pupil or potential pupils in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

Safeguarding children and young people

Bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Even where safeguarding is not considered to be an issue, SIS will work towards as resolution using its multi-disciplinary team.

Criminal law

Although bullying itself is not a specific criminal offence in the UK, SIS understands that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If the School feels that there has been a crime committed, police assistance will be sought.

BULLYING OUTSIDE SCHOOL PREMISES

SIS has a responsibility to put consequences in place pupils for poor behaviour outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on the school or public transport, outside local shops, or in the town centre.

Where bullying outside the school premises is reported to the School, it will be investigated and acted upon according to the school protocols. If appropriate the Police or local authority service will be informed of the actions taken by the school. If the behaviour could be considered as criminal behaviour or poses a serious threat to a member of the public, we will consult the Police.

CYBER BULLYING

SIS is aware of the rapid development of, and widespread access to, technology. This new technology has provided a new medium for 'cyber bullying'. The School will deal with these incidents robustly and efficiently and ensure that pupils, staff and others are aware of our measures when it comes to pupils bullying. The aim will be to show that this behaviour can cause harm and distress, yet at the same time trying to seek out the root causes and teach skills for managing conflict and developing respect.

Any measures will be applied fairly, consistently, and taking reasonable account of any special educational needs or challenges that the pupil may have.

PREVENTING BULLYING

At SIS, we believe that preventing bullying is a key aspect of a positive environment. To do this, we:

- Create an ethos of good behaviour where pupils treat each other and the school staff with respect because they know that this is the right way to behave
- Have a consulting Educational psychologist supporting with specific issues, and where needed offering systemic interventions and training
- Involve parents and carers to ensure that they are clear that the school does not tolerate bullying, and that they are aware of the procedures to follow if they believe that their child is being bullied. Parents must feel confident that the school will take any complaint about

bullying seriously and resolve the issue in a way that protects the pupil and reinforces the value of good behaviour at home.

- Involve pupils so that all pupils understand that the school's approach and that they are clear about the part they play in preventing bullying, including when they themselves are bystanders
 - Regularly evaluate and update the school's approach to take account of developments in technology.
 - Clearly communicate potential consequences of bullying and ensure they reflect the seriousness of the incident, so that pupils see that bullying is not acceptable.
 - Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. The school will also teach pupils that use of prejudice-based language is unacceptable
 - Use specific organisations or resources for help with specific problems, drawing on the experience and expertise of the consulting Educational Psychologist and/or where appropriate, anti-bullying organisations to deal with certain forms of bullying.
 - Provide effective staff training so that all staff understand the principles and purpose of the school's policy, it's legal responsibilities regarding bullying, how to solve problems, and where to seek support.
 - Work with the wider community such as the Police and Children's Services where bullying is particularly serious or persistent, and where a criminal offence may have been committed. The School will also work with other agencies and the wider community to tackle bullying that is happening outside school
 - Make it easier for pupil to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils at SIS will feel that they can report bullying which may have occurred outside school including cyber bullying
- Create an inclusive environment.

SIS works to create a safe environment where pupils can openly discuss the cause of their bullying without fear of further bullying or discrimination

- Ensure that within the school curriculum there are varied opportunities for pupils to develop healthy attitudes towards differences, practice skills of empathy and experience Restorative Justice. This will be particularly in PSHEE and citizenship, but will underpin all curriculum areas
- SIS will take the lead in developing this policy further.
- Use our school values to teach pupils values that will empower them to be better members of our, and their, communities:

<p align="center">Self-appreciation & New Beginnings</p> <p align="center">British value: Individual liberty</p>	<p align="center">Knowledge & Tolerance</p> <p align="center">British value: Mutual Respect</p>	<p align="center">Ambition & Responsibility</p> <p align="center">British value: Rule of Law</p>
<p align="center">Perseverance & Resilience</p> <p align="center">British value: Democracy</p>	<p align="center">Curiosity & Independence</p> <p align="center">British value: Tolerance of different faiths and beliefs</p>	<p align="center">Confidence & Coping with Change</p>

WHAT SHOULD THE ROLE OF PARENTS/CARERS BE?

Parents have an important part to play in preventing and responding to bullying. We ask parents to look out for unusual behaviour in their child – for example not wanting to attend school, regularly feeling ill, being overly quiet, isolating themselves.

We ask that caregivers always take an active role in their child's education, enquire how their day has gone and who they have spent time with. If a parent or carer feels their child may be a victim of bullying, they must inform the schools. This information will be taken seriously, and appropriate action will follow.

If as a parent or carer you feel another child has bullied your child, we ask that you do not approach that child or their family. Instead, please inform us immediately and we will ensure that the appropriate steps are taken.

Roles and responsibilities of headteacher, other staff, governors

The **Head Teacher/Director** and **School Manager** will ensure that:

- staff are trained and know protocols for Anti Bullying and know what to do when observing or receiving information of bullying
- Staff and Manager record and report all instances of bullying and inform the Director
- Ensure immediate actions are taken to safeguard pupils/staff

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Head Teacher

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