

BETHLEM & MAUDSLEY HOSPITAL SCHOOL

ANTI-BULLYING POLICY & ONLINE SAFETY POLICY

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to benefit fully from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks)
- Indirect (spreading rumours, excluding someone from social groups).

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, presenting as physically ill, taking unusual absences or staying close to adults. There may be evidence of changes in work patterns, lacking concentration or avoiding proximity with other pupils. Pupils must be encouraged to report bullying to staff at the school.

The school's staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this school policy.

Implementation

Schools:

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the headteacher and to the relevant Senior Leadership Team (SLT) member.
- The headteacher or SLT member will interview all concerned and will record the incident using the school's accident/incident forms but will clearly identify the act as 'bullying'.
- Key teachers/tutors will be kept informed and, if it persists, then he or she will advise the teachers who work with those involved.
- Parents will be kept informed.

- Actions will be taken as appropriate, taking into account the need to maintain the safety of the pupils through daily risk assessments shared with the wider multi-disciplinary team.

Pupils

Pupils who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Working with the pupil to restore self-esteem and confidence.
- Reminding the pupil of the availability of staff help.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or carers.

Responses to bullying will be taken at a school–team level and will focus on maintaining the safety of pupils and on ensuring that those who engage in bullying behaviour are made aware of its unacceptability. Actions to minimise any occurrence will focus on increasing the capacity of the pupils to manage their own behaviour whilst acknowledging that, for some, this may be related to their hospital admission. In such an instance, plans will be made to manage and minimise any recurrence.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHCE, assemblies and within subject areas, as appropriate, in an attempt to eradicate such behaviour.

Governors will be kept informed termly by the head on any bullying incidents so recorded.

On-line safety procedures

Image storage

Images of pupils and pupils` work are regularly stored on the system in order to evidence progress and attainment. Records are also kept of events, sports days and Christmas celebrations. Photos and videos are never made of children unless they or their parents have agreed and images are only stored where there is relevance in terms of recording and evidencing of educational progress. Once these images are no longer relevant and when the child has left, they are deleted from the system.

Reviewed by JI – January 2020

Reviewed by Whole School Staff meeting – February 2020

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Such images are stored on either the pupils' own log-ins or in the staff folders, which are inaccessible to pupils. Electronic devices, such as laptops and iPads, will either be for use exclusively by the pupils or by the staff and will be subject to the same expectations in relation to the deletion of images once no longer required. iPads, in particular, will have any images deleted each half term or earlier as required.

Internet usage

The internet is an essential element in 21st century life. The curriculum requires people to learn how to locate, retrieve and exchange information using the internet. However, the internet and emerging technologies associated with it also pose a potential risk to young and vulnerable people.

With these factors in mind, the over-riding principle is that internet access will be made available to pupils, taking into account their individual needs at any given time, whilst maintaining a balance between open access and safeguarding pupils from inappropriate content. Steps include:

Internet access will be monitored by:

- Staff who will constantly do so whilst pupils access the internet.
- Each session on a school computer requiring agreement to our safe use expectations.
- Agreeing beforehand with pupils the purpose and nature of any internet access.
- A remote filter provided by the LGfL blocking popular social networking sites for instance.
- A school-based filter (PCE) allowing instant individual disconnection and by recording of sites visited. Where access is made outside the reach of this filter it will only be on condition of 1:1 supervision.
- Pupils will also receive online safety training before using computers online.

Furthermore, the school:

- Is informed by [Teaching online safety in schools \(DfE 2019\)](#) with the key areas being summarized in the appendix
- Provides pupils with an individual network log-in username and password for safely storing their own work.
- Has set up the network so that users cannot download executable files/programmes.
- Blocks all music downloads and social networking sites except those that are part of an educational network.
- Supervises pupils' use at all times as is reasonable.
- May provide laptops with internet access for use by pupils on the ward when necessary, subject to availability. In this instance supervision will be the responsibility of hospital staff.

- Staff are aware of the use of social media to radicalise vulnerable young people and will alert their line manager should a pupil's online behaviour be of concern. The school staff have received update Prevent training from the La (September 2019).

Given the nature of our pupils, it is not expected that all pupils would be able to sign up to a usage agreement. In our school, online safety remains the responsibility of the staff members. Pupil access to the internet will be suspended if misused or if the pupil is risk-assessed as being particularly vulnerable by school staff.

Appendix - Teaching online safety in schools: DfE June 2019

Underpinning knowledge and behaviours

The online world changes rapidly, so focus instead on underpinning knowledge and behaviours rather than ever-changing devices, platforms or apps. Teach:

- **How to evaluate what they see online**
- **How to recognise techniques used for persuasion**
- **Online behaviour – what is acceptable and unacceptable**
- **How to identify online risks**
- **How and when to seek support**

Harms and Risks

- **Age restrictions:** Teach that age verification exists, why it exists, how the content it protects might be damaging. The digital age of consent is 13
- **Content: How it can be used and shared :** Digital footprint. Cookies. How content can be shared, tagged, traced. Understanding what is illegal online (sexting)
- **Disinformation, misinformation and hoaxes**
- **Fake websites and scam emails**
- **Fraud:** Children are sometimes targeted to access adults' data
- **Password phishing:** People trying to find out passwords
- **Persuasive Design:** devices, apps & games try to keep people online for longer than they intended
- **Privacy Settings**

How to stay safe online

- **Abuse:** sexual, harassment, bullying, trolling and intimidation. When abuse becomes illegal and how to respond.
- **Online “challenges”:** these can acquire mass followings encouraging others to do something unsafe. Teach it is ok to say no and not take part.
- **Content which incites:** violence can be escalated online. Online content can glamorise drugs etc.

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- **Fake profiles:** These exist, how to spot them
- **Grooming**
- **Live Streaming:** associated risks – not knowing what is coming next when viewing
- **Pornography**
- **Unsafe Communication:** Giving out contact details

Wellbeing

- **Impact on confidence (including body confidence):** image filters, digital enhancement
- **Impact on quality of life, physical and mental health and relationships:** online too much? Enjoying it or feeling they “have to” stay connected. Life balance. Isolation and loneliness. Finding help.
- **Online vs offline behaviours:** Perfectly curated “Instagram lives”.
- **Reputational Damage:** impact on future career opportunities & relationships
- **Suicide, self-harm and eating disorders.**

The guidance contains extensive ideas for delivery, guidance and support for pupils.