

## Anti-Bullying Policy

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## 1. Policy Statement

At Chandlings we believe that all members of the community have the right to thrive in a happy, supportive, caring and secure environment without the fear of being bullied. The aim of this policy is to help members of the school community deal with bullying when it occurs and, even more importantly, to be proactive in trying to prevent such behaviour. All members of the school community have an understanding of what bullying is and are familiar with the School's policy and procedures on bullying. The policy has regard to relevant legislation and governmental guidance.

Bullying is an anti-social behaviour; it is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups. It is unacceptable and will not be tolerated at Chandlings School. We are committed to ensuring that all staff and pupils know this and that there is a culture established which says just that.

Everyone in the school community has a responsibility to report any incident of bullying that comes to their attention and these reports are taken seriously.

The Deputy Head Pastoral keeps a central log of all complaints and incidents of bullying and records the way in which they have been dealt. This log is reviewed regularly by the SLT so that any patterns can be quickly identified and appropriate interventions made.

Chandlings School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy has regard to relevant legislation and governmental guidance.

Chandlings School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Chandlings School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Behaviour, Discipline, Rewards and Sanctions
- Equal Opportunities
- Supervision Policy
- PSHEE Policy

- The Safeguarding and CP Policy
- E-Safety Policy

This policy applies to all members of our School community including those in our EYFS setting.

Furthermore, we aim to provide a practical and coherent framework to establish an environment where bullying is discouraged and deal sensitively and effectively with any incidents of bullying which may occur, ensuring all pupils feel safe to learn.

Chandlings School aims to work in partnership with parents, to encourage every pupil to act with integrity, responsibility and concern for others. We also wish to promote mutual understanding and respect for others whilst giving each pupil the confidence and independence of mind to enjoy a fulfilling and successful life. Chandlings School is a community which does not tolerate bullying and which will take positive action against bullying. We understand that bullying is a serious issue and can cause lasting psychological damage and drive young people to desperate measures.

## **2. Defining Bullying and Anti-Social Behaviour**

At Chandlings School bullying is defined as repeated over time and intentionally hurting another pupil or group physically or emotionally and often motivated by prejudice against particular groups for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer . Bullying may be a significant factor in causing severe psychological distress and damage.

The STOP acronym is repeatedly referred to with the children during pastoral assemblies and form times:

**S – SEVERAL**

**T – TIMES**

**O – ON**

**P - PURPOSE**

Bullying can take many different forms, which include:

Physical bullying should not be seen merely in terms of a pupil being physically threatened or assaulted. It can include damage done to the victim's property, clothing or school work.

Verbal bullying includes name calling, sarcasm and persistent teasing.

Emotional bullying is when someone is tormented, ridiculed or humiliated. Often the person who engages in this form of bullying does not consider it to

be bullying but refers to it as a “joke”. If this victim does not find teasing or taunting funny, then it is not a joke.

Indirect bullying involves spreading unpleasant stories about someone, excluding them from a social group or spreading nasty, malicious stories about them.

Racist, Religious, Cultural, Sexist, Homophobic or Transphobic bullying is when a pupil is targeted for representing a group; it is likely to hurt not only the victim but also other people in the same group; similarly, pupils who are targeted because they have a disability or a Special Educational Need

Sexual bullying is characterised by unwelcome remarks about appearance, inappropriate (and uninvited) touching and sexual innuendos and propositions. It can also be related to sexual orientation.

Cyber bullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Social networking sites are also a prime location for cyber bullying to take place.

The seriousness of bullying cannot be emphasised enough. Bullying makes the life of a victim a misery; it undermines confidence and self-esteem and destroys their sense of security. Bullying can impact on a victim’s attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people’s lives. At worst bullying has been a factor in pupil suicide. Strong sanctions, such as exclusion, may be necessary in cases of severe and/or persistent bullying.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should be recognised that the consequences of being allowed to “get away with it” can be detrimental to them as well as the victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is.

Although bullying in itself is not a specific criminal offence in the UK, 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 school staff feel that an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **3. Key Personnel**

The Deputy Head Pastoral is responsible for overseeing the management of behavior issues throughout the school. There are clear hierarchical systems in place to ensure the smooth transfer of information between all staff and the Deputy Head. Usually a Head of School would also be heavily involved in the process. The Head of Boys / Girls may also be actively involved depending on the nature of the incident.

Please refer to the schools Behavior, Discipline, Rewards and Sanctions Policy for a more detailed breakdown of key personnel.

### **4. Procedures**

Every member of the school community is expected to support Chandlings School's Anti Bullying Strategy. We recognise the seriousness of bullying in causing psychological damage and distress, therefore it is vital that all staff are alert to the signs of bullying and act promptly.

#### ***What to look for:***

Those who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or cling to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Staff are made aware that they must be vigilant and observant at all times.

- The school is appropriately patrolled during break and lunch periods.
- Staff are aware of the need to be sensitive to changes in behaviour, moodiness and patterns of absenteeism.
- Staff are instructed to refer any pupil or issue of this nature, as soon as possible, to the appropriate – Form Teacher, Head of School or member of the Senior Leadership Team.
- As a whole staff we meet and discuss children weekly
- A 'Pastoral Update' is sent out weekly, highlighting any children who may be struggling and in need of additional support

Everyone must be alert to signs of bullying and act promptly and firmly against it in accordance with the school policy.

A culture of being prepared to tell is encouraged. This is done in a number of ways. Opportunities are taken to emphasize that any pupil being bullied should speak to his or her parent or a member of the school staff. Serious consideration is given to the topic within the framework of Personal Social and

Health Education. Special assemblies on an ad-hoc basis focus on the topic with emphasis on the fact that it is not only right to tell, it is important to do so.

## **5. Information for Pupils**

What should I do when I feel reasonably sure that bullying is taking place?

### ***What to do if you are being bullied:***

- If you feel able to, confront the bully by making him/her aware that you think that what he/she is doing is wrong.
- Share your feelings with your parent or guardian, your tutor, Head of Year or another member of staff, a trusted adult, an older pupil or your friends. They may well be able to advise you regarding an appropriate course of action or will be able to invite people who can help.
- There are people outside the home/school who will be willing to help.

Childline: 0800 1111, NSPCC: 0808 800 5000 ([help@nspcc.org.uk](mailto:help@nspcc.org.uk))

Posters are shared around the school with key numbers on.

### ***What to do if you are a pupil witnessing bullying:***

- Support the victim by offering your friendship and make it clear that in your opinion what is happening is wrong.
- Encourage them to speak out on their own behalf by confronting the bully, or with their permission confront the bully yourself.
- Accompany the victim to a trusted adult, or suggest that they speak to a member of staff.
- Tell a member of staff or trusted adult.

### ***What will the School do to help?***

At School, support is offered in the following ways:

- You will be given the opportunity to talk about your experience with your Form Teacher, Head of School or another teacher
- If you want them to, teachers will talk to the bully or to both of you together
- The Head of School or Deputy Head Pastoral will inform your parents

- You will be offered continued support if any of those involved feel it would be helpful.

## **6. Role of Staff**

- If you are approached by a pupil who wishes to talk to you about bullying you must take the issue seriously and handle it sensitively.
- Reassure and support the pupil(s) involved.
- Advise them that you are required to pass details on to Head of Year.
- Inform the Head of Year or Deputy Head Pastoral as soon as possible.

## **7. Procedure for Staff**

- The victim will be interviewed by the Head of School (or a member of SLT) and another member of staff and asked to give an account of events.
- The process for dealing with bullying will be explained clearly to them. The victim will be given the opportunity to discuss his/her own reactions and behaviour towards the bully. The victim and bully will be given support and advice and counselling will be suggested if deemed appropriate.
- Details of the incident will be recorded on the “Bullying Incident Report Form” (Appendix 1) and an entry made into the central log of bullying incidents which is kept by the Deputy Head Pastoral.
- The Deputy Head Pastoral will inform parents of the victim and the bully and will supervise appropriate strategies for dealing with the problem/sanctions.
- The Head will be updated throughout.
- The bully or bullies must be clearly seen to have been dealt with.
- In the case of a single event and immediate cessation of bullying behaviour the bully will be given an appropriate sanction in line with the Rewards and Sanctions Policy.
- Following initial intervention if the bullying behavior continues then the bully will receive an internal exclusion.
- In serious cases a formal investigation will take place with the

possibility of suspension or expulsion.

- Where appropriate, the incident will be reported to the Police.
- Written records are kept throughout the process and parents/guardians informed.

The rewards and sanctions system may be applied where appropriate (see Behaviour, Discipline, Rewards and Sanctions Policy). Details of any bullying incidents and the way in which they are dealt, must be given to the Deputy Head Pastoral who maintains a central log of such incidents.

## **8. E-Bullying**

Most of our students will use mobile digital devices and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Cyber-bullying by students, via texts and emails, is treated as seriously as any other type of bullying.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

Further information is available online by following the links below:

- [Preventing and tackling bullying \(DFE, October 2014\)](#)
- [Supporting children and young people who are bullied: advice for schools \(DFE, March 2014\)](#)
- [Cyberbullying: advice for headteachers and school staff \(DFE, November 2014\)](#)
- [Advice for parents and carers on cyberbullying \(DFE, November 2014\)](#)

In order to try to prevent e-bullying, Chandlings does the following:

- We restrict the use of mobile phones and cameras by staff, especially so in EYFS. Details of these measures can be found in our Safeguarding and Child Protection Policy.



- We regulate the taking of official and parental photographs of pupils in school, details of which can be found in our Safeguarding and Child Protection Policy.
- We filter and monitor internet usage for staff and pupils.
- We run information evenings for parents on e-safety.
- Pupils are educated about e-bullying and internet safety as part of our PSHEE curriculum.

## **9. What does the School do to combat bullying?**

The School takes a number of practical measures in order to discourage bullying and to promote an atmosphere of tolerance and respect. These include:

- discussing the problems of bullying in the context of the personal, social and emotional development programme;
- holding staff meetings regularly in which the academic and social progress of individual children can be highlighted and discussed;
- encouraging staff to be alert to changes in behaviour, friendship groups, punctuality and attendance;
- making sure that the situation is monitored effectively during breaks and lunch hours
- speaking out about bullying in assemblies led by pastoral staff and pupils;
- External agencies are often invited into school to perform workshops to the children.
- Social Groups are run to support children who may be feeling particularly vulnerable at any given time.
- SHOUT sessions provide the girls and boys with an opportunity to speak out to the Head of Girls or Head of Boys respectively.
- Either the Head of Boys or Head of Girls is always present during morning break.
- Pastoral Updates are shared weekly

Chandlings School recognises that sanctioning children who bully may not always be appropriate. Consideration is given to the context of the incident when deciding on action towards children who bully. In the first instance, children who bully will be given the opportunity to learn from their mistakes and move forward with their peers. Involvement of parents and the use of other support networks may be appropriate at this stage. When sanctions are necessary to deal with bullying, they are intended to hold pupils who bully to account for their behaviour and to ensure that they face up to the harm they have caused and to learn from it. The sanctions will provide an opportunity for the pupil to right the harm they have caused. In cases of severe and persistent bullying the sanctions may ultimately include exclusion.

The school will inform and work with parents in all incidents of bullying, advising them on the strategies to adopt, whether their child is being bullied or the one doing the bullying.

### **10. Role of Parents**

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- look for unusual behaviour in their child for example, they may suddenly not wish to attend school, feel ill regularly or not complete work to their usual standard;
- always take an active role in their child's education; enquire how their day has gone, who they have spent time with etc;
- inform the School immediately if they feel their child may be a victim of bullying behaviour; their complaint will be taken seriously and action will follow;
- not approach a child accused of bullying or involve parents; the School will investigate the matter.

### **11. Document Information**

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This policy refers to all sections of Chandlings, including EYFS

A8 – Anti-Bullying Policy

**Appendix 1**

**Bullying Concern Report Form**

**This form must be returned to the Deputy Head Pastoral**

Name of pupil	
Pupil's form	
Date of the incident	
Date concern reported	
Member of staff reporting	
Brief outline – use pupil's own words wherever possible	
Reporter's signature and date	