

ANTI-BULLYING POLICY

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

Policy reviewed by: John Taylor – Headmaster

Policy approved by: Robert Berry – Director of Operations

Review date: 01/09/2020

Submission: 01/09/2020

Version: v3.0

Policy actioned from: September 2020

Next review date: 31/08/2021

Reviewer's Signature:



Approver's Signature:



Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.



The School Ethos

“At Chatsworth Schools we aim to provide a supportive and disciplined environment in which children are encouraged to pursue high academic and personal goals as happy and secure individuals”.

The policy reflects the school ethos and the curriculum. Its emphasis is on helping children to take responsibility for their own behaviour and caring for others. Educational elements are also included in assemblies, projects, drama, stories, literature, historical events, current affairs and discussion of differences between people and the importance of avoiding prejudice-based language. Chatsworth Schools aims to ensure that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Chatsworth Schools seeks to have effective procedures for dealing with bullying and demonstrate that concerns raised by children or parents will be taken seriously.

This is a whole-school policy, which includes EYFS through to Year 13, as well as the holiday club/play scheme.

This policy should be read in conjunction with the Cyber-Bullying Policy, the E-Safety Policy, the Behaviour Policy, the Safeguarding and Child Protection Policy (including Prevent) and the Staff Code of Conduct.

Aims

- To raise awareness amongst pupils that we must respect all people no matter what their beliefs or persuasions are
- To raise awareness amongst pupils and parents about bullying behaviour and that they should report bullying, including when they find themselves as by-standers (as a by-stander a person has the responsibility to report immediately what he/she has witnessed)
- To raise awareness about the school's attitude to bullying behaviour via the anti-bullying policy
- To challenge attitudes about bullying type behaviours and help build an anti-bullying ethos in school
- To raise awareness that hurtful behaviour in young children can develop into bullying in older children and that psychological damage can even result in suicide
- To prevent pupils being subjected to radicalisation (as part of the Prevent duty of all schools, following the Counter-Terrorism and Security Act 2015 – see Safeguarding Policy and Anti-Terrorism Policy).
- To foster a positive caring atmosphere
- To ensure good supervision in all areas of the school at all times so far as is reasonably practical, including off site visits and activities and holiday clubs/play scheme
- To raise staff awareness by involving them in training
- To talk openly about bullying with the children so that they can understand the feelings of someone who is being bullied and learn to deal with bullying

Objectives

- All governors, staff, parents and pupils understand what bullying is
- All governors, teachers and non-teaching staff know what the school policy is on bullying and follow it when bullying is reported

- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises

Pupils and parents should be assured that they will be supported, and given appropriate counselling, if necessary, when bullying is reported.

Bullying is defined as behaviour, which is:

- Being deliberately hurtful to others (physical, mental or through exclusion)
- Difficult for those being bullied to defend themselves against such attacks. (This includes racist, cultural, sexist and homophobic bullying, bullying on the basis of being lesbian, gay, bisexual or transgender, and cyber-bullying, e.g. via mobile phones, text messaging, websites, photographs and e-mail, or SEND or disability discrimination)
- Bullying someone because they are adopted or a carer
- Frightening someone into doing something they do not want to do
- Invading someone's personal space to make him/ her feel uncomfortable or unhappy
- Taking or damaging someone's property
- Spreading rumours about someone

Bullying is behaviour by an individual or group, that intentionally hurts another individual or group either physically or emotionally (Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, July 2017).

As a statutory requirement, the Anti-Bullying Policy will be made available to parents of pupils and prospective pupils via the school website, or parents will be made aware that it is available on request.

Cyber-Bullying

Cyber-bullying is perpetrated via a technological medium, e.g. using social media. It can be an extension of 'face-to-face' bullying, with technology providing the bully with another route to harass their target. However, it differs in several ways from other kinds of bullying because of the invasion of home and personal space and the size of the audience, and that it can take place at any time of the day. It takes different forms;

- threats and intimidation
- harassment
- cyber stalking, e.g. repeatedly sending unwanted texts, defamation
- exclusion or peer rejection
- impersonation
- circulation of private information or images.

Research into cyber-bullying indicates that it is a feature of many young people's lives. Cyber-bullying can extend into non-school time. We advise parents to contact the police if this is the case. Chatsworth Schools should be informed of the details if the incident is likely to have repercussions in school.

Cyber-bullying, like all other forms of bullying, should be taken very seriously. It is never acceptable.



Responsibilities

Early Years to Year 3

Children are asked to:

- Say "don't do that" / "stop" / "leave me alone" if someone does something they don't like
- Tell an adult, i.e. a teacher, classroom assistant, helper, lunchtime or aftercare supervisor or parent if someone's behaviour is hurtful to them
- To step in to help children in distress or tell an adult (i.e. not to ignore it)

Parents are asked to:

- Tell their child's teacher or member of staff if their children are telling them about hurtful behaviour in school

Staff will:

- If children hurt other children, having ascertained the full facts, record the incident and report it to the Head
- Ensure that perpetrators make a meaningful apology and help children to plan how they can put things right
- Sanction them by taking them to the Head or member of the Senior Management Team
- Monitor the situation to prevent it happening again, by supervising areas and times where incidents could happen covertly

Year 4 and Above

The Anti-Bullying Reporting Chain

The victim should speak to a friend (a student volunteer may act as a mediator giving verbal information), who will then inform the Form Tutor. Alternatively, the Form Tutor may be spoken to directly. All incidences are recorded (on a 'Record of Incidents of Bullying' form, a copy of which will be held in the staff rooms for monitoring purposes and to evaluate the effectiveness of the approach adopted, or to enable patterns to be identified. A further copy will be added to the pupil's file.) Both the bullied and the bully are spoken to by the appropriate Form Tutor(s) and the Head is informed. It should be made clear that the bully's behaviour is unacceptable, and dependent upon the nature of the event, parents may be informed at a very early stage. The victim must be aware that action has been taken against the bully, and they are encouraged to develop strategies if they find themselves in similar situations outside the school. Vigilance is taken by staff members at all times, especially during movements between buildings and during lunch and break times.

If incidences reoccur the parents will be invited to a meeting with the appropriate Form Tutor and Head and the bully's future within the school will be reviewed.

The Head and/or DSL have received training as to what constitutes a child protection issue, as far as bullying is concerned, i.e. any bullying that puts the child at personal, mental or physical risk.

The threshold for reporting a bullying issue to external agencies (e.g. police, social care) is known by all staff. This includes all issues where a child is at risk of further bullying, particularly outside the school area, or where the bullying involves a criminal act. A bullying incident should be treated as a child

protection concern when there is “reasonable cause to suspect that a child is suffering or likely to suffer, significant harm”.

Records of any incidents of bullying are kept centrally by the school to evaluate the effectiveness of the approach adopted or to enable patterns to be identified. The number of incidents is available for parents to be seen. Training for staff will include how to record and report bullying, the staff’s legal responsibilities, and the sources of support that might be available to staff, particularly to facilitate addressing the needs of pupils with protected characteristics, e.g. SEND, LGBTI pupils.

Staff Guidelines

The Bully:

- Make the bully aware that their behaviour is unacceptable
- Explain clearly and precisely what behaviour is causing distress to the victim
- Discuss the difference between assertive and aggressive behaviour
- Make the bully aware of the consequences if bullying continues
- Discuss ways by which the bully must change their behaviour
- Always inform the Head
- Monitor the bully’s behaviour over the next few weeks

Whatever the cause, bullying is usually a signal that the bully also needs help

Strategies

Pupils are encouraged to talk to peers and teachers who can then give feedback. Teachers support in a confidential manner.

All pupils undergo training into the effects of bullying and its prevention.

Curriculum areas, such as English and Drama, provide opportunities to explore relationships with bullying as the theme.

Creating an inclusive environment and a school, which builds on positive self-image and commends good and appropriate behaviour in all areas and ages.

Ensuring staff are trained on how to watch for signs, react to and deal with instances of bullying or suspected bullying. This needs to include training on the needs of the pupils, including those with special educational needs or disabilities.

Having comprehensive Internet security, with the appropriate filters.

Teaching children how to stay safe in the online and real world.

Senior Management, teachers and pupil groups regularly present ‘Anti-Bullying Assemblies’.

Our key message will always be prevention, by teaching pupils that everyone in our school has the right to feel safe and happy, and that bullying of any kind will not be tolerated. This programme of education is aimed at building resilience, to promote and understand the differences between people, and help pupils avoid prejudice-based language.

Exclusion 1

Parents may be required, during or at the end of a term, to remove a pupil, without refund of fees, temporarily or permanently from the school if, after consultation with a parent, the Head of Section is of the opinion that the conduct of the pupil has been unsatisfactory.

These sanctions will be imposed in severe or persistent cases of bullying.

The school will inform the local authority (where the child is resident) where a pupil's name is going to be deleted from the admission register on certain grounds, e.g. when the child has been taken out of school to be home educated, when the family has apparently moved away, when the child has been certified as medically unfit to attend, when the child is in custody for more than four months, or has been permanently excluded. The school recognises that it must do this as soon as the grounds for deletion are met and, in any event, before deleting the child's name (Regulation 8(1)(d),(e),(g),(i) and (m) and 12(3) of The Education (Pupil Registration) (England) Regulations 2006, and see also KCSIE 2020).

Evaluation and Assessment

By the Head, Senior Management Team and class teachers. To be read in conjunction with the Behaviour & PSHEE policies. Source document: 'Preventing and Tackling bullying, Advice for Head teachers, Staff and Governing Bodies', DfE July 2017.

Useful Publications / Contacts for Parents:

- The Anti-Bullying Alliance
- Kidscape
- Cyber bullying
- ChildNet International (www.childnet.com)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk).
- Digizen (www.digizen.org)
- UK Council for Child Internet Safety: Advice on Child Internet Safety
- The UK Safer Internet Centre: www.saferinternet.org.uk
- DfE The use of social media for on-line radicalisation

Designated Safeguarding Leads

The Designated Safeguarding Lead and Prevent Strategy Lead is:

Mrs D Green

The person responsible for safeguarding in EYFS in Chatsworth Schools is:

Vivianne Thompson – Director of Early Years

Interpretation

In this policy, the term “senior manager” means a School Head and their designated deputies.

This policy applies to all employees in all Schools (save for Schools with their own procedure which shall prevail) and other work environments within Chatsworth Schools

This policy applies within all companies, which are wholly owned subsidiaries of Chatsworth Schools Ltd, a company registered in England, registered number 11552579.

The registered office of all companies is Crimea Office, The Great Tew Estate, Great Tew, Chipping Norton, Oxfordshire, OX7 4AH. Any enquiries regarding the application of this policy should be addressed to the Director of Operations at the above address.

