



# **CHAILEY SCHOOL**

## **Anti-Bullying Policy**

Date Policy Amended:

**March 2017**

Date of Governing Body's Approval:

**8<sup>th</sup> March 2017**

Chair of Governors:

A handwritten signature in black ink, appearing to read "Judith Myles", written over a horizontal line.

Headteacher:

A handwritten signature in black ink, appearing to read "Helen Key", written in a cursive style.

Date Due for Review:

**March 2018**

## **AIMS:**

1. We seek to create a climate in school whereby bullying behaviours are not accepted by any member of the school community. Our policy aims to use all students, staff, parents and governors to work towards the elimination of any form of bullying.
2. *Aim:* 'To emphasize that bullying, both verbal and physical will not be tolerated'.

A student needs a secure, happy and friendly environment in order to learn effectively. Bullying is the wilful conscious desire to physically or emotionally hurt another person or to put her or him under stress. Bullying can be in a variety of forms: physical; verbal; extortion; exclusion from groups; spreading malicious gossip; threatening gestures; theft of property and sexual and racial harassment.

3. Complaints about bullying will not be ignored. Students should be encouraged to accept that "telling" is part of the school culture. Teachers must give students the message that speaking out about bullying is important and right. To be seen to act is as important as taking action. It is silence and secrecy that nurture bullying.

## **Supporting Anti-Bullying Work in School**

4. Everyone in the school must accept the same definition of bullying. An active policy is only successful when there is agreement about the behaviour deemed "bullying". Curriculum topics are aimed at prevention - co-operative work in the class, non-aggressive behaviour can be praised. Empathy can be increased through role play. Relevant stories in English, Humanities, Assemblies and PSHE can deal with the theme in depth, including "What do you do?" "Who do you tell?" "What will happen next?"
5. Supervision and danger spots must be checked by the teachers on duty. Toilets, cloakrooms, the playground, the field and secluded corners of the building are always potential danger spots.
6. Mentoring three times each year gives the opportunity to students in all years to say how they are settling in and how they are dealing with any difficulties.
7. Tutor time must give the form tutor the opportunity to follow up incidents and be watchful of the students.
8. Written records of any bullying incidents and actions taken must be kept in the students' files. See protocol as laid down in Staff Handbook and Incident Report form.

## **Recognising the bully**

9. Bullies do not come in standard sizes and are not recognisable stereotypes. Students who bully cannot be easily recognised. Bullies can be victims.
  - Lack of control over aggressive, assertive attitudes
  - Lack of empathy; lack of imagination about how the victim feels
  - Lack of guilt, rationalising that the victim somehow 'deserves' the treatment

Bullies often come in gangs and then they are more visible.

## **Recognising the victim**

10. Victims also cannot be stereotyped, but they have in common a vulnerability and an inability to cope alone with the situation if they find themselves bullied. They may be students who:

- are new to the class or school
- are different in appearance, speech or background
- suffer from low esteem
- feel inadequate or friendless
- demonstrate 'entertaining' reactions when bullied, e.g. tantrums, tears
- are more nervous or anxious
- are in the wrong group
- are often teased
- miss lessons
- miss school
- look tired
- produce poor work
- 'lose' equipment or possessions
- become uncommunicative with friends or family.

*Victims may provoke a situation and may feel humiliated by the response. But if no adult intervenes, they may start to believe they deserve the treatment meted out by the bully.*

## **Procedures to follow**

- Generally - every case is different. A variety of methods are used at Chailey.

11. The victim must feel supported and sometimes may need help or counselling to change a pattern of behaviour which is encouraging the bully. The use of trained peer-mentors may well be the first cause of action. Chailey also has a buddy system in place for students to support each other.

12. The bully must realise his/her behaviour is unacceptable and other pupils must see action taken against his/her behaviour. This might involve loss of freedom at break, lunchtime or an after-school detention. In extreme cases, it might mean internal exclusion under the supervision of a senior teacher for a day or longer. Where the bullying includes serious/persistent use of violence permanent exclusion may occur.

13. Where one person is bullied by a group, the teacher might enlist the help of the bullies in solving the problem the victim has. This method is very time-consuming, interviewing each pupil involved, then the group meeting together, possibly with the victim. If a feeling of concern can be created for the victim, this can work well, but it is essential to know something of the dynamics of the group before acting.

14. Another possibility involves seeing students, including the bullies, but also other pupils on the fringes. It is important first to have spoken to the victim or even for the victim to write down or tell the group what has happened, and what he/she felt. The group is then asked to help support. The emphasis is on it being no one's fault, but a situation that has arisen that makes the victim very unhappy. About a week later, meetings need to follow up how things are going.

15. The victim can be helped to face the bullies and tell them what is so upsetting. If the victim can be supported to do this forcefully, this can be successful.

16. Another approach is to tackle each member of a bully group separately and attempt to get each person to take responsibility for his actions.

17. Parents - of victims and bullies - should be involved and informed. Often information comes first from parents who occasionally do not want the children told of their contact. Parents are usually worried that a teacher's intervention might make the situation worse. Teachers must be sensitive to this fear. The best scenario is where the school and parents work together supporting the victim. The worst scenario is where the various students' parents are also at loggerheads!

### **PREVENTION IN THE CURRICULUM**

A number of subject areas deal with the issue of bullying. It is not an issue that is deemed the sole province of PSHE, Tutor Time and Assemblies. The other key subject areas which we hope engender an anti-bullying ethos are English and Drama.

Within English Literature at Key Stage 3, we explore literature about the nature of childhood, focusing explicitly on the way children can be victims and perpetrators of bullying.

PSHE is the other key instrument with its broad emphasis upon positive behaviour and moral responsibility.

During Key Stage 3 the issue of bullying is dealt within a series of modules about conflict. However, it is explored as a discrete management issue in Year 8.

In Year 9, it is included within the units entitled 'Relationships'.

## **CYBER-BULLYING**

Cyberbullying is the use of ICT, particularly mobile phones and the internet, deliberately to upset some-one else – anyone in the school community – students and adults.

Students must be made aware that though bullying is not a specific offence in UK law, there are laws that can apply in terms of harassing or threatening behaviour. Therefore, some cyberbullying activities could be criminal offences under a range of different laws.

E.g. Protection from Harassment Act 1997  
Malicious Communications Act 1998

Across both Key Stages, the school promotes the positive use of technology and the need for 'netiquette', e-safety and digital literacy.

### **Key Steps to Take when Responding to Cyberbullying**

- Reassure the person he/she has done the right thing by telling someone. Refer on to Deputy Headteacher (who is the school's Designated Safeguarding Lead).
- Advise on next steps:
  - Make sure the person knows not to retaliate/return the message
  - Ask the person to think about what information they have in the public domain
  - Help the person retain any relevant evidence for any investigation
  - Check the person understands there are simple ways to prevent it happening again.
- If 'content' has been circulated, take action as follows –
  - If it is known who the person responsible is, ask him/her to remove the content
  - Contact the host (e.g. social networking site) to make a report to get the content removed.
  - Confiscate a phone or other electronic device if it is being used to perpetrate the bullying
  - Contact Police if you consider the content to be illegal.
  - A written record to be made.

### **Working with the Bully and Sanctions**

- Clearly steps will be taken to change the attitude and behaviour of the bully. In addition, we ensure any access to relevant support.
- We apply sanctions having taken into account:
  - The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
  - Motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
  - When it is happening.

Parents of all parties are kept informed because of course cyberbullying can take place at any time.

**GENERAL PROCEDURES FOR STAFF**  
**WHERE BULLYING IS SUSPECTED/REPORTED**

1. All staff must **BE AVAILABLE**. Whoever is approached must either arrange a time to discuss the problem or take the student to the appropriate Year Team Leader or senior member of staff.
2. Any member of staff investigating a problem, must record events from (a) the victim (b) suspected bully and (c) any witness.
3. Students must be told they will be seen again and be made aware of how the issue will be dealt with at every stage.
4. Parents of both victim/s and bully/ies should be informed.

**Our school does not accept bullying in any form. Remember that!**

**Your rights** - As a member of Chailey School you have the right:

- . To live your life in peace and safety
- . Get on with your work
- . To be an individual and be proud of being different
- . Not to be bullied
- . To say 'no' firmly to anything you think is wrong
- . To protect yourself by ignoring others and walking away
- . To TELL a member of staff if someone is making you unhappy

**Your responsibilities** - Our school expects you:

- . Not to put up with any form of bullying
- . To help to stop others bullying
- . Not to be afraid to report bullying in any form - you will be supported
- . Not to keep bullies' secrets - it might suggest you are supporting the bully
- . Not to put up with bullies in your group of friends
- . To support other pupils who are bullied