



CHAILEY SCHOOL

Anti-Bullying Policy

Date Policy Amended: March 2020

Date of Governing Body's Approval: March 2020

Chair of Governors:

A handwritten signature in blue ink, appearing to read 'J. Smith', written over a horizontal line.

Head Teacher:

A handwritten signature in blue ink, appearing to read 'Helen Key', written over a horizontal line.

Date Due for Review: **March 2021**

AIMS:

1. To ensure that the definition of bullying is accepted by the parents, carers, governors, staff and students within our school community as; the persistent, wilful and conscious victimisation of another with the intention of causing physical, mental or emotional harm to that person, or to put her or him under stress. Bullying can be either physical or verbal and in the case of verbal, either in person or online.
2. To provide a safe, secure, happy, inclusive and productive environment in which students can learn effectively.
3. 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.
4. To emphasise through day to day normative messaging that bullying of any kind will not be tolerated.
5. To take all complaints or reports of bullying seriously. To investigate fully and take appropriate action based on the evidence available.
6. To encourage students to report bullying as part of our school culture. For staff to give students the message that speaking out about bullying is important and right as it is silence and secrecy that nurtures bullying.

Supporting Anti-Bullying Work in School

1. 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".
2. Curriculum topics are aimed at prevention - co-operative work is encouraged, debate and accepting others opinions should be praised. Relevant stories in, for example, English, Humanities and PSHE can deal with the topic in depth, including recognising bullying, taking appropriate action and the impact of this. Where appropriate, assemblies also support work in this area.
3. Key pastoral staff share need to know information with all staff, regarding ongoing bullying issues. All staff can then apply vigilance when required.
4. Duty staff at break and lunchtimes should remain vigilant. Supervision and 'hot spots' are checked by the teachers on duty. These include toilets, the playground, behind the huts, the field and secluded corners of the building.
5. Mentoring twice a year gives the opportunity to students in all years to say how they are settling in and how they are dealing with any difficulties.
6. Tutor times provide the form tutor with the opportunity to follow up on incidents, be watchful of students and support restorative work.
7. 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.

8. Incidents of bullying should also be recorded on a school data system allowing both incidents and perpetrators to be recorded

Recognising the bully

1. Bullies do not come in standard sizes, there is no such thing as a stereotypical bully.
2. Students who bully cannot be easily recognised.
3. Where both parties are guilty of similar inflammatory behaviours towards each other, an individual can be both the bully and victim. I.e. it is possible for two parties to bully each other.
4. A bully may or may not be part of a group/gang.
5. A bully will often involve themselves in the business of another student(s) without invitation. They are often seen in the same places as the victim(s) and forcing communication of some kind.

A bully may display the following character traits;

- Lack of control over aggressive, assertive attitudes.
- Lack of empathy or remorse for how the victim feels.
- Rationalising that the victim somehow 'deserves' the treatment.

Recognising the victim

1. 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.
2. Victims often lose confidence and appear uncomfortable around the bully, often forced to leave an area to avoid confrontation.
3. Victims 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
 - appear nervous or anxious
 - find themselves in the wrong social group
 - are often teased
 - truant from lessons
 - have attendance issues
 - look tired
 - produce poor work
 - 'lose' equipment or possessions
 - become uncommunicative with friends or family.
4. Where both parties are guilty of similar inflammatory behaviours towards each other, an individual can be both the bully and victim. I.e. It is possible for two parties to bully each other.

Procedures to follow

- Each case should be treated individually, as such a variety of methods are used to tackle bullying issues at Chailey. Cyberbullying is included, if carried out in school.
1. Parents/carers of the victim will be informed that the school is aware of a potential bullying issue and that we are investigating the facts.
 2. A clear understanding of the facts of the case must be established. Both the victim and the perpetrator will be given the opportunity to make a statement of the facts as they see it. Witnesses will be sought to give a third party account of the events, where possible these witnesses will have no allegiance to either party. Based on the evidence gained, a decision will be made with regards appropriate sanctions.
 3. Once statements have been collated, the parents/carers of the alleged perpetrator will be contacted.
 4. The victim will be offered support and counselling from a member of pastoral staff or other appropriate adult to rebuild confidence and/or resilience. If required, support will also be given to change any patterns of behaviour which may encourage the bully. This could be from the aforementioned staff member, trained peer-mentors or the buddy system in place for students to support each other.
 5. In all cases, restorative work will be carried out with the bully, to help him/her realise that their behaviour is unacceptable and harmful. Restorative work will be with an appropriate adult in the school.
Providing both parties consent, restorative work will always be attempted between the bully and victim in order to repair relationships, or if not possible, to develop some empathy from both sides. This will be done via a meeting which is facilitated and chaired by an appropriate member of staff.
 6. In cases where there is an obvious perpetrator, in addition to the restorative work, sanctions will be enforced to ensure the message is clear to all of the school community that action will be taken against bullying behaviour. Depending on the severity of the bullying, this could be any of the following;
 - Loss of freedom at break and/or lunchtime
 - An after-school or series of after school detentions.
 - An S4 SLT supported study under the supervision of a senior teacher for a day or longer.
 - An S5 - Internal exclusion in The Study for 1 day or longer.
 - Where the bullying includes serious/persistent use of physical or verbal abuse over time, permanent exclusion may occur.

This however, is dependent on clear evidence to support claims of such behaviour.

7. Where one person is bullied by a group, each member of that group will be spoken to individually and given opportunity to state the facts as they see them. While this method is very time-consuming, interviewing each pupil involved often gives a more accurate account of events.
8. In addition, the group may then be spoken to together, by an appropriate member of staff and possibly with the victim (if consent is given). If empathy and 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.

9. Often information comes first from parents. Occasionally parents do not want their child to know that they have made contact, often due to worries around any intervention making the situation worse. Teachers must be sensitive to this fear but it also important that parents understand that the information is of no use to us if they do not allow us to act on it. The best scenario is where the school and parents work together in supporting the victim.

PREVENTION IN THE CURRICULUM

1. 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, although all subjects can contribute through setting correct standards of behaviour and expectations in the classroom.
2. 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.
3. PSHE is the other key instrument with its broad emphasis upon positive behaviour and moral responsibility.
4. 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.
5. In Year 9, it is included within the units entitled 'Relationships'.

CYBER-BULLYING

1. Cyberbullying is the deliberate use of ICT, particularly mobile phones and the internet, to intentionally cause upset to another person in the school community. This could be students and/or adults.
2. 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 harassment 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
3. Across both Key Stages, the school promotes the positive use of technology and the need for 'netiquette', e-safety and digital literacy.
4. The use of mobile phones is not permitted in school, unless directed to do so by an adult in the classroom, for educational purposes. Any student caught using their phone in school specifically to bully, will be dealt with in the same way as any other bullying incident.

5. Any cyberbullying that occurs outside of school hours is not the responsibility of the school, rather this is a police matter and should be reported by the student or parents. That being said, the school will intervene if as a result of the bullying, a student's behaviour and or/progress in school becomes affected.

Key Steps to Take when Responding to Cyberbullying

1. Encourage the victim to report it to the police.
2. Reassure the person he/she has done the right thing in doing so.
3. If appropriate, record the incident on My Concern and inform the Designated Safeguarding Lead.

Advice on next steps:

- Advise the individual not to retaliate/return the message(s)
- Encourage the individual to 'screenshot' any future messages as evidence. Particularly if bullying is via snapchat or instagram stories.
- 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, such as checking privacy settings, blocking people from their social media, deleting or blocking numbers or closing their social media altogether.

If 'content' has been circulated, take action as follows:

- If the person responsible is known and there is evidence, ask him/her to remove the content. Inform parents/carers also to ensure they check this and to ask for the removal of online access.
- Contact the host (e.g. social networking site) to make a report to get the content removed.
- Confiscate the electronic device if it is being used to bully in school.
- Contact Police if you consider the content to be illegal.
- A written record to be made.

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 Pastoral 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!

As a member of Chailey School you have the right:

- . To live your life in peace and safety.
- . Access the curriculum through your lessons.
- . 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 condone any form of bullying, from anyone.
- . To help to stop others bullying.
- . 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 condone bullies or bullying from within your group of friends.
- . To support other pupils who are bullied.