Anti-Bullying Policy

Review Timetable

The Policy will be reviewed every two years, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	January 2024
Policy ratified by Local Governing Bodies	January 2024
Renewal Date	February 2026
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Chilmington Green School Anti-Bullying Policy

Links with other school policies and practices
This Policy links with our other school policies, practices and actions including:
- Behaviour Policy
- Exclusions Policy
- Equality Duty, Objectives and Statement
- Online Safety Policy
- Pastoral and assembly programme

This policy takes into account our statutory obligations with regard to bullying behaviours, in particular:
- The Education and Inspections Act 2006, Section 89
- Children Act 1989
- The Equality Act 2010
- Keeping Children Safe in Education Sept 2021
- Working Together to Safeguard Children 2020

Objectives:
Chilmington Green School's Anti-Bullying Policy is designed to:
- Establish a clear definition of 'bullying' which is shared, agreed, and understood by all stakeholders, especially students;
- Clarify the rationale behind Chilmington Green School's approach to tackling bullying;
- Outline our approaches to tackling bullying behaviours and preventing further incidents.

As a school community, we will:
- Ensure that students feel safe to learn and abide by the anti-bullying policy;
- Discuss, promote, monitor, and review our anti-bullying policy on a regular basis;
- Support staff to promote positive relationships and identify and tackle bullying appropriately;
- Ensure that all students feel confident that any bullying concerns will be dealt with sensitively and effectively;
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints;
- Continuously seek to develop and improve our anti-bullying strategies through learning from others' practices and case studies and working with external agencies and bullying support organisations and charities.

Definition of bullying -
Bullying is: 'Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual, either physically or emotionally.'
Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through websites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

It is worth noting the distinction between bullying and other behaviours which may be upsetting for young people.

Friendship issues are….
When someone falls out with a friend, for a lesson or a day or two. This could give rise to some reactive name-calling, comments, exclusion from groups. If this starts to escalate and becomes prolonged and sustained, this would be bullying.

Anti-social behaviour is…. Behaviour that shows lack of regard for others and their feelings. This is indiscriminate as it is not targeting other students for who they are. It can include behaviours like things being thrown, people bumping into others and blocking areas.

*Arguments…..*Sometimes children and teenagers have arguments in which both sides say or do things that are not very nice to each other. Sometimes one, or all, of the children/teenagers involved in an argument, or their parents, can perceive that they were bullied. School will work in such circumstances to talk through with everyone involved what they did that hurt the feelings of the other people involved and help them to reflect on how to better handle the situation in future. Children/teenagers that keep getting into arguments will be offered social skills support from the Inclusion team where appropriate.

Forms of bullying covered by this Policy -
Bullying can happen to anyone. This policy covers all types of bullying including, but not limited to:
- Bullying related to race, religion, or culture;
- Bullying related to special educational needs or disability;
- Bullying related to appearance or health conditions;
- Bullying related to sexual orientation or gender alignment;
- Bullying of young carers or looked after children or otherwise related to home circumstances;
- Sexist or sexual bullying;
- Cyber bullying.

Cyber bullying -
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. 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 and, where necessary, this will be an action taken at Chilmington Green School. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Our Online Safety education in PSHE, assemblies and tutor time looks extensively at this issue and we also regularly update parents, via our newsletter about topical online safety issues and how to safeguard young people. We regularly remind them about legal ages for using social media sites, how they can improve their privacy settings, and where to report issues.

We do ask that parents/carers take responsibility for, and monitor, what their children do at home and outside school on their phones and other internet able devices. We recommend that students are not allowed to have access to such devices overnight or to keep them in their bedrooms overnight. Removing this access reduces significantly the likelihood of bullying and the accessing of inappropriate sites and sending and receiving of inappropriate images. A suggested way to manage this is to have a time after which such devices are put on charge in a common area of the home. Research shows that teenagers benefit from a good night's sleep and that using screens in the run up to bedtime makes it harder to sleep. We recommend that the time you set for charging screens is at least half an hour before bedtime.

We recommend that parents/carers monitor which apps and websites their children/teenagers are using, some such as Facebook have fairly robust reporting systems and privacy settings whilst others do not and make users more vulnerable. Many parents do not realise that online games include chat functions and that their children can be communicating with older children and adults all over the world whilst playing such games and sharing images with them. This can put children/teenagers in some difficult situations, and we recommend that parents/carers discuss this with their children and for younger children in particular monitor the chat settings on their games e.g. it is possible to disable chat and to limit who can message your child on most games.

Preventing, Identifying and Responding to Bullying -
At Chilmington Green School, we will:
• Work with staff and external agencies to identify all forms of prejudice-driven bullying;
• Actively promote systematic opportunities to develop students' social and emotional skills, including their resilience when faced with bullying behaviours;
• Exploit all opportunities for addressing bullying through the curriculum, through displays, through peer support;
• Train all staff, including support staff, to identify bullying and follow school procedure and policy when dealing with bullying incidents;
• All staff to be made aware of policy and CPD delivered through staff training to ensure successful implementation of policy from all staff.

Prevention -
At Chilmington Green School we believe in a preventative approach to bullying, involving working with all stakeholders, as detailed below. On a day-to-day level we will proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Our intention is to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others will permeate the whole school environment and will be reinforced by staff and older pupils who set a good example to the rest.

We will encourage student voice throughout the school with students acting as advocates for anti-bullying and anti-discrimination. They will also be encouraged to support others by disclosing information about any incidents or concerns of this nature involving members of the school community, occurring within or outside of school.

At Chilmington Green School we will be sensitive that we have specific responsibilities for our students outside taught time and outside the school day. We will ensure that adults are on hand and visible across the site during all break times and lunch times.

Working actively with students:
We will:
• Regularly explore children and young people's views on bullying;
• Ensure students know how to express worries and anxieties about bullying;
• Ensure all students are aware of the responsibility to protect themselves and others from bullying;
• Implement a restorative justice approach which brings perpetrators and victims together to develop a shared understanding of the impact of bullying behaviour and prevent a recurrence;
• Work supportively with students, their parents, and other agencies to prevent repeat or escalation of bullying behaviours, including regular mentoring for those with a pattern of offences;
• Use a range of sanctions against those involved in repeated bullying behaviours, including exclusion;
• Offer support to students who have been bullied;
• Work with students who have been bullying in order to address the problems they have.

What we tell our students about bullying:
a) Everyone has a right to be safe and feel safe.
b) No one needs to 'put up' with being bullied.
c) It is not your fault if you are bullied.
d) Ask for help.
e) Never give up – if the bullying does not stop, continue to get help and support.

Working with Parents and Carers:

We will:

• Ensure that parents/carers know whom to contact if they are worried about bullying (form tutor then head of year);

• Enlist the support of parents when their child has been involved in bullying behaviours and work in cooperation with them to prevent recurrence;

• Work with parents and the local community to address issues beyond the school gates that might give rise to bullying.

Working with External Agencies:

At Chilmington Green School we consider it essential to work with all pertinent agencies in tackling bullying. We will use specific organisations/resources for help with particular problems and draw on the expertise and experience of anti-bullying organisations with a proven track record and specialised expertise in dealing with certain forms of bullying. We will also work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

Intervention:

Working with those who bully others: It is worth noting that the distinction between bullies and victims is rarely clear-cut and it is perfectly possible for a student to be both at different times. As bullying situations are often complex, the approach for working with the perpetrator needs to be carefully considered, but the following are the preferred approaches at Chilmington Green School:

1) No Blame Approach

Instead of reprimanding the bully and potentially escalating the problem, this concept centres on getting the bully and his/her peers to think about their actions and work on how to improve the situation. It is a problem solving-based technique. In some cases, both parties may be involved in the discussion.

2) Meeting with parents/writing home

We recognise that most parents wish to be actively concerned in addressing any bullying behaviours exhibited by their children and this is often the most powerful way of preventing future incidents or escalations.

3) Education

This could involve the bully working with teachers or staff, or representatives of other organisations / groups, to reflect on their behaviours and reach an understanding of the impact they may have.

4) Restorative Justice

This approach involves the bully working with the victim, with the support of staff, and making decisions about an appropriate course of action to address what they have done. In instances where the incidents of bullying are serious in terms of their intent or impact, or sustained and repeated, other sanctions may be imposed, including contracts or even exclusions.

5) Discipline

If, after the use of the strategies above, a student continues to target another student or adult, we will use the disciplinary system as necessary. One-off serious bullying incidents are likely to move straight to the discipline stage.

Recording Bullying:

All bullying behaviours are recorded on Arbor, our management information system, including the outcomes. Heads of Year monitor incidents and spot patterns and intervene as necessary.

<u>Roles and Responsibilities:</u>

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. It is the responsibility of:

- School Governors to monitor and review this policy;
- Governors, the Principal, staff to be aware of this policy and implement it accordingly;
- The Principal to communicate the policy to the school community;
- Students to abide by the policy;
- Parents to support the implementation of this policy.