



**REVIEWED BY GOVERNING BODY – June 2020**

**ADOPTED BY GOVERNING BODY – July 2020**

### **Section 1: Policy Statement**

- 1.1 Chenderit School is committed to creating a community that is safe, where we value one another and the importance of working together for the good of all.
- 1.2 At Chenderit School we have established a strong and supportive community where staff and students strive to "Aim High, Work Hard and Be Nice". Our students are valued as individuals and are actively encouraged to pursue excellence, not only academically, but in all other spheres of school life.

Our aim is to unlock each student's potential and to celebrate every individual's progress and achievements. We encourage our students to embrace all opportunities at school and, through these, to develop into increasingly resilient, independent, adaptable, respectful and resourceful learners. We have high expectations of our school community and pride ourselves on our safe and supportive environment in which students are able to enjoy, flourish and achieve.

- 1.3 The aim of this policy is to help members of the school community deal with bullying when it occurs and more importantly to help prevent it. The anti-bullying policy is pursued in all areas of school life; the pastoral and academic structures, the curriculum, delivered formally in lessons and informally through embedding our values in the culture of our community.

We take all claims of bullying extremely seriously and resolve individual issues fairly, with a view to teaching positive behaviours that remain for life. Clear reporting and disciplinary procedures are in place that deal with any such incidents that fall into the category of bullying. These are outlined within this policy and are also available on the school website, the shared staff area on the school network, on request from the Leadership Team and/or Heads of Learning and our Safeguarding Student Welfare and Parent Support Manager or Inclusion Team members. Chenderit School's Behaviour Policy makes clear reference to the sanctions and consequences related to bullying. (Refer to Behaviour Policy)

### **Section 2: Statutory framework and other guidance**

- 2.1 This policy complies with all advice and legislation contained within:
  - DFE Guidance 'Preventing and Tackling Bullying' (July 2017)
  - DFE Guidance 'Behaviour and Discipline in Schools' (January 2016)
  - DFE Guidance 'Keeping Children Safe in Education' (September 2019)

There are a number of statutory obligations which establish clear responsibilities on schools to respond to bullying. In particular section 89 of the Education and Inspections Act 2006 which outlines:

‘That every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school’s behaviour policy which must be communicated to all students, school staff and parents.’ The behaviour policy provides the Headteacher with the ability to discipline students for poor behaviour that occurs even when the student is not on school premises or under the lawful control of school staff. (Please see Chenderit School’s Behaviour Policy).

2.2 This document complies with the:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Education Act 2011
- School Standards and Framework Act 1998

Although bullying in itself is not a specific criminal offence, it is important to bear in mind that 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.

2.3 This policy should be read in conjunction with the:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Inclusion Policy
- CCTV Policy
- Student Acceptable Use Policy

### **Section 3: Definition of bullying**

Bullying is defined as - “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.” (Ref – Anti-bullying Alliance definition)

Bullying can happen face-to-face or through cyberspace.

Bullying is an anti-social behaviour, which affects everyone: it will not be tolerated and is unacceptable in all its forms. We make our position clear. Anyone found to be bullying another member of our educational community will incur sanctions, up to and including exclusion, relative to the seriousness of their behaviour.

Bullying of our staff by students or parents is also unaccepted and not tolerated, either in the domain of derogatory comments posted on social media or in person, face to face at parent meetings or information sessions.

There are three types of bullying: (this is not a limiting list and bullying can take various forms outside the descriptors below)

3.1 **Verbal bullying** is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling

- Inappropriate sexual comments
- Taunting
- Aggressive personal comments about physical appearance or ability
- Threatening to cause harm.

3.2 **Social bullying** (sometimes referred to as relational bullying) involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other students not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public, displaying pornographic, classist, disablist, and homophobic, biphobic, transphobic, racist or sexist material
- Derogatory language/comments to an individual and/or group (in particular students with SEND and/or disabilities including mental health needs).

3.3 **Physical bullying** involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Not respecting someone's physical space
- Taking or breaking someone's things
- Making mean or rude hand gestures
- Sexual assault.

Bullying on social media predominately is associated within the first two categories above. Yet a purposeful threat of physical violence or personal intimidation on social media can be classified as physical bullying.

3.4 **Who bullies?** Anyone has the capacity to bully. There is evidence to suggest that those who perceive themselves as having a low status within a community may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not.

3.5 **Who is bullied?** Anyone can be bullied – student, parent, carer, guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person (e.g. shyness, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour). Frequently, the perceived difference comes from assigning an individual to a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist.

## Section 4: Prevention

4.1 A student's behaviour and attitude can be influenced by the behaviour and attitude of the adults around them. Therefore we expect adults at Chenderit School to be good role models with positive relations, demonstrating respectful and courteous behaviour including good communication and listening skills.

4.2 There are many people with connections to Chenderit School's community. When these people work together, prevention of bullying can be achieved. Communication with parents about their child's behaviour is paramount, whether their child is a perpetrator or on the receiving end of bullying behaviour. Thus teachers and staff aim to build a good rapport with the parents of their students.

- 4.3 Equally as important, parents are expected to behave in a respectful manner and report bullying in an appropriate way; managing their emotions, having a well-rounded perspective by listening to all sides in a matter. Staff at Chenderit School will not tolerate verbal abuse, threatening or aggressive behaviour either face to face or over the telephone from any adult. Any adult behaving in this way will be asked to leave the premises and or be placed on our Parental Red Alert system in school. The incident will be recorded and/or referred to the Leadership Team and or appropriate authority.
- 4.4 Communication is key to building rapport. During appropriate times, teachers have open communication with students, helping them feel more able to talk about their problems, including bullying. Tutor times play an important role in this. Students want to know that they're being listened to. They need to feel welcome to talk to their teachers one-on-one, especially if they feel they're being bullied.
- 4.5 In the promotion of the school's anti-bullying work all pastoral and academic curriculum areas and staff will reflect the school's equal opportunities policy in practice. This includes reinforcing anti-bullying work through promotional material displayed in the Chenderit School environment and through addressing the matter in tutor time, PSHE lessons and assemblies. The school particularly addresses identified groups who may be more prone to bullying, such as students with SEND, ethnic minority groups and/or students identified as LGBTQI+, with disabilities and/or recognised mental health needs.
- 4.6 A further very powerful tool to help prevent bullying and to help resolve bullying incidents has been the introduction of Anti-Bullying Student Ambassadors. An initial group of 15 students attended formal anti-bullying training and have been certificated as Anti-Bullying Ambassadors. This strategy is offering support for young people by young people. Anti-Bullying Ambassador names and photographs are displayed around the school and the ambassadors hold regular lunchtime 'drop in' sessions for students to attend. They are monitored and supervised by a Head of Learning who offers support and guidance in their roles. The Anti-Bullying Ambassador programme is being rolled out to other year groups with students training the new (younger) year groups.
- 4.7 With regard to e-safety and anti-bullying, a further development has been the training of digital ambassadors (by an outside agency, TARGET) to help raise further awareness of the potential impact and negative influences of social media. Digital Ambassadors have co-presented at Digital Awareness assemblies and work in school to help other students manage their electronic communications more effectively.
- 4.8 Chenderit School staff reinforce ground rules using the Behaviour Policy for students, making expectations clear by keeping requests simple, direct, and specific. Students are expected to demonstrate respect, responsibility and maturity. Where possible, staff use one-on-one feedback and don't publicly reprimand (though this may not be possible in higher level conflict management where a member of staff needs to take control of a situation). Staff also help students to correct their behaviours by explaining the anti-bullying policy and the consequences of breaching the policy.
- 4.9 Chenderit School works in partnership with outside agencies such as the Local Education Authority, MASH (multi agency safeguarding hub), voluntary sector youth organisations, the local health service, victim support and Northamptonshire Police, both to inform and support our community members affected by bullying.
- 4.10 In order to prevent conflicts escalating, students are encouraged to resolve tensions with the support of mediation by a member of staff, in particular Heads of Learning and/or the

Safeguarding, Student Welfare and Parent Support Manager and/or members of our Inclusion Team. This may include students participating in restorative justice meetings. (Restorative Justice: A restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.)

- 4.11 Additionally, where appropriate, the school utilises an Agree to Disagree contract (a document presented to both students and parent/carer for their commitment and agreement). Furthermore, where and when appropriate, a behaviour contract (for students) can be made and completed with regard to bullying, zoning and/or access to friendship circles or alike to overcome any notion of bullying as an individual or group.
- 4.12 Chenderit School staff reward good behaviour by affirming and praising students appropriately and when deserved.
- 4.13 Chenderit School provides training to all staff on how to recognise and deal with bullying especially in specifically identified groups such as SEND, ethnic minority groups and/or LGBTQ+. Any concerns about incidents of bullying will be passed swiftly onto our Guidance or Inclusion Team.
- 4.14 Staff complete a bullying referral on 'My Concern' child protection software to report and record an identified bullying incident. Incidents recorded by senior staff include action points and feedback provided to parents. (See Appendix 2)
- 4.15 All areas of Chenderit School including toilets and playgrounds are appropriately supervised.

## **Section 5: Expectations of the Chenderit School Community**

Chenderit School accepts that:

- Every member of the Chenderit School community has the right to feel comfortable, safe, secure, equally valued and respected;
- Every member of the Chenderit School community has the right to grow and change, free from prejudice, stereotyping, harassment and negative discrimination;
- Every student in Chenderit School has the right to equal access to a curriculum that meets their needs;
- Learning is the entitlement and responsibility of every member of the Chenderit School community;
- Every member of the Chenderit School community has the right to object to and/or reject language or behaviour, which is offensive and/or intimidating;
- Every member of the Chenderit School community has the responsibility to treat others with respect and
- It is the responsibility of every member of the Chenderit School community to address and/or report all incidents of bullying to our Guidance, Inclusion or Senior Teams.

## **Section 6: Action**

Everyone in the Chenderit School community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously:

- Students who identify that the policy is not being followed will alert an adult they trust. This may be their form tutor, head of learning, head of inclusion, safeguarding student welfare and parent support manager or senior leader. Alternatively, they can complete a **Chenderit School Student Incident Report Form** which is available at Inclusion Centre or via their form tutor; Student incident forms that represent bullying can be anonymously posted in the 'Student Post Box' at Inclusion Centre reception or handed onto staff.
- The person who receives a **Chenderit School Student Incident Report Form** from a student will take it extremely seriously and be seen to be doing so;
- All incidents of bullying will be recorded and their frequency and type monitored. This information will be used to inform the development of the school's anti-bullying work.
- All incidents reported by parents/guardians will be recorded on My Concern. Feedback will be provided to those who report an incident as to the progress and or outcome of enquires and any subsequent consequence determined by the school. (Note: the specific details or named students may not be disclosed, the information will be of a summative nature) See Appendix 2.
- Parents/carers can speak with their child's form tutor, head of learning, staff within the inclusion team or a member of the leadership team if they are concerned or wish to report an incident;
- Chenderit School will also discuss with parents/carers any incidents of bullying in which their child has been involved, either as victim or perpetrator;
- As a student, the incident can be recorded on a student incident form (yellow). (See Appendix 1) As a member of staff, the incident can be recorded either in general communications to other staff or on a serious incident form. As a parent/carer, the incident can be recorded via your child's form tutor, head of learning, staff within the inclusion team or a member of the leadership team;
- Feedback will always be provided to individuals who have made the allegations or complaint;
- If a teacher/member of staff is unsure how to deal with the incident, he or she will seek advice from more senior staff
- Bullying can be a crime, we may therefore choose to involve the Police where appropriate.
- The school's Behaviour Policy has several sections with various levels of suggested sanction dependent on the severity of the bullying type or incident. These are used as a guide to help inform the outcome of a consequence and is not definitive. For example:
  - Bullying – B4 90 min Leadership Detention
  - Persistent or severe bullying – B5 School Isolation
  - Serious malicious or aggravated bullying – B6 IER (internal Exclusion Room)
  - More serious bullying including sexist, racist or homophobic bullying - B7 Fixed Term Exclusion

## **Section 7: Intervention - Support for pupils who are bullied**

In all cases, schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing an Early Help Assessment (EHA) or referring to Child and Adolescent Mental Health Services (CAMHS).

## **Vulnerable students**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all students who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that students that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the student.

## **Where bullying has a severe impact**

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Schools should ensure they make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

## **Special Educational Needs and Disabilities (SEND) Code of Practice**

While bullied children will not be routinely considered as requiring SEN support, schools and, where appropriate, local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

## **Section 8: Support agencies**

- Chenderit School main reception: (01295) 711567
- Chenderit School Inclusion Team ext 274

- ChildLine: 0800 1111
- Banbury Samaritans: (01295) 270000
- Northants police non-emergency number: 101
- BodyEdge – by self-referral to a BodyEdge team members during the bi-monthly visits to school.

### **Section 8: Further information and support**

- [www.cyberbullying.org](http://www.cyberbullying.org)
- <http://www.childline.org.uk/Pages/Home.aspx>
- <http://www.anti-bullyingalliance.org.uk/>
- <http://www.bullying.co.uk/>
- <https://www.gov.uk/bullying-at-school/the-law>
- Visigo and/or Senso monitor software, 1-5 level alerts
- <https://diana-award.org.uk/>
- <https://www.internetmatters.org/issues/cyberbullying/>
- <https://www.kidscape.org.uk/>
- <https://www.saferinternet.org.uk/>
- <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

### **Section 9: Monitor and Review**

This policy will be monitored and reviewed annually by the Students, Families and Community Committee.



Log recorded by:

Staff use Only - STUDENT INCIDENT LOG –Date

**Incident Recorded**

Type of incident: (please tick where appropriate) Verbal  Social  Physical  Other

Other Please state:

Outcome of Incident: (prioritise the lead outcome as 1 – others can be added as 2,3,4 etc.)

Emotional  Physical  Racist  Sexual  Verbal  Cyber  Theft   
LGBTQ+  Disability  Outside of school  Bullying  Damage  Misuse

Date incident dealt with / By whom (Staff Name): / / .....

Action(s) Taken / Outcome .....referred to.....

**Outcome and resolution**

please tick

provide details / Date / Action

Students resolved themselves

Restorative Approach/Meeting

Verbal Warning

Detention (record B1, B2, B3, B4)

Report Card

Telephone Call

Parent Meeting

Internal Exclusion (record B5 or B6)

Fixed Term Exclusion (record B7)

Other (provide details)

Outside Intervention

No Further Action required

Other Details: (record – repeated behaviours – connect to another incident – requires further actions – report a further incident – parental comment/s

**Bullying Incident Recording and Feedback Form**

Bullying- *“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*

This incident is categorised as bullying because .....	
Date/time of incident	
Young people involved (including bystanders)	
Identified key roles – Identified victim/s  Identified perpetrator/s	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, cyber, indirect)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, bi-phobic, transphobic, related to: personal/home/medical circumstances etc)	
Brief summary of incident	

**Bullying feedback forms are attached/scanned and placed on My Concern – referenced to the incident report number recorded by *Bullying by Year*. My Concern report number ...**



**Bullying Incident Recording and Feedback Form**

Bullying- *“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*

Member/s of staff reported to/witnessed by	
Impact of incident	
Action/s taken  examples - Restorative Justice - Agree to disagree contract - BFL – disciplinary (level)	
Follow up action/s (including dates)	
Parent/s carer informed date/method	
Further feedback	
Signed (name)	

**Bullying feedback forms are attached/scanned and placed on My Concern – referenced to the incident report number recorded by *Bullying by Year*. My Concern report number ...**