CHATHAM & CLARENDON GRAMMAR SCHOOL

ANTI-BULLYING POLICY

Developed from the government's Guide to Bullying at School, The DfE's guide to Preventing and tackling bullying and the Kidscape Anti-Bullying Policy

Agreed by Governors: February 2022

1. Statement of intent

At this school we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students and parents should be able to tell and know that incidents will be dealt with promptly and effectively. We are an open school. This means that anyone who knows that bullying is happening is encouraged to tell the staff.

2. Key Priorities

The key priorities of this policy are:
- That children and young people are protected from harm
- That they achieve their full potential in education
- That they have a happy and stimulating childhood
- That they grow up healthily, physically and mentally
- That they feel good about themselves and respect others
- That they develop the essential personal and social skills to help them throughout

3. What is Bullying?

The government's Guide to Bullying at School (*www.gov.uk/bullying-at-school/the-law*) states that there is no legal definition of bullying. However, it goes on to state that bullying is usually defined as behaviour that is a) repeated and b) intended to hurt someone physically or emotionally. It also states that a school should have its own definition of bullying. Kidscape *(www.kidscape.org.uk*) in its anti-bullying policy for schools defines bullying as "the use of aggression with the intent of hurting another person".

The DfE's guide to Preventing and tackling bullying (Advice for head teachers, staff and governing bodies) (*www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying*) defines bullying as "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Using these individual definitions as sources the school's definition of bullying is:

"Bullying is the use of persistent aggressive behaviour with the intention of hurting another person".

Typical examples of bullying can include (but is not limited to):

- Emotional – being unfriendly, excluding from groups, tormenting (e.g. hiding books, threatening gestures) being ignored or left out
- Physical - pushing, kicking, hitting, punching or any use of violence, being forced to hand over money, mobile phone or other possessions, being forced to do things you don't want to do (these last two could be through emotional pressure)
- Racist - racial taunts, offensive graffiti, gestures
- Prejudice based or discriminatory bullying.
- Sexual (including online and peer on peer abuse) - unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focusing on the issue of sexuality.
- Transphobic – because of, or focusing on the issue of gender identity.
- Verbal – name-calling, taunting, mocking, making offensive comments, sarcasm, spreading rumours, teasing.
- Cyber – All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Visual – hurtful graffiti, note passing, gestures, staring with intent to intimidate

4. Who is Bullied?

All young people are potential victims of bullying. A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and intended to frighten intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help.

5. Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn more appropriate ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

6. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

7. Signs and Symptoms

A child may indicate signs or behaviour that she or he is being bullied. Adults and peer group should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go to school/on the school/public bus/train
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares • Claims to feel ill in the morning (parent notices a pattern emerging)
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner money or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children and siblings
- Stops eating/ there is a change in eating habits/ develops an eating disorder
- Self harming
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. If parents have any concerns about changes in their child's behaviour they should contact the school.

8. Prevention

We will use strategies developed in consultation with School Council representatives for helping children to prevent bullying. As and when appropriate, these may include:
- Writing a set of school rules
- Signing a behaviour contract (if necessary)
- Having discussions about bullying and why it matters
- Using PHSE and assembly time to highlight the issue of bullying, including inviting external companies/agencies/Police to deliver educational packages
- Set up a bullying council made up of student representatives to deal with minor bullying issues
- Provide peer mentoring training for Year 9 in order that they can mentor both bullies and victims.

9. Procedures

1. Report bullying incidents to staff.

2. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
3. An attempt will be made to help the bully (bullies) change their behaviour
4. Offer appropriate support to the victim.
5. Assign mentors to the bully and the victim.
6. In all but minor cases, bullying incidents will be recorded by staff
7. In all but minor cases parents should be informed and will be asked to come in to a meeting to discuss the problem
8. If necessary and appropriate, outside agencies and/or police will be consulted.

10. Outcomes (what happens to bullies at school)

1. After the incident/incidents have been investigated and dealt with each case will be monitored to ensure repeated bullying does not take place.
2. In serious cases, suspension or even exclusion will be considered. Physical violence will never be tolerated.
3. The bully (bullies) may be asked to genuinely apologise.
4. If possible, the students will be reconciled.(optional)
5. Other consequences may take place.

**The school is not responsible for students inappropriate use of social media outside school hours or at home, that is parental responsibility and as such parents should monitor what their child(ren) do on social media.

11. Links with other school policies

Behaviour Policy
Complaints Policy
Child Protection Policy
Confidentiality Policy
Transgender Policy

12. Links to legislation;

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
  o The Education and Inspection Act 2006, 2011
  o The Equality Act 2010
  o The Children Act 1989
  o The Education (Independent School Standards) Regulations
  o Protection from Harassment Act 1997
  o The Malicious Communications Act 1988
  o Public Order Act 1986

13. Help Organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related