



CHRISTLETON HIGH SCHOOL

ANTI-BULLYING POLICY

1 Positioning Statement

“Bullying is unacceptable behaviour. It happens in all schools and many young people are involved at some time. The school is committed to creating a safe environment where everyone can learn, play and work; a place where they can talk about their concerns, confident that they will be listened to and will be offered help.

We will make it clear to young people, staff, parents and governors that when bullying happens we will work as a community in accordance with the school’s policy to help both the people who are harmed and the perpetrators.

We will do our utmost to ensure the safety of the person affected and support improved behaviour from the bully.”

2 Definition

- 2.1 Bullying is the wilful persistent communicating of a conscious desire to dominate, hurt, threaten or frighten someone else.
- 2.2 There are many definitions of bullying, but most have three things in common:
 - a It is deliberately hurtful behaviour
 - b It is repeated often over a period of time
 - c It is difficult for those being bullied to defend themselves.
- 2.3 Bullying can take many forms, but four main types are:
 - a Physical – hitting, kicking, taking belongings
 - b Verbal – name-calling, insulting, racist/sexist remarks
 - c Electronic/Cyber Bullying – email, text, video, website, photographic intentionally or otherwise, often involving social media platforms
 - d Indirect – spreading malicious information about someone, excluding someone from social groups.
- 2.4 The school needs to be particularly sensitive to any form of racial or homophobic abuse or harassment, in keeping with the DfE, which requires monitoring of racially linked bullying issues.

- 2.5 Peer on peer abuse - Peer on peer abuse is defined as:
Any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns.

3. Cyber Bullying

3.1 What is cyber bullying?

Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, and Snapchat can all be used for cyber bullying.

Parents should be aware that the minimum age for account holders on most social media sites including Facebook and Snapchat is thirteen.

Cyber bullying can happen at all hours a day, especially away from school, at home, at evenings, weekends and holidays.

3.2 Types of cyberbullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

- **Harassment** - This is the act of sending offensive, rude, and insulting messages and being abusive.
- **Denigration** – This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.
- **Flaming** – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.
- **Impersonation** – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.
- **Outing and Trickery** – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.
- **Exclusion** – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and is very common.

Anyone who makes threats on the internet could be committing a criminal offence. It is against the law in the UK to use the phone system, which includes the internet, to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against a student then it is essential the student confides in their parents or a member of staff, so that they can make a complaint to the police.

4. Relevant Extracts from other School Policies

4.1 School Ethos

The school concept statement, curriculum aims and pastoral statement all express the value placed on respect for all individuals.

Within this ethos, bullying is totally unacceptable. All reported incidents of bullying will be investigated in accordance with the written procedures.

4.2 Pastoral Concept

Christleton High School will enable all students to identify and respect their own worth and will provide encouragement and support to nurture positive attitudes towards self-discipline, academic progress and moral and spiritual values. It will be a place where individuals offer mutual respect so that personal relationships may develop and grow. It will contribute to the development of the wider community and will interact with it, earning recognition and respect.

4.3 Curriculum Aim

To gain respect for the worth of individuals, whatever their beliefs, ethnic origin, sex, sexual orientation, social background or abilities may be.

4.4 Behaviour in School

School rules are stated in a positive way and are related to the reasons for the rules which include being courteous one to another. The sanctions available to staff are related to the form of unacceptable behaviour which has been displayed.

4.5 PSHE/Citizenship Programme/Assemblies

Within the PSHE programme there are lessons in Year 7 which deal specifically with bullying and lessons in Years 8 and 9 where it is referred to in a wider context. Heads of Year and guest speakers deliver assemblies to raise awareness of how to deal with bullying, such as cyber bullying in particular.

4.6 INSET

The identification of bullying or situations which could lead to bullying and the action to be taken have been part of INSET for teachers, office staff and for mid-day assistants and will be revisited as an issue in curriculum staff development.

5 **Recognising the Symptoms**

5.1 Children may:

- be frightened of walking to or from school
- be unwilling to go to school
- have clothes or books damaged
- become withdrawn, start stammering
- become distressed, stop eating
- cry themselves to sleep
- have nightmares and even call out, 'Leave me alone!'
- have unexplained bruises, scratches, cuts
- have their possessions go 'missing'
- ask for money or begin stealing money (to pay the bully)
- continually 'lose' their pocket money
- refuse to say what is wrong
- give improbable excuses to explain any of the above
- attempt suicide

6 The Policy in Action

6.1 Staff Action

The school uses a secure online monitoring system (known as CPOMS) to help with the management and recording of behavioural issues and incidents of bullying. Staff will always be sensitive to the possibility of bullying and be ready to talk to any student who wants to speak to them confidentially. Staff follow the Procedures outlined in Appendix 1. The CPOMS Records are completed and maintained by Form Tutors / Heads of Year.

6.2 Parental Action

If parents suspect that their daughter/son is being bullied, they should contact the Form Tutor / Head of Year for initial, confidential discussion. In cases of cyber bullying it may also be appropriate to inform the police.

6.3 Student Action

If students consider they are, or another student is, being bullied then they should tell their Form Tutor / Head of Year immediately they are worried.

7 Anti-Bullying Strategies

The school uses a range of methods, including mediation, restorative justice, and the no-blame approach.

7.1 Counselling/mediation between those involved

The students involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints.

7.2 Restorative justice

The person affected is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Restorative justice is designed to empower the persons affected and to help the perpetrators understand the human consequences of their behaviour.

7.3 The no-blame or support group method

In this method, the person affected, or target, of the bullying is interviewed. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the person affected is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

7.4 Anti-bullying ambassadors

Students can apply to become Anti-bullying Ambassadors, training and resources are provided through partnership with the Diana Award. Trained students promote anti-bullying messages and the need to be an upstander, they support other students and staff to reduce the incidence of bullying in the school community.

Links to other policies

Behaviour Policy

Safeguarding Policy

Online Safety Policy

Peer on Peer abuse guidance

Remote Blended Learning Policy

Approved by the Governing Body on 25 March 2014

Reviewed by the Author (DS) on 30 April 2015

Re-Approved by the Governing Body on 27 March 2017

Reviewed and amended by RH October 2020

Policy to be completely updated during 2020-2021

Approved by the Governing Body on 03 December 2020

a. School procedure for dealing with bullying.

Peer on Peer Abuse	Action	Out of Lessons	In Lessons	Follow up	Consequences
On recognition of a bullying incident over a period of time	Email sent to Form Tutor/HoY	Form Tutor	Class Teacher to Form Tutor/HOD	Form Tutor/HoY records onto CPOMS Records if deemed appropriate	HoY interviews students concerned

- 8 Depending on how serious the Incident is, the Form Tutor can pass straight to the HoY
- All racist incidents are recorded on CPOMS

b. Procedure for interviewing alleged Bully and Person affected in conjunction with “Advice to staff on interviewing students” and “The Human Rights Act in Schools”

	What to do	How, Where, Time	Others
1	Listen to the person affected	In suitable place and give them time (at least 10 minutes)	Whenever possible another Adult witness + person friend
2	Ask the person affected to write down everything	Date and time on paper and they should sign	Warnings about giving false accusations
3	Listen to alleged “Bully”	In suitable place and give them time (at least 10 minutes)	Possibly another adult witness + friend of student
4	Ask alleged “Bully” to write down everything	Date and time on paper and they should sign	Warnings about giving false accounts
5	Pass on to Head of year	Head of Year now follows “anti Bully stages” 1-4	H o Y decides whether to contact both sets of parents or if necessary to invite them into school