



Anti-Bullying Policy

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Contents

1	Aims	3
2	Scope and Application	3
3	Regulatory Framework	3
4	Publication and Availability.....	5
5	Definitions.....	5
6	Responsibility Statement and Allocation of Tasks	5
7	Bullying.....	6
8	Anti-Bullying Culture and Systems.....	9
9	Reporting Concerns	12
10	Why Incidents Might Not be Reported.....	13
11	Assessment of Concerns	14
12	Response to Concerns.....	15
13	Supporting those Severely Impacted by Bullying	16
14	Training	16
15	Risk Assessment	17
16	Record Keeping	17

Appendix

Appendix 1	Cyberbullying: Guidance for Students	19
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1 Aims

- 1.1 This is the Anti-Bullying Policy of Chase High School (CHS).
- 1.2 The aims of this Policy are:
 - 1.2.1 to actively promote and safeguard the welfare of students at CHS;
 - 1.2.2 to maintain and drive a positive and supportive whole-school culture among all students and staff throughout CHS;
 - 1.2.3 to prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis;
 - 1.2.4 to create a calm, safe and supportive environment free from disruption in which students can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.2.5 to help to promote a whole school culture of openness, safety, equality, inclusion and protection from all forms of harm and abuse.
- 1.3 This Policy forms part of the CHS whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at CHS to ensure that the best interests of students underpin and are at the heart of all decisions, systems, processes and policies.
- 1.4 Although this Policy is necessarily detailed, it is important to CHS that its policies and procedures are transparent, clear and easy to understand for staff, students and parents. CHS welcomes feedback on how it can continue to improve its policies.

2 Scope and Application

- 2.1 This Policy applies to the whole of CHS.
- 2.2 This Policy applies at all times when the student is:
 - 2.2.1 in or at CHS (to include any period of remote provision);
 - 2.2.2 representing CHS or wearing School uniform;
 - 2.2.3 travelling to or from CHS;
 - 2.2.4 on CHS-organised trips;
 - 2.2.5 associated with CHS at any time;
 - 2.2.6 in the care of CHS, or not and CHS becomes aware of an incident of bullying.
- 2.3 This Policy shall also apply to students at all times and places in circumstances where failing to apply this Policy may:
 - 2.3.1 affect the health, safety or wellbeing of a member of the CHS community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of CHS; or
 - 2.3.3 bring CHS into disrepute.

3 Regulatory Framework

- 3.1 This Policy has been prepared to meet CHS' responsibilities under:

- 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Children Act 1989;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**); and
 - 3.1.6 Human Rights Act 1998; and
 - 3.1.7 Equality Act 2010.
- 3.2 This Policy has regard to the following guidance and advice:
- 3.2.1 **Keeping children safe in education** (Department for Education (DfE), September 2023) (**KCSIE**);
 - 3.2.2 **Working together to safeguard children** (HM Government, December 2023) (**WTSC**);
 - 3.2.3 **Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers** (HM Government, July 2018);
 - 3.2.4 **Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies** (DfE, July 2017);
 - 3.2.5 **Cyberbullying: advice for Headteachers and school staff** (DfE, November 2014);
 - 3.2.6 **How can we stop prejudice-based bullying in schools?** (Equality and Human Rights Commission);
 - 3.2.7 **Sexual bullying: developing effective anti-bullying practice** (Anti-bullying Alliance);
 - 3.2.8 **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (DCMS and UKCIS, December 2020);
 - 3.2.9 **Searching, screening and confiscation: advice for schools** (DfE, July 2022);
 - 3.2.10 **Behaviour in schools: advice for head teachers and school staff** (DfE, September 2022)
 - 3.2.11 **Advice and guidance: How can we stop prejudice-based bullying in schools** (Equality and Human Rights Commission);
 - 3.2.12 **Equality Act 2010: advice for schools** (DfE, June 2018); and
 - 3.2.13 **Relationships education, relationships and sex education and health education** (DfE, June 2019, updated September 2021).
- 3.3 The following CHS and Trust policies, procedures and resource materials are relevant to this policy:
- 3.3.1 CHS Behaviour Policy;
 - 3.3.2 DET Online Safety Policy;
 - 3.3.3 DET Harmful Sexual Behaviour and Child-on-Child Abuse Policy

- 3.3.4 DET Safeguarding and Child Protection Policy;
- 3.3.5 DET Risk Assessment Policy for Pupil Welfare;
- 3.3.6 DET Special Educational Needs and Disability (SEND) Policy;
- 3.3.7 DET Equality and Diversity Statement and Objectives;
- 3.3.8 CHS Relationships and Sex Education (RSE) Policy.

All DET policies are accessible [here](#). All CHS policies are accessible [here](#). All policies are available in hard copy on request.

4 **Publication and Availability**

- 4.1 This Policy is published on the CHS website.
- 4.2 This Policy is available in hard copy on request.
- 4.3 A copy of the Policy is available for inspection from the CHS Main Reception during the school day.
- 4.4 This Policy can be made available in large print or another accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this Policy:
 - 5.1.1 References to DET or the Trust are references to Discovery Educational Trust, the Academy Trust.
 - 5.1.2 References to **parent** or **parents** means the natural or adoptive parents of the student (irrespective of whether they are or have ever been married, with whom the student lives, or whether they have contact with the student) as well as any person who is not the natural or adoptive parent of the student, but who has care of, or parental responsibility for, the student (e.g. legal guardian).
 - 5.1.3 References to **school days** mean Monday to Friday, when CHS is open to students during term time. The dates of terms are published on the CHS website.

6 **Responsibility Statement and Allocation of Tasks**

- 6.1 DET has overall responsibility for all matters, which are the subject of this Policy.
- 6.2 DET is aware of its duties under the Equality Act 2010 and the requirement under s 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 Any action, decision or other application of this Policy imposed on a student will be legal and proportionate. The action, decision or other application will be reasonable in all the

circumstances and account will be taken of the student’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.4 The Trust is aware that having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to:

(a) tackle prejudice; and

(b) promote understanding.

6.5 To ensure the efficient discharge of its responsibilities under this Policy, the Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Deputy Headteacher (DHT) – Behaviour and Attitude	As a minimum annually, ideally termly, and as required
Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness	DHT – Behaviour and Attitude	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as students, staff, parents) to consider improvements to CHS processes under the Policy	DHT – Behaviour and Attitude	As a minimum annually, ideally termly, and as required
Formal annual review including a review of any trends relating to incidents of bullying	CHS Local School Committee (LSC)	As a minimum annually, and as required
Overall responsibility for content and implementation	DET	As a minimum annually

7 **Bullying**

7.1 Bullying is always unacceptable and will not be dismissed as being normal or as "banter", "just having a laugh", "boys being boys", "girls being girls" or simply "part of growing up". Bullying will not be tolerated by CHS because:

7.1.1 it is harmful to the person who is bullied, to those who engage in bullying behaviour, and those who support them, and can, in some cases, lead to lasting psychological damage and even suicide;

7.1.2 it interferes with a student’s right to enjoy their learning and leisure time free from intimidation;

7.1.3 it is contrary to all CHS aims and values, its internal culture and the reputation of CHS.

- 7.2 Bullying is the repetitive behaviour by an individual or group, that intentionally hurts another individual or group, either physically or emotionally. Bullying is often motivated by prejudice against particular groups. Bullying may be:
- 7.2.1 **Physical:** hitting, kicking, pushing people around, spitting, shaking, biting, hair pulling or taking, damaging or hiding possessions;
 - 7.2.2 **Verbal:** derogatory language, name-calling, gossiping, taunting, teasing, insulting, threatening or undermining, humiliating or demanding money;
 - 7.2.3 **Non-verbal abuse:** hand signs or text messages (see also cyberbullying below);
 - 7.2.4 **Emotional abuse:** controlling or manipulating someone, making silent, hoax or abusive calls;
 - 7.2.5 **Exclusionary behaviour:** intimidating, isolating or excluding a person from a group;
 - 7.2.6 **General unkindness:** constant criticism, spreading rumours or writing unkind notes, mobile phone texts or emails;
 - 7.2.7 **Initiation/hazing type behaviour:** rituals, which may include, but is not limited to, activities involving harassment, abuse or humiliation used as a way of initiating a person into a group;
 - 7.2.8 **Low-level disruptive behaviour:** wearing "banter" and "horseplay" over a prolonged period of time;
 - 7.2.9 **Cyberbullying:** bullying that takes place using technology. This may include bullying through the use of mobile electronic devices, social media or gaming sites. See Appendix 1 to this Policy for guidance for students about cyberbullying. The CHS Behaviour Policy sets out the CHS policy and expectations on the use of technology including mobile electronic devices;
 - 7.2.10 **Prejudice-based bullying:** bullying that is motivated by actual or perceived differences between children, such as where a child is adopted, in care or has caring responsibilities;
 - 7.2.11 **Harmful sexual behaviours:** includes sexual harassment and sexual violence:
 - (a) **sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline. It can include, but is not limited to:
 - (i) sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
 - (ii) sexual jokes or taunting;
 - (iii) physical behaviour such as deliberately brushing against someone, interfering with their clothes, displaying pictures, photos or drawings of a sexual nature;
 - (iv) online sexual harassment, which may include: non-consensual sharing of sexual images and videos (sharing of nude or semi-nude images and videos, otherwise known as sexting or youth-produced sexual imagery); inappropriate sexual comments on social media; exploitation; coercion and threats; upskirting.

Incidences of sexual harassment will be investigated to ensure that they are not part of a wider pattern of sexual harassment and/or sexual violence.

- (b) **sexual violence:** sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent.

7.3 **Discrimination-based bullying:** bullying may also be:

- 7.3.1 sexist, related to a person's sex or gender reassignment;
- 7.3.2 racist, or regarding someone's religion, belief or culture;
- 7.3.3 related to a person's sexual orientation (homophobic bullying);
- 7.3.4 related to pregnancy and maternity;
- 7.3.5 related to a person's home circumstances;
- 7.3.6 related to a person's disability, special educational needs, learning difficulty, health or appearance; or
- 7.3.7 related to a person's age.
- 7.3.8 **LGBT-based bullying:** Children, who are lesbian, gay, bisexual or transgender (**LGBT**), can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children, who are LGBT, lack a trusted adult with whom they can be open. It is, therefore, vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for students to speak out or share their concerns with members of staff, to help counter homophobic, biphobic and transphobic bullying and abuse.

7.4 Racial, sexual, biphobic, transphobic or homophobic bullying and bullying someone because they have a disability are also hate crimes.

7.5 Whilst bullying is, typically, intended to hurt another individual, either physically or emotionally, not all behaviours are deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or "for the good of" the other person. These forms of behaviour are equally unacceptable, but may not be malicious and can often be corrected quickly with advice and without disciplinary sanctions. If left unchallenged or dismissed, low-level disruption can have a wearing and significant impact on targeted individuals exposed to such behaviour and may lead to a culture of failing to report. This is not a culture that CHS adopts.

7.6 A person, who makes a physical or sexual assault on another, or who steals or causes damage to the property of another, commits a criminal offence. Bullying may also be regarded as threatening behaviour or harassment, which can be either a criminal offence or a civil wrong. Certain acts of voyeurism (e.g. upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing parts of their body or clothing not otherwise visible, to obtain sexual gratification, or cause the victim humiliation distress or alarm) are criminal offences. Misuse of electronic communications could also be a criminal offence, for example, it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

7.7 Refer also to the DET Harmful Sexual Behaviour and Child-on-Child Abuse Policy.

7.8 Safeguarding and Child-on-Child Abuse:

- 7.8.1 Bullying is closely connected with student wellbeing, and, therefore, will often require a safeguarding response. Bullying demonstrates a lack of respect for others, which can overlap with abusive and harassing behaviour and which, in turn, can lead to a culture of unacceptable behaviours and an unsafe environment for children. All this informs CHS' zero-tolerance approach, and it is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature.
- 7.8.2 Child-on-child abuse can occur both inside and outside of CHS and may be taking place whilst not being reported. A "one size fits all" approach is not appropriate for all students, and a contextualised approach for more vulnerable students, victims of abuse and students with special educational needs and disabilities or certain medical or physical health conditions may be required. Certain behaviours, for example, dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up", "boys being boys" or "girls being girls" can lead to a culture of unacceptable behaviours and create an unsafe environment for students. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and students accepting it as normal and not coming forward to report it.
- 7.8.3 Technology is a significant component in many safeguarding and wellbeing issues. Students are at risk of abuse online as well as face-to-face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 7.8.4 In line with CHS' aims and culture of openness and encouragement to report, the Trust has a Harmful Sexual Behaviour and Child-on-Child Abuse Policy and also covers this topic in its Safeguarding and Child Protection Policy. Concerns about a student's welfare because they are the victim, witness or perpetrator of bullying behaviour must be reported in accordance with the CHS Behaviour Policy and appropriate action taken.

8 Anti-Bullying Culture and Systems

- 8.1 It is everyone's responsibility to ensure, whatever the circumstances, that no one becomes a victim of bullying. A person may be vulnerable to bullying because of their age, physical appearance, nationality, colour, sex, sexual orientation, gender reassignment, religion or belief, culture or special educational need or disability, home circumstances or because they are new to CHS and appear to be uncertain or have no friends. They may also become a target because of an irrational decision by a bully.
- 8.2 The CHS expectation of all members of the School community is that:
- 8.2.1 everyone will uphold the CHS Behaviour Policy;
 - 8.2.2 a student or a member of staff or volunteer, who witnesses or hears of an incident of bullying, will report it in accordance with the terms of this Policy;
 - 8.2.3 a complaint of bullying will always be taken seriously;
 - 8.2.4 no one will tolerate unkind actions or remarks or stand by when someone else is being bullied.
- 8.3 In CHS and in every Year Group:

- 8.3.1 discriminatory and offensive words and behaviour are treated as unacceptable;
- 8.3.2 positive attitudes are fostered towards people with any protected characteristic, including those who are disabled, and towards ethnic, religious, cultural and linguistic groups within and outside of CHS;
- 8.3.3 positive attitudes are fostered towards gender and sexuality differences through the curriculum and tutorials; and
- 8.3.4 incidents of bullying, which are based on protected characteristics, will be distinguished in the School's records.

8.4 **The Trust**

- 8.4.1 The Trust has overall responsibility for promoting and safeguarding the welfare of students at CHS, ensuring that those in leadership and management positions actively promote student wellbeing. This includes ensuring that policies and procedures are in place and implemented effectively to:
 - (a) minimise the risk of bullying at CHS so that students and staff feel safe and secure;
 - (b) intervene early in low-level disruption to prevent negative behaviours escalating;
 - (c) deal swiftly with allegations and incidents of bullying at CHS so that students and staff feel confident that all incidents will be dealt with appropriately;
 - (d) consider incidences of sexual harassment in broad terms so that it is challenged in order to prevent the normalisation of behaviours, which can provide an environment that may lead to sexual violence.

8.5 **Staff**

- 8.5.1 Through their training and experience, members of staff and volunteers are expected to promote an anti-bullying culture by:
 - (a) celebrating achievement;
 - (b) anticipating problems and providing support;
 - (c) adopting a proactive interactive approach to bullying by gathering intelligence about issues between students, which might provoke conflict, and developing strategies to prevent bullying occurring in the first place;
 - (d) disciplining perpetrators fairly, consistently and reasonably, considering any special educational needs or disabilities of the student, considering the motivations and any underlying safety concerns of the perpetrator and providing support, as appropriate;
 - (e) being alert to the fact that some victims, witnesses and perpetrators may themselves be vulnerable to bullying or harassment following any reports of sexual violence or sexual harassment;
 - (f) making opportunities to listen to students;
 - (g) acting as advocates of students;

- (h) exercising professional curiosity and knowing what to look for in order to detect abuse and to identify children, who may need help or protection;
- (i) reporting concerning behaviour in accordance with the provisions outlined in this Policy, adopting a “it could happen here” approach.

8.5.2 Members of staff and volunteers are vigilant at all times, but particularly:

- (a) at the start and end of the school day when students arrive and leave the site;
- (b) before lessons;
- (c) in the queue for the dining hall and in the dining hall itself;
- (d) in school corridors; and
- (e) on CHS transport/School trips.

8.5.3 Bullying is regularly discussed in staff meetings. The result of these meetings is to feedback information about friendship patterns, particular incidents, any student who seems to be isolated, any growing "power base" and any known conflict between students, so that strategies can be developed to prevent bullying incidents.

8.6 Students

8.6.1 Through the CHS pastoral care systems, students are informed and taught that bullying will not be tolerated in CHS. They are encouraged:

- (a) to celebrate the effort and achievements of others;
- (b) to hold and promote positive attitudes;
- (c) to feel able to share problems with staff;
- (d) to turn to someone they trust, if they have a problem;
- (e) not to feel guilty about airing complaints;
- (f) to be kind, considerate and tolerant towards others;
- (g) to be aware of the impact that their behaviour can have on others;
- (h) to challenge their peers if they are unkind to others;
- (i) to celebrate the diversity of others;
- (j) to use technology safely and securely, and to be aware of the risks and impact of the use of technology on themselves and others.

8.6.2 Measures are taken throughout each year to educate students about bullying and this Policy. These measures include:

- (a) the PSHE and RSE curriculum includes lessons on bullying;
- (b) the CHS community will challenge stereotypical opinions so that negative views are not perpetuated e.g. misogyny;
- (c) anti-bullying posters placed around CHS;

- (d) anti-bullying messages given in assemblies;
- (e) CHS holds special assemblies during anti-bullying week each year;
- (f) online safety is a key aspect of all areas of the curriculum. Parents are informed about online safety issues and the CHS strategies to safeguard students through correspondence and Information Evenings. Refer to the DET Online Safety Policy for further information about the Trust's and its Schools' online safety strategy;
- (g) CHS holds focussed assemblies to further educate students about bullying.

8.6.3 CHS recognises that children with special educational needs and disabilities and certain medical or physical health conditions can face additional safeguarding challenges, including the potential to be disproportionately impacted by behaviours such as peer group isolation, bullying, without outwardly showing any signs. CHS will consider extra pastoral support for students with special educational needs and disabilities, as required.

8.7 Parents

8.7.1 CHS will take active measures to promote an anti-bullying culture and make it clear to parents that bullying amongst students or towards staff will not be tolerated.

9 Reporting Concerns

9.1 Students

9.1.1 A student, who is being bullied, or who is worried about another student being bullied, should tell someone without delay and can do so in several ways. They can:

- (a) tell their parents, Form Tutor, their Year Team or any member of staff or volunteer at CHS or a responsible older student;
- (b) email a member of staff directly to report their concern;
- (c) discuss with a prefect or with a member of the Junior Leadership Team (JLT);
- (d) contact the NSPCC Helpline (0808 800 5000) or Childline (0800 1111).

9.2 Parents

9.2.1 Parents, who are concerned that their child is being bullied, should inform their child's Year Team without delay.

9.3 Staff

9.3.1 A member of staff or volunteer, who learns of alleged bullying behaviour, should:

- (a) respond quickly and sensitively by offering advice, support and reassurance to the alleged victim;
- (b) listen carefully and keep an open mind;
- (c) not ask leading questions;
- (d) reassure the child, but not give a guarantee of confidentiality;
- (e) report the allegation to the student's Year Team as soon as possible;

- 9.3.2 The student’s Year Team must inform the DHT – Behaviour and Attitude and contact the relevant Form Tutor to agree on a strategy for dealing with the matter.
- 9.3.3 If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the CHS Safeguarding and Child Protection procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE.
- 9.3.4 This Policy focuses mainly on the bullying of students by students (i.e. child-on-child) although it is recognised that a staff member could be a victim of and, on occasion, may be perceived to be the perpetrator of bullying behaviour. The bullying of staff, whether by students, parents or other colleagues, is unacceptable. Staff members, who are concerned about being bullied or harassed, should refer to the CHS Staff Handbook or contact a member of the Senior Leadership Team (SLT). Students and parents, who feel that a member of staff is bullying, should report this in accordance with the procedures set out above.

10 Why Incidents Might Not be Reported

- 10.1 There are many reasons why a student, who has suffered bullying, may be reluctant to report it. They may become demoralised and may think, for example:
 - 10.1.1 it is telling tales;
 - 10.1.2 they won't believe me because the person I am complaining about is popular and I am not, and I will become even more unpopular;
 - 10.1.3 the things they are saying and doing are too embarrassing to discuss with an adult;
 - 10.1.4 it is all my fault anyway for being overweight/too studious, etc.;
 - 10.1.5 there are too many of them; there is nothing that staff can do;
 - 10.1.6 it will get back to my parents and they will think less of me;
 - 10.1.7 I will just try and toughen up and grow a thicker skin;
 - 10.1.8 I will lie low and not draw attention to myself;
 - 10.1.9 this is a normal part of growing up and going to school.
- 10.2 There are also reasons why a student, who has witnessed or learned of bullying behaviour, may not want to make a report. They may think:
 - 10.2.1 it is "grassing" and I will become unpopular;
 - 10.2.2 it is not my concern anyway;
 - 10.2.3 I don't like the victim and I would find it embarrassing to be associated with them.
- 10.3 Any of these responses would be contrary to the culture at CHS. When this Policy is implemented every student (and their parents) are encouraged to understand that:
 - 10.3.1 every complaint of bullying will be taken seriously;
 - 10.3.2 members of staff and volunteers will deal with a complaint correctly and effectively in accordance with their experience and the training that they have received;

- 10.3.3 there is a solution to nearly every problem of bullying;
- 10.3.4 a student, who complains, will receive support and advice, and in many cases the problem can be dealt with on a no-names basis;
- 10.3.5 the primary aim will be for the bullying to cease, not the punishment of the bully, unless this is necessary;
- 10.3.6 CHS may need to support the bully as well so that the causes of bullying behaviour can be addressed.

11 Assessment of Concerns

- 11.1 The student's Year Team will normally see the victim and (unless the case is very serious) any witnesses without delay and form an initial view of the allegation. The assessment will consider:
 - 11.1.1 the nature of the incident(s): physical? sexual? verbal? exclusionary? etc.
 - 11.1.2 is it a 'one-off' incident involving an individual or a group?
 - 11.1.3 is it part of a pattern of behaviour by an individual or a group?
 - 11.1.4 has physical injury been caused?
 - 11.1.5 who should be informed: the DHT – Behaviour and Attitude? the parents? the CHS Designated Safeguarding Lead? Children's Social Care? the police?
 - 11.1.6 can the alleged bully be questioned without disclosing the victim's identity?
 - 11.1.7 what is the likely outcome if the allegation proves to be correct?
- 11.2 At this stage, the possible outcomes for an incident, which is not too serious, include:
 - 11.2.1 there has been a misunderstanding, which can be explained sympathetically to the alleged victim with advice to the alleged bully; or
 - 11.2.2 the complaint is justified in whole or in part, and further action will be needed.
- 11.3 If at any stage, the alleged bullying behaviour raises a safeguarding concern, the CHS Safeguarding and Child Protection procedures should be followed before further investigation is carried out. This will always be the case where consensual or non-consensual sharing nude or semi-nude images or videos sexting or other harmful sexual behaviours are involved. Where bullying allegedly involves youth-produced sexual imagery, staff will not view or forward sexual imagery reported to them and will follow the Trust's policy on sharing consensual or non-consensual nude and semi-nude images as set out in the DET Safeguarding and Child Protection Policy.
- 11.4 Otherwise, in cases where the student's Year Team believes that serious bullying behaviour has occurred involving a student, or has recurred after warnings have been given to the bully, they will refer the matter to the DHT – Behaviour and Attitude.
- 11.5 The DHT – Behaviour and Attitude will:
 - 11.5.1 interview the alleged victim, bully and any witnesses separately, in order to establish the facts of the case. They may decide to ask another senior member of staff to be present; and
 - 11.5.2 send a summary of their findings to the Headteacher (HT) and other relevant staff.

- 11.6 Together with the HT, the DHT – Behaviour and Attitude will decide on the action to be taken in accordance with this Policy.
- 11.7 The DHT – Behaviour and Attitude will notify the parents of the victim and bully giving them details of the case and the action being taken. Such action may include further investigation and action in accordance with the CHS Behaviour Policy.

12 Response to Concerns

- 12.1 When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:
 - 12.1.1 consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the CHS Safeguarding and Child Protection procedures will be followed;
 - 12.1.2 advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services, where appropriate;
 - 12.1.3 advice and support to the bully in trying to change their behaviour. This may include clear instructions and a warning or final warning;
 - 12.1.4 consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the CHS Safeguarding and Child Protection procedures will be followed;
 - 12.1.5 a supervised meeting between the bully and the victim to discuss their differences and the ways in which they may be able to avoid future conflict (only with the victim's express agreement);
 - 12.1.6 a disciplinary sanction against the bully, in accordance with the CHS Behaviour Policy. In a very serious case or a case of persistent bullying, a student may be suspended or permanently excluded in accordance with the CHS Behaviour Policy. Any disciplinary action will be applied fairly, consistently and reasonably, considering any special educational needs or disabilities and the needs of vulnerable students;
 - 12.1.7 action to break up a "power base";
 - 12.1.8 confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the CHS internet and email facilities if cyberbullying (refer also to the CHS Behaviour Policy);
 - 12.1.9 moving either the bully or victim to another form group after consultation with the student, their parents and the relevant staff;
 - 12.1.10 involving Children's Social Care or the police;
 - 12.1.11 notifying the parents of one or both students about the case and the action that has been taken;
 - 12.1.12 notifying external agencies, where appropriate;
 - 12.1.13 such other action as may appear to the HT/DHT – Behaviour and Attitude to be appropriate.

- 12.2 The position should be monitored for as long as necessary thereafter. Action may include:
- 12.2.1 sharing information with some or all colleagues and with students in the Year Group/Tutor Group so that they may be alert to the need to monitor certain students closely;
 - 12.2.2 ongoing counselling and support;
 - 12.2.3 vigilance;
 - 12.2.4 mentioning the incident at meetings of staff; and
 - 12.2.5 reviewing vulnerable individuals and areas of CHS.

13 **Supporting those Severely Impacted by Bullying**

- 13.1 CHS recognises that removing bullied students from the School is disruptive and can make it difficult to reintegrate. CHS understands that, in some circumstances however, the consequences of being bullied may have had a severe impact on a student's social, emotional or mental health and may have impacted seriously on a student's ability to learn.
- 13.2 CHS will do all that is reasonably possible to ensure that bullied students continue to attend CHS and maintain their educational progression by putting in place proportionate short-term alternative on-site provision plans where necessary.
- 13.3 If the student is considered to have significantly greater difficulty learning than the majority of those the same age, because of the impact of the bullying, CHS will consider whether the student will benefit from being assessed for special educational needs (**SEN**).

14 **Training**

14.1 **Staff**

14.1.1 CHS ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff (including Local Governors and Trustees) and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles especially:

- (a) understanding the groups that may be more vulnerable to bullying;
- (b) awareness of the risk and indications of bullying, and how to deal with cases;
- (c) counselling skills (including bereavement);
- (d) awareness of the risks of child-on-child abuse including sexual violence and sexual harassment and how bullying may give rise to safeguarding concerns.

14.1.2 The level and frequency of training depends on role of the individual member of staff.

14.1.3 CHS maintains records of all staff training.

14.2 **Students**

14.2.1 Tutor time - through modules specifically related to bullying, its causes and consequences, together with individual responsibilities in helping to eradicate it. Where issues arise, they are discussed and students in the Tutor Group are asked to support each other through difficult times.

- 14.2.2 Assemblies – causes, effects and procedures adopted in CHS together with the names of key workers.
- 14.2.3 Student Voice and School prefects – these two important student forums work alongside staff in promoting an anti-bullying message in CHS.
- 14.2.4 Meetings – a regular agenda item involving all levels of School Council;
- 14.2.5 Awareness raising – all areas where an incident is highlighted. All staff raise awareness as needed;
- 14.2.6 Training – through Continuous Professional Development (CPD) for all staff in training sessions, briefings and bulletins.

CHS actively promotes its core values of Aspirations, Character and Excellence.

15 Risk Assessment

- 15.1 Where a concern about a student’s welfare is identified, the risks to that student’s welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 15.2 The format of any such risk assessment may be a stand-alone document or recorded on CPOMS. It may vary and may be included as part of the CHS overall response to a welfare issue and include the use of individual student welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the format used, the CHS approach to promoting student welfare will be systematic and student focused.
- 15.3 DHT – Behaviour and Attitude has overall responsibility for ensuring that matters, which affect student welfare, are adequately risk assessed, and for ensuring that the relevant findings are implemented, monitored, evaluated and reviewed.
- 15.4 Day-to-day responsibility to carry out risk assessments under this Policy will be delegated to Heads of Year/Director of Key Stage/Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, who have been properly trained in, and tasked with, carrying out the particular assessment.

16 Record Keeping

- 16.1 All records created in accordance with this Policy are managed in accordance with the DET Record Management Policy and Retention Schedules that apply to the retention and destruction of records.
- 16.2 CHS will establish and maintain a strong and effective system for data recording, including all parts of behaviour culture, that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 16.3 CHS staff maintain records of the welfare and development of individual students. Every complaint or report of bullying is recorded centrally and monitored to enable patterns to be identified, both in relation to individual students and across CHS as a whole and to evaluate the effectiveness of the CHS approach.
- 16.4 The DHT – Behaviour and Attitude will maintain a centralised record, in CPOMS, of all allegations or reports of bullying, including details of those involved and the action taken.
- 16.5 The DHT – Behaviour and Attitude will monitor the centralised record of bullying incidents on a regular basis to identify patterns in behaviour and the effectiveness of the CHS anti-bullying procedures.

- 16.6 This record will be reviewed by the LSC in order to evaluate all data recorded in order to meet its obligations under this Policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).
- 16.7 The records created in accordance with this Policy may contain personal data. The CHS use of this personal data will be in accordance with Data Protection law. The Trust has published on its website privacy notices, which explain how CHS will use personal data.

Appendix 1 Cyberbullying: Guidance for Students

- 1 The Department for Education's (DfE) guidance preventing and tackling bullying (publishing.service.gov.uk) (July 2017) states that *'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 time of the day with a potentially bigger audience, and more accessories as people forward on content at a click'*.
- 2 Cyberbullying is bullying that takes place using technology.
 - 2.1 It can take the form of many behaviours including:
 - (a) harmful messages (text, instant, multimedia, email);
 - (b) impersonating another person online;
 - (c) sharing private messages;
 - (d) uploading photographs or videos of another person that leads to shame and embarrassment;
 - (e) creating hate websites/social media pages;
 - (f) excluding people from online groups.
- 3 Students should remember the following:
 - 3.1 To use the security settings when using technology;
 - 3.2 To regularly change their password and keep it private;
 - 3.3 To always respect others - be careful what they say online and what images they send;
 - 3.4 To think before they send - whatever is sent can be made public very quickly and could stay online forever;
 - 3.5 if a student, or someone known to a student, is being cyberbullied, they must tell someone. They have the right not to be harassed or bullied online. They should tell a trusted adult - parents, any member of staff or volunteer, or a helpline such as the NSPCC Helpline (0808 800 5000) or ChildLine on 0800 1111;
 - 3.6 To not retaliate or reply online;
 - 3.7 To save the evidence – to learn how to keep records of offending messages, pictures or online conversations. To ask someone if they are unsure how to do this. This will help to show what is happening and can be used by CHS to investigate the matter;
 - 3.8 To block the bully. Most social media websites and online or mobile services allow a user to block someone who is behaving badly;
 - 3.9 To not do nothing - if cyberbullying is going on, support the victim and report the bullying.
- 4 Students may find the following websites helpful:
 - 4.1 <http://www.childnet.com/young-people>
 - 4.2 <https://www.thinkuknow.co.uk/>
 - 4.3 <https://www.childline.org.uk/Explore/Bullying/Pages/online-bullying.aspx>

- 4.4 <https://www.saferinternet.org.uk/advice-centre/young-people>
- 4.5 <https://www.disrespectnobody.co.uk/>
- 4.6 [http://www.safetynetkids.org.uk/.](http://www.safetynetkids.org.uk/)
- 4.7 <https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>
- 4.8 <https://www.bbc.com/ownit>

- 5 Please refer to the CHS Behaviour Policy, which sets out the CHS policy on the use of technology, including mobile electronic devices. Internet safety measures (including the use of filters and monitoring of usage and mobile technology) are set out in the DET Online Safety Policy.
- 6 For further information and guidance about cyberbullying and e-safety, please see the DfE’s Advice for parents and carers on cyberbullying (publishing.services.gov.uk) (November 2014).