



Chalk Hill

Anti–Bullying, including Cyber Bullying Policy

Adopted by the Provision Committee meeting:

Signed:

Date: Nov 2019

Chair of Provision Committee

Review date: June 2020

Members of staff responsible for review: Trust Leadership Group

Chalk Hill Anti-Bullying Policy

This policy should be read in conjunction with the following policies:

Safeguarding Policy

Discipline and Behaviour Policy

British Values Statement

Disability, equality and accessibility policy

Online Safety and Data Protection Policy

Whistleblowing procedure

Chalk Hill believes that all children and young people should learn, play and develop in a supportive, caring and safe environment without fear of being bullied; and that all adults and students should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the school approach, roles and responsibilities with regard to all student bullying matters.

Aims

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the student who has experienced bullying and to trigger sources of support for the student.
- To enable the perpetrator(s) of bullying to understand the effects of their actions, and to change their patterns of behaviour.

Definition of bullying

Bullying is defined as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences..” (DfE, Preventing and Tackling Bullying 2017) This can be further defined as:

- Physical (eg. hitting, kicking, pushing, theft, intimidating gestures)
- Verbal (eg. threatening, name calling, discriminatory remarks)
- Indirect (eg. spreading rumours, excluding someone from social groups)

The children and young people at Chalk Hill have a range of Social Emotional and Mental Health needs, which are frequently linked to other areas of difficulty or vulnerability. As a school community we understand that dealing with bullying in this context can have

additional dimensions and complexities and can raise issues that are in themselves complicated to resolve.

Not all students at Chalk Hill will recognise bullying behaviour if they experience it; equally not all students would recognise their own behaviour as bullying towards another individual. As such, the school uses the strategies outlined below to support the children/young people to understand what is meant by the definitions above and how to resolve any bullying situation.

Students who are being bullied may show changes in behaviour, such as becoming shy, nervous, feigning sickness, refusing to come to school/class, clinging to adults, refusing to remain in class, refusing to take part in activities they have liked.

It is important that all school staff are alert to the signs of bullying and act promptly and firmly against any form of bullying in line with the roles and responsibilities listed below.

Roles and Responsibilities

Governance (Board and LAB)

- Create the right ethos for the school that ensures it is an inclusive environment.
- Ensure regular review of anti-bullying policy and practice including scrutiny of data provided by the Headteacher.
- Ensure the school is promoting equality for its whole community.

The CEO, Headteacher and Senior Leadership Team

- To determine, publicise and ensure implementation of the school's measures on behaviour support and anti-bullying.
- To consider what adjustments may be needed to policy and practice in this area.
- Ensure the whole school is promoting equality and inclusion.
- To ensure the anti-bullying behaviour policy is kept up to date.
- To deliver and organise any necessary training for staff to ensure they understand and implement the anti-bullying policy and ensure that all new staff receive anti-bullying training as part of their induction
- Keep up to date on bullying related data, analyse the data, and with staff plan appropriate interventions either at an individual or whole school level.
- Promote anti-bullying week and anti-bullying work in general. Ensure the curriculum covers anti-bullying.
- Work with families so that they are aware of the school's policy/practice and specific circumstances if they arise.
- To act as a port of call to advise staff on any bullying related matter.

- To liaise with external agencies as necessary in partnership to support anti-bullying strategies.
- To ensure bullying is factored into any analysis of student behaviour.
- Ensure that behavioural recording systems record any instances of bullying.

All school staff

- Constantly to monitor the students for bullying-related behaviour and follow the correct procedure where evidence points towards bullying taking place and challenge the behaviours.
- Constantly to model high standards of behaviour and to have high expectations for all the students.

Student Voice

There are a number of ways that students can communicate to express their feelings and thoughts. These include the school student council (Student Voice), annual reviews, key worker sessions, everyday communication with school staff, and small group consultation.

School staff should be constantly vigilant for signs that a student may be subject to bullying behaviour expressed directly or via signs such as distress, change in mood, injury, and changes in behavioural norms. Staff should challenge bullying behaviours robustly.

Claims or expressions of bullying made by students will be taken seriously.

Reporting Process

In the event that bullying behaviours are reported or observed; the member of staff who has that information should report it to the senior staff and should then investigate to determine the facts behind any arising issue. These suspicions should be recorded on SLEUTH.

Where the issue is complex or not easily resolved the staff member should, as appropriate, seek further advice from the Senior Leadership Team. Follow up actions should be devised, recorded and aimed at addressing bullying behaviours. The person who is bullying should have their risk assessment reviewed and strategies recorded.

In the event that bullying behaviour is not successfully changed or prevented; and that agreed strategies do not show indications of working then the matter should be referred to the Senior Leadership Team.

It is expected, through the behaviour support systems, that the Headteacher would be kept informed of bullying-related issues.

When dealing with an incident of bullying staff should ensure that the victim's needs are supported. They should assess for any levels of distress and as appropriate take positive action to ensure the child/young person feels safe in the short term.

Working with Families

Close work with the families is an essential part of work at the school. Bullying is one of the most potentially sensitive areas of home/school life. For individual matters relating to bullying, advice should be sought from the Senior Leadership Team on how to proceed.

Efforts should be made to conduct conversations sensitively, bringing family members into school where necessary. Informing and working with families whose child was the victim of bullying should follow standard reporting procedure for involvement in an incident, ensuring a record is kept of any phone call.

Students who are receiving additional behaviour support because they are perpetrating bullying behaviour should be subject to joint working with their parents to ensure all parties understand the approach being taken.

Parents/Carers have a responsibility to let the school know if their child/young person is being bullied and work with the school to resolve any issues arising from an incident the child/young person is anxious about.

Cyber Bullying

Cyberbullying is when someone uses technology (such as the internet or a mobile phone) to bully others. Being a victim of cyberbullying can be very distressing for a young person as most of the time they do not know who is bullying them. Cyberbullying includes things such as sending nasty text messages or emails, or setting up a hate group on a social networking site.

The bullying may also happen 24/7 and the victim is often targeted even when they are in the comfort of their own home. Images and text messages can be circulated very quickly and widely on the internet which makes cyberbullying very hard to combat.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Chalk Hill will be proactive in discussing cyber bullying and internet safety with children in class and in residential time, including how to conduct themselves on line; the importance of not replying to the perpetrator as this encourages them; how to report on different sites

and services; the importance of keeping the evidence of cyber bullying so they have something to show others; the importance of telling an adult and asking for help.

Staff will report and record any incidents to the Designated Internet Safety Lead (Sarah Chesterton) who will take action as necessary.

Parents and Carers will be informed of any incidents and Chalk Hill will work in conjunction with them to help prevent or stop any incidents.

Cyber bullying, whether inside or outside school hours will be treated in the same way as bullying. Perpetrators will be subject to the Discipline and Behaviour Policy procedures and may be reported to the Police.

Students are not permitted to have their mobile phones or tablet computers into school and they are expected to hand these in for safe keeping until they go home.

If a parent/carer is concerned about your child/young person being bullied they should:

- Contact the school immediately and ask to speak to the Class Teacher. If they are unavailable they should ask to speak to the Headteacher or Senior Leadership Team Member.
- Contact the school if the bullying is taking place on home to school transport
Parents/carers can also contact Suffolk County Council School Transport if they have concerns that further action should be taken by transport staff such as taxi drivers or Passenger Assistants.