



# Anti-Bullying Policy

## Introduction

This document should be read in conjunction with:

- John Chilton School Promoting Positive Behaviour Policy
- John Chilton School Health and Welfare Policy
- John Chilton School E-safety Policy
- Keeping Children Safe in Education

All members of John Chilton School community are committed to **challenging, managing, resolving** and **reporting** all forms of bullying and harassment in school; it is the right of everyone to work, study and play without fear. Bullying and harassment prevents pupils from progressing and achieving at school and must not be tolerated. We are all responsible as individuals, pupils and staff, for reporting any bullying we know about or see to ensure that everyone in our school community is safe. All pupils are taught and encouraged to report incidents so that even if the victim is too frightened to say anything, the behaviour is noted and can be acted upon.

In order to minimise the occurrence of bullying issues it is essential that all staff, pupils, parents/carers and Governors are aware of this policy, and that it is followed in school making effective use of school systems as described.

As a proactive measure to counter bullying, the school builds its curriculum on the health and welfare of the pupils. Weekly groups and individual sessions connected to self-esteem, empowerment and keeping safe are addressed. Whole class sessions on the school's bespoke Working Together scheme support appropriate communication and body language.

### Definition: what is bullying?

Bullying is deliberately hurtful behaviour that is intended to cause unhappiness or harm in a physical or emotional way to another individual or group.

Bullying is not the same as a one off argument, fight or disagreement as it is usually repeated over a period of time, or even towards a number of individuals. Bullying is carried out by the more powerful on the less powerful.

It should be remembered that Bullying is a one-way, distressing and hurtful act towards a victim, not an exchange between equals or good-natured fun.

Bullying is in all cases hurtful, disruptive and damaging to the victim and school community as a whole.

Our Anti Bullying Policy is underpinned by the knowledge that bullying is within definition of Child on Child / Peer on Peer abuse. This is when a child places harm or abuse onto another child. All staff at John Chilton School understand their shared responsibility to reduce, mitigate, minimize and try to eradicate this abuse, take it very seriously and encourage pupils to understand ways to support this.

Further information about Child on Child/ peer on peer abuse:

[What is peer-on-peer abuse? - Ofsted: schools and further education & skills \(FES\) \(blog.gov.uk\)](https://www.rscp.org.uk/downloads/file/112/peer-on-peer-abuse-advice)

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### Some of the forms bullying may take:

- **Verbal** - name-calling, insults, jokes, taunts, teasing, offensive language, threatening or abusive telephone calls
- **Written** - jokes, taunts, letters, writing notes, graffiti on walls, books, desks, school bags, offensive materials

- **Online/ Cyber bullying** - which may include offensive e-mails, offensive social network site use (e.g. Facebook) or text messages and media abuse on mobile phones and other devices
- **Physical** - unprovoked physical assault or the threat of it,
- Targeted vandalism of personal property
- Spreading rumours or making repeated unfounded trivial complaints
- The wearing and displaying of offensive badges and insignia or use of obscene gestures
- Making comments which are deliberately intended to offend
- Refusal to co-operate or work with other pupils or deliberately leaving pupils out of social activities
- The theft of, or obtaining by extortion another person's possessions

This list is not exhaustive therefore staff must always be aware of all possible forms of bullying. Many bullying incidents have particular issues at their core, these may include:

- Physical appearance,
- Colour,
- Race,
- Nationality,
- Faith,
- Culture,
- Beliefs,
- Ethnic origins,
- Gender,
- Sexuality (including homophobic bullying),
- Physical disability, sensory impairments or learning difficulties.

School staff will not only need to deal with the behaviour in such incidents, but also challenge the underlying values/beliefs of the offender(s).

#### **Why bullying may occur**

- Children and young people with learning difficulties are not always aware that it is wrong.
- They may be copying others or being encouraged by them.
- They may not have learned appropriate ways of interacting with others.
- They may be having a difficult time of their own; bullying can be a power trip.
- They may like the feeling of power over others.
- They have previously been/are being bullied themselves.
- They have no sense of achievement in other areas.
- They may have a very poor self-image.
- They need recognition from others and so they follow the bullies to be "friends".

#### **The emotional effects of bullying on the victim**

- A feeling of not being liked.
- Believing they deserve it.
- Feelings of a loss of identity.
- A lack of confidence.
- Feelings of depression and helplessness.
- Anger and frustration.
- Irritability.
- Being frightened to play outside.
- Feeling useless.
- Refusal or reluctance to attend school.
- Feeling there is nothing they can do to prevent bullying occurring.
- In extreme cases, self-harming and suicidal tendencies may result

### **The responsibilities of John Chilton School and the staff are:**

- To ensure that the school complies with its legal responsibility to have an active Anti-Bullying policy in place that is authorised by the Governing Body and reviewed annually
- To actively promote Shared community Values, the understanding of the rights of others
- To raise awareness of the issue of bullying and Child on Child/ Peer on Peer in the school and ensure that the school policy on bullying is made known to all school staff, pupils, parents and Governors
- To ensure that the intentions of this policy are known and consistently implemented by all adults working in the school
- To ensure that all incidents of bullying are dealt with fairly and consistently by all staff, ensuring that all school staff have the opportunity to receive training, guidance and advice on appropriate methods for dealing with incidents of bullying and harassment.
- To ensure that there is sufficient and suitable curriculum coverage of the issues around bullying and harassment, through health and welfare sessions the use of the Positive Behaviour Policy. This is overseen by PSHE lead and SEMH lead;
- To support specific pupils at risk of being victim or perpetrator of bullying through planned interventions. This is led by SEMH lead, liaising with other colleagues such as therapists, family, school counsellor, where relevant;
- To ensure additional support for all pupils who are involved in incidents and their families, keeping parents or carers informed of the school's response; including bringing family members into school to share concerns and worries
- To monitor incidents and be fully informed about the incidence of bullying in school, especially in the case of patterns of bullying or where parents or pupils have shared concerns with school. SLT monitor issues raised on MY Concern and use data from this to ensure issues are dealt with in appropriate and timely manner;
- To inform Governors on the general situation with regard to bullying and to inform them of serious incidents or the effectiveness of any measures being taken to combat them;
- To ensure an ethos in school where pupils feel safe and confident that if they tell an adult about an incident, it will be dealt with and not ignored or thought of as telling tales;
- To keep parents/carers informed of incidents of bullying and how they have been dealt with;
- To consult with parents, Governors, staff and pupils on the school policy and its effectiveness;
- To use display materials around the school to create an environment that reinforces an anti-bullying atmosphere.
- To plan whole school events (assemblies, performances, school visits) to regularly revisit the themes of celebrating diversity and respect for each other to support the intentions of the anti-bullying policy. This is led by SEMH lead;
- Make clear the systems for playtime and other higher risk areas, which reduce the likelihood of issues between pupils and ensure proactive staff supervision, ensuring that pupils return to class calm and ready for learning
- To use the school council and other pupil meetings as forums where pupils can discuss problems that they feel affect them, allowing them to share in discussion and decision-making about appropriate responses to bullying.
- To ensure that they complete incident reports on My Concern behaviour/ safeguarding system in order to monitor, inform others and record issues of bullying.
- It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports of it;
- To liaise with other relevant professionals or care settings about bullying / peer on Peer/ Child on Child issues that the school takes very seriously;
- The school also follows similar processes if a staff member reports being bullied.
- Relevant staff (Safeguarding Team) are regularly trained on processes that include reporting processes for bullying, which includes Peer on Peer/ Child on Child abuse.

### **When it is reported or observed that bullying has taken place:**

The following procedures will be followed by staff when they become aware of issues of bullying:-

- All pupils and adults involved will be given the opportunity to give their version of events;

- Staff should establish if the incident is part of a pattern, it will be helpful to review past records;
- Parents will be informed through a “notice of episode” sheet and a phone call if appropriate, parents will be updated about the actions and sessions following any bullying incidents;
- Pupils involved will be supported in participating in restorative justice sessions for as long as needed;
- Victims will be supported and protected and offered counselling or other appropriate systems of support;
- Staff should share information with other staff to make them aware of the issue, all serious incidents should be reported to Senior Leaders;
- If appropriate, sanctions for the bully’s behaviour will be put in place and the reasons for any sanctions explained clearly;
- Support for the pupils involved will take place, individually or together, with the Learning Mentor to develop mutual respect and closure.

Sanctions could include:

- Verbal warning
- Withdrawal from playground or other activity for a period of time
- Sent to Phase Leader, Deputy Head, Headteacher
- Verbal or written apology to victim of bullying
- Loss of privileges
- Contacting/meeting with parents/carers.
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In some cases a pupil might report being bullied or feels that they are a victim in some way when in fact this is not the case even though there might be other issues or perspectives. This is still taken seriously and support is given to focus on addressing the issues that might be leading the pupil to feel they are being bullied and to understand what this means and what their own perspective and reality is. The SEMH team and tutors lead on this support.

### **Responsibilities of parents/carers:**

In addition to the responsibilities that school staff have, parents and carers are expected

- To be aware of the school’s anti-bullying and behaviour policies and the approach used to respond to bullying issues;
- To sign any appropriate home/school contract, and abide by that agreement;
- To work in partnership with the school on encouraging positive behaviour, valuing differences and promoting equality and sensitivity to others;
- To be alert to and inform the school about significant behaviour changes and signs of distress in their children;
- To discuss regularly with their children any feelings and anxieties about school work, friendships and relationships;
- To inform staff of changes in individual pupil circumstances which may affect the ways in which pupils respond to school life;
- To alert staff to information reported by pupils on incidents or any concerns arising about other pupil’s behaviour and attitudes.
- To respond honestly to any parent questionnaire about the way in which they feel bullying is dealt with in the school;
- To understand what bullying is and that other issues might be reported as bullying that are possibly linked to other issues that need addressing in equally careful ways

Parents/carers must not challenge perpetrators over any incidents of bullying themselves; they should always contact the Headteacher or other appropriate staff as soon as possible.

### **Responsibilities of pupils:**

To ensure that our anti-bullying strategies succeed, we need the help and co-operation of our pupils. Through discussion; staff need to ensure that our pupils are aware of the following expectations of pupils:

- To treat others with respect and value and promote diversity according to British and school values;
- To always tell a member of staff in person if they think bullying is taking place in school
- To be aware of the school's ways of dealing with incidents of bullying and the kinds of support available;
- To not become involved in bullying incidents or be a bully.
- To talk with their parents, carers or other trusted adult about any worries they may have;
- To support other pupils who may be being bullied;
- To be particularly alert in places around the school where there is less adult supervision such as in the playground, toilets and corridors;
- To work with other pupils in helping the school to deal with bullying effectively such as through a pupil forum, circle time, or Working Together sessions;
- To contribute to class discussions, assemblies, special days that may tackle bullying issues;
- To provide good role models to younger or less able pupils and to support them, if bullying occurs;
- To respond honestly to any pupil questionnaire about the way in which they feel bullying is dealt with in the school;
- To tell staff about any incidents of bullying they have seen or are aware of;
- To understand what bullying is and that other issues might be reported as bullying that are possibly linked to other issues that need addressing in equally careful ways

**Remember bullying is a whole school issue and affects us all.**

### **Recommended Support (via anti-bullying alliance)**

#### **Helplines**

- [ChildLine](#): ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.
- [Direct Gov](#): Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.
- [EACH](#): EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.
- [Victim Support](#): They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Supportline for free on 08 08 16 89 111.

#### **Websites**

The websites below have lots of information and advice for anyone who has experienced bullying.

- The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: [Think U Know](#)
- Childline: [information about bullying](#)
- Kidscape: [information for young people](#)

## Reporting cyberbullying

- If someone makes you feel uncomfortable or upset online, talk to an adult you can trust, such as a relative or a teacher. If you would prefer to talk to someone in confidence you can contact [Childline](#) (0800 1111)
- If someone has acted inappropriately online towards you, or someone you know, you can report directly to the [Child Exploitation and Online Protection Centre](#) (CEOP). It could be sexual or threatening chat, or being asked to do something that makes you feel uncomfortable or someone asking to meet up.

**Keeping Children Safe in Education 2021 document underpins all of our school protocols and this document explicitly refers to bullying in the sections below. School staff are aware of and understand the importance of this for our school within the context of this vital safeguarding document:**

- *“All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include... the behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).” - page 8*
- *“Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare. These policies should include individual schools and colleges having... a behaviour policy[1], which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying).” - page 25*
- *“It is essential that children are safeguarded from potentially harmful and inappropriate online material” – which includes cyberbullying. “An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.” - page 33*
- *“Governing bodies and proprietors should ensure that their child protection policy includes the different forms peer on peer abuse can take, such as bullying (including cyberbullying, prejudice-based and discriminatory bullying). All staff should be clear about their school’s or college’s policy and procedures with regard to peer on peer abuse.” page 36-37*
- *Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include “these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children” & “the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.” - page 46*
- *“It will be important that the school or college ensure both the victim and perpetrator(s) remain protected, especially from any bullying or harassment (including online).” “It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made” - page 110 & 113*

- *Sexualised online bullying is classified as a form of sexual harassment. As such, the guidance advises the following response to a report of sexual harassment: “It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).” - page 139*
- *“The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they... can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.” - page 147-148*

**AM January 2023**

Policy approved by Governors :