



THE CHERWELL SCHOOL
OPPORTUNITY, RESPONSIBILITY, EXCELLENCE

ANTI-BULLYING POLICY

Person responsible for policy: Deputy Headteacher – Student Experience & Wellbeing

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Governor Committee: SIC



THE CHERWELL SCHOOL

ANTI - BULLYING POLICY

Rationale

This policy follows the advice in Preventing and Tackling Bullying – DfE (October 2017) and complies with the Equality Duty as set out in The Equality Act 2010.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health.

Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where students are able to learn and fulfil their potential. This policy has been produced to help us take action to prevent and respond to bullying as part of our overall behaviour policy.

All types of bullying are unacceptable at our school and will not be tolerated. Everyone should feel able to report incidents of bullying and when these are brought to our attention we are efficient in addressing the problem, effective in dealing with the perpetrator and sensitive in our support of the victim.

Dignity and Respect

The Cherwell School is a community that celebrates diversity and respects individuality. As such any abuse, offensive language, bullying behaviours or violence towards any member of the school community especially involving protected characteristics (race, religion, sexual orientation, gender or disability) will be treated very seriously and may lead to exclusion or police involvement. With this in mind it is essential that all members of the community express any views, beliefs or convictions they may have in a way that does not cause offence to others or could be interpreted as 'hate speech'.

Bullying incidents are recorded in the school system that records all behavioural issues and this is reviewed by the Governors' Student Impact Committee as a regular monitoring item and also regularly reported to the Full Governing Board. Bullying can take many forms including:

- Calling people names
- Spreading lies about people
- Teasing
- Hitting or kicking
- Mocking
- Taking someone's money or things
- Deliberately excluding someone
- Threatening or intimidating behaviour
- Sending horrible emails, texts or messages
- Posting nasty messages or videos on Facebook and other social media

Prevention and Handling of Bullying at The Cherwell School

Staff

All staff are aware of the procedure to take should a student come to them for help and this is a regular feature for discussion at team meetings. The school commits to dealing with bullying incidents quickly and with care.



A programme of continuous professional development of staff is in place that includes training on how to prevent and respond to bullying. Staff are also aware of procedures in place for them if they are bullied.

Students

Students are aware of the support available to them should they find themselves subject to bullying. Students' form tutors explain this regularly and it is also detailed in their Planner. In addition, the issue of bullying is addressed in Social Wellbeing lessons at the beginning of Key Stage 3, in assemblies, at tutor time and during our anti-bullying week.

Parents and Carers

If parents or carers are concerned that their child is being bullied they should contact their child's form tutor in the first instance or their Year Leader or Deputy Year leader.

What is Bullying?

The Cherwell School, through consultation with students and staff, has agreed to adopt the Stopbullying.gov definition of bullying which says that bullying is:

“unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time”

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

We record incidents of bullying under the following criteria:

Bullying disability	Appearance
Gender	SEND
Homophobic	Transgender
Racist / culture	Cyberbullying
Religion / belief	Sexual bullying
Religion / culture	Bullying to humiliate

Cyberbullying

Definition:

“Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else” (Safe to Learn, Cyberbullying 2007).

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 times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Examples of cyberbullying include:

- Via social networking sites e.g. posting a malicious message on somebody's profile, or the creation of a fake profile, or conversations on a public page

- Filming, texting or sharing inappropriate materials and comments on mobile phones and passing on inappropriate material or joining in with these behaviours.

If a student is involved in cyberbullying of a fellow student or staff member, the school will exercise its power in order to safeguard the well-being of the student or staff member. The Education Act 2011 gives teachers powers to tackle cyber bullying by searching for, and if necessary deleting, inappropriate images (or files) on electronic devices.

When an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone.

If the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable

Sexual Bullying

Definition:

We adopted the NSPCC definition of sexual bullying:

“Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls. It can be carried out to a person's face, behind their back, or by use of technology”.

Examples of sexual bullying:

- Touching someone without permission
- Making jokes about sex at someone's expense
- Making remarks about someone's body or appearance
- Making remarks about someone's sexual behaviour
- Interfering with clothing
- Sexual “jokes” or taunting including inuendo
- Sexual name-calling
- Sexual gestures
- Online sexual harassment

Our Peer on Peer Abuse and Sexual Harassment policy gives more detail about the school's approach to this type of bullying.

Bullying outside school premises:

In line with our Behaviour for Learning Policy, the school has the power to discipline students for misbehaving outside school premises and this relates to bullying which may occur on the way to or from school, on public transport or outside local shops and businesses. It also relates specifically to cyber bullying which by its very nature can occur in a whole range of beyond-school environments.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Support for staff who are bullied

It is important that schools take measures to prevent and tackle bullying among pupils but it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The department for education have published a separate advice note which provides advice for Headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Responsibilities

Students should:

- Understand that everyone has the right to learn in a safe environment free from bullying.
- Report any incident of bullying to an adult; this could be their form tutor, year leader or deputy, subject teacher, teaching assistant or support staff, school nurse, school counsellor, parent or a member of the peer support team

School Leaders should:

- Develop strategies to prevent bullying occurring in the first place.
- Proactively develop approaches which monitors issues between students.
- Integrate anti-bullying education carefully within the school curriculum.
- Continue to strive to create an ethos where all members of our community treat one another with respect.
- Ensure that parents and carers are informed that the school does not tolerate bullying and are aware of the procedures to follow if they believe their child is being bullied.
- Implement appropriate disciplinary sanctions where bullying has occurred.
- Seek input from wider anti-bullying organisations as appropriate (including in the development of anti-bullying resources).
- Provide effective, regular and up-to-date CPD for all staff which focuses on:
 - a. Understanding the principles and purpose of the school's policy.
 - b. Approaches to resolve problems.
- Work with other agencies (including the police and children's services) especially where bullying is particularly serious or persistent.
- Make it easy for students to report bullying.
- Carry out regular anonymised student questionnaires on bullying to gather feedback to reflect and act upon.

School staff should:

- Be alert and vigilant to all aspects of bullying.
- Follow the School Behaviour for Learning Policy including the parts which specifically relate to bullying.
- When dealing with a specific report of bullying school staff should:
 - Provide the space and time to listen carefully
 - Write down the details of the incident including date, time, place, description of the physical or online event, and any witnesses
 - Protect the identity of the informant
 - Take statements from the accused and any witnesses (students should be in the same room as a member of staff at this time)
 - Copies of all the statements should be passed to the relevant year leader/member of staff who is leading the investigation.

Parents/carers of all involved should:

- Take the time to understand the school's Anti-Bullying Policy and (as appropriate) discuss this with their child/children.
- When dealing with a specific case of bullying relating to their own child, children's parents or carers should:
 - Provide the space and time to listen carefully

- Write down the details of the incident
- Contact the relevant form tutor or year leader at the earliest opportunity

Reassure their child that reporting a bully is not wrong and that when they do speak out, action will be taken.

Action

The school will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong.

When the facts have been established the relevant year leader or member of the Senior Leadership Team could take the following courses of action as appropriate:

1. Automatic C3 sanction
1. Contact with all parents/carers
2. Restorative meetings
3. Apologies
4. C4 Sanction
5. Alternative to Exclusion
6. Reprimand//exclusion, including permanent exclusion
7. Police informed or involved
8. Counselling

We recognise that bullies often bully because they have self esteem, anger or confidence issues and so support is offered through the Behaviour Support Base to deal with these issues. We also recognise that disciplinary measures need to be applied fairly, taking account of any special educational needs which may apply to students who appear to be bullying.

We will consider whether the bullying behaviour of the perpetrator reveals any wider concerns about the student's safety and apply our safeguarding protocols as appropriate.

All incidents of bullying should be recorded in the files of all students involved.

Other Related Policies:

Behaviour for Learning
Child Protection
Peer on Peer Abuse
Keeping Children Safe in Education (Part 1)
Working together to safeguard Children (Chapter 1)