



Chauncy School

# Anti-Bullying Policy

Compiled by Steve Walton  
April 2014

## Statement of Intent

At Chauncy we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell staff and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## What Is Bullying?

While there is no single definition of bullying, the Department for Education provides the following guidance:

‘Bullying is 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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.’ “Preventing and Tackling Bullying” DfE 2011

Most definitions of bullying include the following dimensions:

1. The behaviour is intended to cause distress
2. The behaviour is repeated
3. There is an imbalance of power between the perpetrator of bullying and the target

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing **or mocking**
- Cyber- All areas of internet, such as social networking, email & internet chat room misuse
- Mobile - threats by text messaging, BBM and similar, social networking & voice calls or messages
- Misuse of associated technology , i.e. camera & video facilities

## Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Chauncy School has a responsibility to respond promptly and effectively to issues of bullying.

## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## Procedures

- Students must report **all** bullying incidents to staff
- Bullying incidents will be recorded on BehaviourWatch, our bespoke electronic reporting and recording system.
- Members of staff are encouraged to deal with low level bullying incidents in the first instance
- Reports of Bullying will be electronically forwarded to the Deputy Head Teacher (Pastoral)
- Depending on the nature of the bullying incident, the Deputy Headteacher (Pastoral) may liaise with relevant staff such as the Headteacher, Senior Leadership Team, Learning Coordinators, Pastoral Support Officers, Tutors, Teaching and Non-Teaching Staff to co-ordinate an investigation
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- A range of sanctions may be applied depending on the nature of the bullying incident, for example:
  - Lunchtime Detentions
  - After School Detentions
  - Isolation from lessons
  - Fixed Term Exclusion
  - Permanent Exclusion
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, the Police and the Local Authority will be consulted
- An attempt will be made to help the bully (bullies) change their behaviour
- Where possible and where students are agreeable both victim and perpetrator should be encouraged to talk together with the aim of reconciliation
- The Deputy Headteacher (Pastoral) will collate evidence and produce termly reports for the Governing Body, Senior Leadership Team and the Local Authority

## Outcomes

1. Incidents are resolved quickly and efficiently with positive outcomes.
2. In serious cases, fixed term or even permanent exclusion will be considered
3. Where possible, the students will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Reported cases of bullying reduce over time.
6. An anti-bullying culture and ethos is developed within the school.

## Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- Swift and easy report and referral system
- Inclusive Peer Mentoring scheme
- Peer Mentor lunchtime drop in sessions in the library

- Cyber-Mentors Programme
- Termly Peer Mentor training
- Annual National Anti-Bullying Week Activities and
- Year Seven Anti-Bullying Day in November
- Annual Staff and Student training and workshops
- Primary Liaison to include anti-bullying awareness and introduction to Peer Mentors on taster days and primary visits
- “What if” and “Be A Loudmouth” Anti-Bullying posters in form classes, student noticeboard and Study Centre
- Anti-Bullying Webpage on School Website
- ‘Be A Loudmouth’ anonymous anti-bullying post box in Study Centre
- School Code of Conduct that highlights the importance of anti-bullying
- Agreed Student Behaviour Contracts
- Student \ Parent meetings
- Relevant information such as help lines for Child Line UK. Parentline Plus and Bullying Online available from Pastoral Staff and in form classes, student noticeboard and Study Centre
- Cross Curricular awareness for example:
  - Such as writing stories or poems about bullying
  - Drawing pictures about bullying
  - Reading stories about bullying or having them read to a class
  - Making up role-plays (or using KIDSCAPE role-plays)
  - Having discussions about bullying and why it matters
- Anti-Bullying Themed Assemblies
- Anti-Bullying set as a fixed agenda item for:
  - Pastoral Team
  - Peer Mentor Team
  - School Council
  - Parenting Club
- Annual Anti-Bullying session prepared for Parenting Club

## HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Family Lives (Parentline Plus)	0808 800 2222
Childline	0800 11 11

## USEFUL WEBSITES:

Bullying Online

[www.bullying.co.uk](http://www.bullying.co.uk)

Hertfordshire Grid for Learning

<http://www.thegrid.org.uk/learning/hwb/bullying/>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

Policy last revised: 14<sup>th</sup> April 2014  
Policy Revised by: Steve Walton (Deputy Headteacher Pastoral)  
**Appendix One - Ways of working with an individual who is experiencing bullying**

- Ensure the student understands that it is not their fault.
- Praise the student for 'speaking out' as this takes courage and is the first step to solving the problem.
- Deal with the incident following school procedures.
- Understand that being bullied knocks confidence, and that the student may well believe what the bully has said. The following are steps to help the student to not think of themselves as a victim:
  - Help the student make a list of all the good things/talents/areas of strength they have -this list can be reflected on regularly.
  - Celebrate success wherever possible.
  - Help the student to talk about themselves in a positive manor" 'I am getting better at.....', I find it hard to do this but I am good at that.....:
  - Help them to identify ways of developing skills in whatever they are interested in ie football, dance, singing etc
  - Encourage student to join in extra curricular activities, both in school and in the community. By getting involved in other things it helps to build their confidence, develop other interests and friendships.
  - Encourage the student to keep a diary, writing down what happens and how they feel. This is important for reflecting on with the student to develop helping strategies.
  - Help the student to 'think ahead', to recognise when they start to feel threatened and take avoidance strategies before a situation develops.
  - Use Peer Mentors and Buddy system.

Using the above strategies, help the student to take a proactive role in securing a positive outcome by:

- Identifying the problem
- To explore the alternatives and consequences
- To choose the next step
- To act upon their choice
- To evaluate the results

Remember to document everything and place on student file.

## Appendix Two - Ways of working with an individual who is the perpetrator of bullying

- Deal with the incident following school procedures.
- Impose sanctions as necessary, following school procedure.
- Understand that a bully can often be a victim themselves, either in the past or at home. Their confidence and self esteem could be very low resulting in bullying tactics to make them feel good about themselves -this possibility needs to be explored with care. The following are strategies that can be used:
- Help the student to take ownership of their behaviour -remember: it is the behaviour not the person.
- Help the student make a list of all the good things/talents/areas of strength they have -this list can be reflected on regularly. Celebrate success wherever possible.
- Help the student to talk about themselves in a positive manner -'I am getting better at.....', I find it hard to do this but I am good at that.....:
- Help them to identify ways of developing skills in whatever they are interested in ie football, dance, singing etc
- Encourage student to join in extra curricular activities, both in school and in the community. By getting involved in other things it helps to build their confidence, develop other interests and friendships.
- Encourage the student to keep a diary, writing down what happens and how they feel. This is important for reflecting on with the student to develop helping strategies.
- Help the student to 'think ahead', to consequences of choices made.
- Use Peer Mentors and Buddy system.
- The use of mediation if the victim agrees.

Using the above strategies, help the student to take a proactive role in securing a positive outcome by:

- Identifying the problem
- To explore the alternatives and consequences
- To choose the next step
- To act upon their choice
- To evaluate the results

Remember to document everything on BehaviourWatch under 'High' Level Incident and check the box entitled 'Bullying'.



**'BE A LOUD MOUTH'**



**BEAT BULLYING AT CHAUNCY**

**PEER MENTORS CAN NOW BE FOUND IN  
THE STUDY CENTRE EACH LUNCHTIME**

**SUMMER 2012**



**'BE A LOUD MOUTH'**



**BEAT BULLYING AT CHAUNCY**

**DON'T FORGET! IF YOU HAVE A PROBLEM OR YOU  
JUST NEED SOME ONE TO TALK TO, REMEMBER  
THAT THE PEER MENTORS ARE TRAINED AND  
READY TO LISTEN.**

**STUDY CENTRE LUNCHTIMES**





# **'BE A LOUD MOUTH'**

## **BEAT BULLYING AT CHAUNCY**

### **IF YOU KNOW SOMEONE WHO IS BEING BULLIED**

#### **IT IS IMPORTANT THAT YOU SUPPORT THEM**

- **IT IS IMPORTANT THAT YOU TELL A TEACHER OR ANOTHER ADULT.**
- **IF NOT YOU ARE ALLOWING THE BULLYING TO CONTINUE, YOU MIGHT AS WELL SAY THAT YOU THINK THAT BULLYING IS ACCEPTABLE. IF THAT'S TRUE HOPE THAT ONE DAY THAT IS NOT YOU**
- **USE THE SUGGESTION BOXES; REMEMBER YOU CAN EXPLAIN WHAT IS HAPPENING WITHOUT LEAVING A NAME**



# 'BE A LOUD MOUTH'

## BEAT **BULLYING** AT CHAUNCY

### **IF YOU ARE BEING BULLIED**

- REMEMBER **IT IS NOT PERSONAL** EVEN THOUGH IT MAY FEEL AS IF IT IS
- YOU DO NOT HAVE TO TOLERATE BULLYING
- **SPEAK TO A TEACHER** OR OTHER ADULT
- THAT PERSON SHOULD BE **SOMEONE YOU TRUST** AND FEEL COMFORTABLE WITH
- **TELL THEM** WHAT HAS BEEN HAPPENING
- TRUST THE TEACHER ADULT TO TACKLE THE SITUATION - PERHAPS TRY TO TELL THEM WHAT YOU WOULD LIKE TO BE DONE
- **REMEMBER THAT BY TALKING YOU ARE DOING THE RIGHT THING**
- USE THE **SUGGESTION BOXES** - REMEMBER YOU CAN EXPLAIN WHAT IS HAPPENING WITHOUT LEAVING A NAME
- SPEAK TO A MEMBER OF THE STUDENT COUNCIL OR A **PEER MENTOR**
- SPEAK TO A FRIEND AND ASK FOR **ADVICE**
- **KEEP A DIARY** OF WHAT IS HAPPENING WHILE YOU FIND SOMEONE TO TALK TO
- LEARN TO BE **ASSERTIVE**