



Anti-Bullying Policy

Policy Issue Date: June 2025
Policy Review Date: June 2026

RATIONALE/ PURPOSE

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 an adult.

This policy has been written to provide information to all staff, volunteers, children, and their families about what we should all do to prevent and deal with bullying and child-on-child abuse. This policy should be read alongside the Child Protection and Safeguarding policy 2024/5 on the Chauncy website.

The aim of this policy is to:

- Ensure everyone in the school community knows what is meant by bullying and child-on-child abuse.
- Identify possible signs and indicators of child-on-child abuse.
- Clarify for all members of the school community that bullying is not acceptable and must be totally discouraged. Everyone must act in a positive way to ensure that any form of bullying and harassment are challenged and reported.
- Determine ways in which bullying can be prevented.
- Deal with bullying and child-on-child abuse if or when it occurs.
- Prevent bullying through education, by prompt and sustained response to reports of bullying or harassment.
- Have a clear system of support for students and a system of clear fair and consistent responses to incidents of bullying ensuring that everyone is in a supportive caring and safe environment.
- Uphold a reputation as an effective, caring school. No school can claim with absolute confidence that “there is no bullying/harassment here.” Our parents should be reassured that Chauncy demonstrates through policy and action that we will respond positively and effectively to bullying. We have a zero-tolerance approach to all types of child-on-child abuse.

MISSION STATEMENT

At Chauncy School we actively promote positive interpersonal relations between all members of the school community regardless of age, ability, race, gender, sexuality or socio-economic background. This policy has been developed through consultation with all members of the school community – students, parents & carers, governors and all school staff.

DEFINITION OF BULLYING and CHILD ON CHILD ABUSE

Child-on-child abuse can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. Child-on-child abuse can happen both inside and outside of school and online.

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Anti-Bullying Alliance Definition of bullying

There are various types of bullying and child on child abuse, but most have three things in common.

1. It is deliberately hurtful behaviour.
 2. It is repeated over time.
 3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.
- Violating another person's dignity.
 - Creating an intimidating, hostile, degrading, humiliating or offensive environment for another person.
 - Bullying/harassment is physical, verbal, or emotional behaviour that makes a person feel victimised.
 - Those who are being bullied /harassed often find it difficult to defend themselves (such as those who identify as SEND, LGBTQ+ please refer to the CP & SG policy 2024).
 - Harassment is against the law

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

FORMS OF BULLYING and CHILD ON CHILD ABUSE

Examples of behaviour that may amount to bullying/ harassment include the following:

- Suggestive comments or body language.
- Verbal, e.g., name-calling, taunting, offensive remarks. This includes prejudiced based bullying, racist, homophobic, transphobic bullying, or bullying about a disability.
- Physical threats.
- Insulting, abusive, embarrassing, or patronising behaviour or comments.
- Offensive gestures, language, rumours, gossip, or jokes.

- Humiliating, intimidating, demeaning and/or persistent criticism.
- Open hostility.
- Isolation or exclusion from normal work or study place, conversations, or social events.
- Relational, e.g., spreading nasty stories, excluding from social groups
- Publishing, circulating, or displaying pornographic, racist, nudes and semi-nudes, or other materials on the internet or social media.
- Unwanted physical contact, ranging from an invasion of personal space to a serious assault.
- Cyber bullying: on and offline bullying.
- Intimate relationship abuse.
- Race hate and racism.
- Any sexual harm, violence and or sexual harassment.

National research has shown that some groups of students are particularly vulnerable to bullying. These include students with SEND, looked after children, students from minority ethnic groups or faiths, young carers, LGBTQ+ students and those perceived to be LGBTQ+. We are committed as a school to anti-discrimination and recognise that all students have the right to the same protection, regardless of their background or circumstances. Children living with domestic abuse, looked after children and children missing in education are deemed more at risk

LINKS WITH OTHER SCHOOL POLICIES

- Allegations of Abuse Against Staff Policy
- Behaviour Policy
- Attendance Policy
- Child Protection Policy
- Curriculum Policy
- Equalities Objectives
- E-Safety Policy
- Preventing & Dealing with Racist Incidents Policy
- Relationships & Sex Education Policy
- SEND Policy

PARTICIPATION & CONSULTATION PROCESS

- Awareness raising programmes (curriculum & parent information evenings)
- Annual staff survey results
- Annual student survey results
- Ofsted Parentview results
- Obtaining the views of elected student representatives e.g. House Captain meetings with form classes,
- Student Leaders' meeting with House Captains
- Peer Mentoring Schemes

- Seeking the views of parents at information evenings
- Parental communication via e-mail telephone and face to face
- Feedback from Well-being Week activities and Theatre in Education opportunities
- Monitoring evaluation and review with governing body

ROLES & RESPONSIBILITIES

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying and child on child abuse is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and child on child abuse, 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.

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that they are 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 hungry (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 or child on child abuse should be considered a possibility and should be investigated.

Forms of ‘Bullying’ that we need to be aware of include

Abusive and harmful behaviour

Abusive behaviour can happen to students in school settings. It is necessary to consider what child-on-child abuse is and looks like, how it can be managed, what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse should never be tolerated or passed off as ‘banter’ or ‘part of growing up’. Equally, abuse issues can sometimes be gender specific e.g., girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2024). It is important to consider the forms abuse may take and the subsequent actions required.

Types of child-on-child abuse

There are many forms that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail, followed by advice and support on actions to be taken.

- **Physical abuse**

Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling, physical contact or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or sanction.

- **Sexual harassment and sexual violence (refer to CP&SG policy)**

Sexually harmful behaviour from young people is not always contrived with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, ‘pantsing’ (pulling down trousers) and upskirting, inappropriate role play, to sexually touching another or sexual assault/abuse/harassment through any methods or media.

- **Child-on-child abuse/bullying**

Child-on-child abuse or bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who cause harm to others may have serious, lasting problems. To be considered bullying, the

behaviour must be aggressive and include:

1. An imbalance of power: young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
2. Repetition: Bullying behaviours happen more than once or have the potential to happen more than once. Child on child abuse or bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g., size, hair colour, religion or faith, race, disability, gender, sexual orientation and excluding someone from a group on purpose.

- **Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Snapchat, Instagram, and Twitter to harass, threaten or intimidate someone for the same reasons as stated above. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will also consider whether or not to involve the police to investigate these situations.

- **Sending nudes and semi-nude images**

This is when someone sends or receives a sexually explicit text, image, video or live stream. This includes sending 'nude pics', 'rude pics' or 'nude selfies' via social media platforms chat apps or forums or pressuring someone into sending a nude picture under the age of eighteen years. It can happen in any relationship and to anyone, regardless of age, gender, or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere.

- **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example, in relation to issues of care, parental occupation, poverty and social class) and sexual identity and/or orientation.

- **Intimate relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The person causing harm uses this pattern of violent and coercive behaviour, in relationships, to gain power and maintain control over the partner.

PREVENTION

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

- Check in at Chauncy Online Reporting System
- Swift and easy report and referral system using BehaviourWatch
- Inclusive Anti-Bullying Ambassador Peer Mentoring scheme
- Anti-Bullying Ambassador lunchtime drop in sessions in form time
- Termly Anti-Bullying Ambassador training
- Annual National Anti-Bullying Week Activities and Year Seven Anti-Bullying Day in November
- Annual staff safeguarding training and workshops via Staff Conference
- Primary Liaison to include anti-bullying awareness and introduction to Transition Ambassadors 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
- School Code of Conduct that highlights the importance of anti-bullying
- Agreed Student Behaviour Contracts
- Student \ Parent meetings
- Relevant information such as help lines and website links for Anti-Bullying Alliance, Kidscape, Family Lives, ChildLine, National Bullying Helpline and NSPCC are 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 and creating artwork about bullying themes
 - Reading stories about bullying or having them read to a class
 - Making up role-plays (or using KIDSCAPE role-plays)
 - Having discussions about types of bullying and why it matters
 - Anti-Bullying Themed Assemblies
- Annual Anti-Bullying session prepared for Parenting Club

For children harmed steps should be taken to improve their self-confidence, self-esteem, and social skills. We will support students who have been bullied by:

- Offering opportunity to discuss the experience with a member of staff.
- Providing reassurance that the bullying will be addressed.
- Offering continuous support.
- Using interventions and/or referrals to other agencies where appropriate.
- Helping and advising on how to remove online material, if relevant.
- Students have access to Check in @ Chauncy, an anonymous reporting service that our community can access via a reporting form.
- Signposting to peer support- Anti-Bullying Ambassadors or Student Leaders

For children causing harm, action should be taken which shows disapproval of the bullying behaviour of the child not the child themselves. Dealing with children who have caused harm in an aggressive manner only serves to reinforce their bullying behaviour. We will support by establishing the wrongdoing and the need to change via the following means:

- Appropriate sanctions to be taken.
- Staff to identify behaviours and record on BehaviourWatch
- Monitoring of behaviours over time.
- The use of special early interventions such as SEMH support.
- Informing parents/carers.

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING BEHAVIOUR

Students must report all bullying incidents to staff this can be done face to face, via e-mail or via the Check in at Chauncy webpage where students can post concerns anonymously if they wish

- Bullying incidents will be recorded on BehaviourWatch, our bespoke electronic reporting and recording system. Accurate records will be made of incidents, detailing:
 - Who was involved?
 - Where and when it happened.
 - What happened.
 - What action was taken.
 - How it was followed up and by whom.
- 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 Kate Nichols Assistant Head Teacher (Pastoral), the relevant Learning Coordinator and the Pastoral Support Officers.
- Depending on the nature of the bullying incident close liaison with relevant staff such as the Headteacher, Senior Leadership Team, Learning Coordinators, Pastoral Support Officers, Tutors, Teaching and Non-Teaching Staff to co-ordinate a formal investigation may be necessary
- 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 Children's Services will be consulted or informed
- Support will be provided for the student harmed
- An attempt will be made to help the student causing harm change their behaviour
- Where possible and where students are agreeable, both the student/s harmed and student/s causing harm should be encouraged to talk together with the aim of reconciliation through a restorative conversation
- The Kate Nichols Assistant Headteacher (Pastoral) will collate evidence and produce termly reports for the Governing Body and Senior Leadership Team

OUTCOMES

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

CONTINUOUS PROFESSIONAL DEVELOPMENT OF STAFF

All staff receive a copy of the anti-bullying policy each year. New staff receive a copy of the policy upon joining the school

We host anti-bullying awareness training for all Year Seven tutors as part of our Anti-Bullying Week in November each year

All tutors are involved in the planning and delivery of our Well-being Week activities in November where anti-bullying is a theme

- All tutors are involved in the planning and delivery of seminar sessions that support Theatre in Education sessions which are run by Tip of the Iceberg, which cover many aspects of bullying
- We hold an annual conference for all staff where presentations, workshops and seminars are run to keep staff up to date with topics such as e-safety, cyber-bullying and prevention.
- Staff receive Safeguarding refresher training each year in September and statutory training every three years.
- Designated Senior Leaders receive annual DSL refresher training. The current DSLs are Steve Walton (Headteacher), Kate Nichols (Assistant Headteacher), Maria Ingrao (Pastoral Support) and Hayley Derrick (Learning Coordinator).

- Governing Body meetings, Senior Leadership Team meetings, Pastoral Team meetings and Tutor Meetings discuss anti-bullying as and when appropriate.

Advice to parents

We recognise that parents and carers have an important part to play in helping schools deal with bullying.

Discourage your child from using bullying behaviour at home or elsewhere. Show them how to resolve the difficult situations without using violence and aggression.

Ensure that your child has controls on their phone and only uses age-appropriate apps.

Watch out for signs that your child is being bullied or is bullying others. Parents and families are often the first to detect that a problem exists. Don't dismiss it. Contact the school immediately if you are worried.

Explain to your child that should any further incidents occur; they should report them to a member of staff immediately.

Call or email your child's tutor in the first instance.

When talking with staff about bullying. Try to stay calm, bear in mind that the member of staff may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. Be as specific as possible about what your child says has happened, give dates, places and names of other children involved. Make a note of what action the school intends to take. Stay in touch with the school; let them know if things improve as well as if problems continue. Talk to us before writing, as we can resolve issues more quickly this way.

Encourage your child to use our Check in at Chauncy platform.

HELP ORGANISATIONS

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| • Family Lives | 0808 800 2222 |
| • ChildLine | 0800 1111 |
| • KIDSCAPE | 020 7823 5430 |
| • Hertfordshire Children's Services | 0300 123 4043 |
| • NSPCC | 0808 800 5000 |

USEFUL WEBSITES

- Anti-Bullying Alliance - <https://anti-bullyingalliance.org.uk/>
- Anti-Bullying Network - www.antibullying.net
- CoastKid - www.coastkid.org
- Anti-Bullying Alliance - www.anti-bullyingalliance.org.uk/
- Family Lives - <http://www.familylives.org.uk/>

- Beatbullying - www.beatbullying.org
- Hertfordshire Grid for Learning - <http://www.thegrid.org.uk/learning/hwb/bullying/>
- Bullying UK - www.bullying.co.uk
- HGfL eSafety - <http://www.thegrid.org.uk/eservices/safety/bullying.shtml>
- Bullying.org - www.bullying.org
- Kidscape www.kidscape.org.uk
- thinkUknow (CEOP) - <https://www.thinkuknow.co.uk/>