



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

ANTI-BULLYING POLICY

CONTENTS

INTRODUCTION

RATIONALE

AIMS

PRINCIPLES

WHAT IS BULLYING?

EXPECTATIONS

PROMOTING ANTI-BULLYING

ROLES AND RESPONSIBILITIES

FINAL THOUGHTS

SOURCES OF INFORMATION, SUPPORT AND GUIDANCE

Associated policies to be read in conjunction with this policy include the Behaviour Policy, Safeguarding Policy, E-Safety Policy, Home School Agreement and Equal Opportunities Policy.

Introduction

Cannock Chase High School is a caring school and all members of our school community should be dedicated to ensuring that all students feel included, valued and supported. The Governors and staff of Cannock Chase High School are committed to providing a caring and safe environment for **all** students so that they can learn in a secure and non-intimidating atmosphere in line with the Equality Duty outlined in the Equality Act 2010. Bullying or any kind of harassment is unacceptable in our school. We are opposed to all forms of bullying and work in partnership with governors, staff, students and parents to ensure that school provides a safe and happy environment for all our students and staff.

If bullying does occur all students should be able to tell and know that incidents will be dealt with properly and effectively. We take all incidents and forms of bullying seriously because no-one deserves to be bullied and everyone deserves to be treated with respect at all times. Bullying can constitute a safeguarding issue, and can take place outside the school premises, and so as such all incidents of bullying reported to school staff will be investigated and acted upon.

Rationale

All students have the right to participate actively in school life free from the worry of being bullied or harassed. We are very aware that bullying can be for the victim, but also for the perpetrator, a barrier to learning, achievement, success and happiness. Bullying hurts, and when it does occur, it should be dealt with promptly, effectively and with sensitivity. All students, staff, parents and Governors should support the systems set out in this policy.

Aims

To try and prevent and deal with any behaviour deemed as being bullying.

To create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in.

To ensure that all members of the school know that they have a responsibility to recognise bullying when it occurs and to take action in line with the school policy. We always take bullying seriously.

All Governors, teaching and non-teaching staff, parents and students should have an understanding of what bullying is.

All Governors, 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.

The school will take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.

Help students who bully to understand the consequences of their actions and alter their behaviour.

Principles

Students will be made aware of the expectations within the school and wider world of how to talk to, and about, and how to treat each other so that all students feel respected and valued.

All members of the school community will recognise, deal with and actively promote anti-bullying strategies and procedures through lessons, tutor time and discussions out-of-lesson.

All students and parents will have an understanding of the range of strategies and sanctions that the school will use to deal with and prevent bullying behaviour and will support the principle of 'the telling school'.

When appropriate, staff will consistently apply clear sanctions according to this policy.

What Is Bullying?

Bullying takes different forms but the common factor is the aim to hurt by means of force, intimidation or ridicule in order to control others, or possibly to inspire a reaction which escalates the situation.

Bullying can be:

- **Verbal:** name calling, sarcasm, teasing, spreading rumours, making malicious allegations, graffiti and comments about appearance or physical development.
- **Physical:** pushing and shoving, jostling with deliberate intent, kicking, hitting, punching to a full violent attack. Can also involve theft of or damage to property. This may or may not include the use of a weapon.
- **Emotional:** being unfriendly, tormenting (eg hiding books, threatening gestures), seeking to sideline or ostracise individuals, manipulating social groups.
- **Racist:** the victim is targeted for belonging to a particular minority groups with racial taunts, graffiti or other written insults. Wearing of provocative badges or insignia, bringing racist leaflets or comics is also regarded as racist bullying.
- **Sexual:** sexually abusive comments, unwanted physical contact, sexual innuendos and propositions, pornographic material, sending inappropriate pictures of someone via mobile phone or on social networking site (sexting), spreading rumours of a sexual nature.
- **Religious:** verbal, emotional, physical and cyber bullying due to someone's religion.
- **Homophobic:** verbal, emotional, physical and cyber bullying due to a person's sexual or perceived sexual orientation, usually with reference to gay, homosexual, bisexual and transgender comments.
- **E Bullying/ cyber bullying:** any form of bullying that uses modern technologies such as mobile phone or internet (social networking sites); abusive text messages, emails or phone calls, sexting (forwarding inappropriate pictures of someone), writing abusive

messages on social networking sites, stolen identity. This form of bullying may include the transfer of pictures and video recordings of the victim. Mobile phones may be used to send text or verbal messages and may also be used to take and send pictures or video recordings of the victim.

- **SEN:** bullying of individuals because of their special educational needs. This could be because of physical or academic issues. This also includes more able and hard-working students who suffer abuse.

There are differences in how bullying is conducted. It can be a one-off or sustained, and damaging either way. It can be very obvious but it can also be surreptitious and subtle. Bullying can be carried out by an individual, one on one, or by a group on one individual or on a group.

Not actively participating in bullying, but knowingly allowing it to continue without reporting it can also be hurtful, and so could be seen as condoning the bullying.

Expectations

We expect that all students, parents and staff follow the following procedures to support the school in preventing and dealing with bullying:

- Students, parents and staff must report incidents of bullying. Depending on the seriousness of the incident, these can be referred through the student's form tutor or directly to the Director of Year or the relevant Pastoral Manager. Senior Leadership Team may be involved for more serious or persistent incidents. Parents of both parties will always be informed/involved by the school if they are unaware of incidents of bullying taking place involving their child as either the victim or the perpetrator.
- All allegations of bullying will be investigated calmly and impartially and, if confirmed, will be acted on. Sanctions will be applied as appropriate ranging from a genuine apology by the bully to fixed and permanent exclusion in cases of severe and persistent bullying, cases of extreme violence and the use of a weapon. Other sanctions include: removal from the teaching or tutor group; withdrawal from break and/or lunchtime; detentions; withholding participation in any school trip that is not an essential part of the curriculum; removal from lessons for fixed period in isolation. All sanctions will be applied fairly and consistently.
- In addition to procedures to sanction the bully there are others to make sure the bullying is not repeated (e.g. follow up, monitoring, mentoring support for victims, strategies to enable bullies to change their behaviour such as adult mediation between the perpetrator and the victim in a safe environment).
- Records of incidents and the outcomes of investigations will be kept and will be used to monitor the effectiveness of the policy. In addition, analysis of the data will be used to inform future policy and practice, whether of pupils involved, type, location or time by Directors of Year and the Assistant Headteacher Pastoral.
- Students, staff and parents will be given opportunities to discuss bullying and the anti-bullying policy and procedures at regular intervals.

Promoting Anti-Bullying

The following strategies will be used:

- In service training to develop staff understanding of how to detect and respond to bullying.
- On-going support for victims of bullying to help them develop confidence and assertiveness.
- Students being given opportunities to explore issues of equality, discrimination and oppressive behaviour.
- Students being shown how to develop the skills, attitudes and knowledge to question behaviour that disadvantages individuals or groups.
- Staff encouraging students to listen and to empathise with others and to be appropriately assertive.
- Regular promotion and reinforcement of the policy during year assemblies, tutor time and the curriculum.
- Appropriate time dedicated to bullying via the PSHE curriculum and special events such as Anti Bullying Week.
- Students given the opportunity to act on and understand the importance of e-safety.
- Pastoral staff having a key role in improving behaviour and supporting those with difficulties.
- Efficient patrolling by staff of the school site, especially corridors, toilet blocks and other areas out of lesson times.
- Provision for follow up with victims of bullying and the bullies themselves.
- Clear rewards and sanctions for behaviour understood and taken seriously by students.
- The involvement of students in procedures dealing with bullying through peer mediation and other schemes such as CHAMPS and Prefects.
- Periodic consultation of students to find out what bullying occurs, when, where and by whom.
- Prompt and thorough investigation of reported incidents, including contact with parents of bullies and victims.

Roles and Responsibilities

The Headteacher will:

- Provide a caring atmosphere based upon mutual respect within the entire community, which will encourage the development of all its members.
- Promote self-esteem, tolerance of difference and an awareness of how to relate to others, in school and outside both now and in the future.

The **staff** will raise awareness of bullying and related issues through:

The delivery of the curriculum.

Pastoral Care and Guidance.

Active Supervision.

Prevention Measures.

Liaison with the Senior Leadership Team and the Designated Member of Staff for Safeguarding.

Report ALL incidents involving racist behaviour/homophobic behaviour to the relevant Director of Year and Assistant Headteacher Pastoral.

Students will:

Speak out against bullying.

Know what bullying is.

Apply peer pressure to prevent bullying within school and encourage a climate where bullying is seen as not acceptable.

Alert staff if bullying occurs.

Governors will:

Ensure the Anti-Bullying Policy is implemented.

The Policy is monitored and reviewed on an annual basis.

Final Thoughts

Never ignore suspected bullying.

Don't make premature assumptions.

Listen carefully to all accounts – several students saying the same does not necessarily mean they are telling the truth.

Adopt a problem-solving approach which moves students on from justifying themselves.

Follow-up repeatedly, checking bullying has not resumed.

Sources of Information, Support and Guidance

Kidscape 020 7730 3300 (general enquiry number)

08451 205 204 (helpline for adults only) www.kidscape.org.uk

Childline 0800 1111 (helpline for children) www.childline.org.uk

Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

Anti-bullying Alliance 0207 843 1901 www.anti-bullyingalliance.org

NSPCC Tel 0808 800 5000. www.nspcc.org.uk

Date for Review: November 2018