

# CLEE HILL COMMUNITY ACADEMY

## Anti-Bullying Policy

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### The Shropshire Gateway Educational Trust

#### Introduction

The Shropshire Gateway Educational Trust believes that every single child has the right to feel safe in the schools and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated. This policy should be read alongside the school's behaviour policy, safeguarding policy and the Shropshire Gateway Educational Trust behaviour policy.

The aim of the Trust's anti-bullying policy is to:

- Prevent, de-escalate and/or stop continuation of harmful behaviour in line with the Behaviour Policy.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying and to trigger actions to support these pupils.

#### What is bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying. We simplify this with younger children by explaining it as:



Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust school's practice a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action

### **Possible signs of someone being bullied**

Pupils being bullied may demonstrate emotional and/or behaviour problems including signs of depression, physical problems such as headaches and stomach pains, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

### **Encouragement to tell**

It is important that we create an atmosphere in the school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be sensitive to their concerns. Staff will always take allegations of bullying seriously and will deal with them promptly and appropriately. Not telling protects the bully or bullies. We fully encourage our pupils to tell if they or someone else is being bullied.

At Clee Hill Community Academy the children are encouraged to speak out against bullying by following three simple rules.

- 1) If someone is upsetting them we should tell that person to stop.
- 2) If they do not stop, we should speak out and tell someone
- 3) If it still doesn't stop, we should make sure that we are listened to by speaking to the headteacher



As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated at Clee Hill Community Academy. The senior member of staff who leads on anti-bullying is Ceri Little, Headteacher

Every year, the anti-bullying policy and procedures are reviewed by the headteacher, staff and pupils as part of anti-bullying week. An anti-bullying committee of parents and governors are also invited to input their thoughts. Children are asked to explain what they think bullying is, what to do if they witness or experience bullying and agree to uphold the antibullying charter



The children of Clee Hill Community Academy had the following thoughts about bullying:

*"Bullying is being mean over and over"*

*"When you ask someone to stop, and they keep doing it"*

*"When people say unkind things and they do it all the time"*

*"When someone calls you a nickname which you don't like over and over"*

*"If someone is often unkind on a phone or computer and it upsets you"*

HOW CAN WE REACH OUT TO OTHERS?	
1. Sharing a smile	
2. Asking 'are you OK?'	
3. Inviting someone to join in a game at break time, especially if you notice they have no one to play with	
4. Offering to help someone in a maths lesson if you notice they are finding something difficult	
5. Pass on a compliment - tell someone something you like about them	

### Anti-Bullying charter

Every year, the pupils sign an anti-bullying charter as part of anti-bullying week.



Our charter state:

*At Clee Hill Community Academy, we believe that we all have the right to work, learn and play happily at school. We are entitled to be listened to and are confident enough to speak up about anything we feel is unfair. We have the right not to be ignored or bullied because of our differences or beliefs and we respect the right of everybody to be accepted as an individual. We believe we all have the right to feel happy and calm when learning so that we can be the best we can be.*

- I will be proud of myself and encourage others to make good choices around school
- I will be honest and tell the truth
- I will celebrate that we are all different
- I will think about my actions and words and how they affect others
- I will speak up when I or other people need help
- I will bring a positive attitude to school and to my learning
- I will follow our school rules
- I will not blame others for choices that I make
- I will not judge people because they are different from me
- I will not bully or make others feel bad with my words or actions
- I will not keep quiet if I am bullied or know someone who is being bullied
- I will not disrupt the learning of others.

By signing this agreement, we will try our very best to uphold Clee Hill Community Academy Anti-bullying charter to make our school community a happy and safe place where we can reach our full potential.

### **Prevention**

Our response to the issues of bullying do not start at the point at which a child has been bullied. We deal with the issue proactively and develop strategies to prevent bullying occurring in the first place. This includes lessons about issues of difference, dedicated events, projects and assemblies.

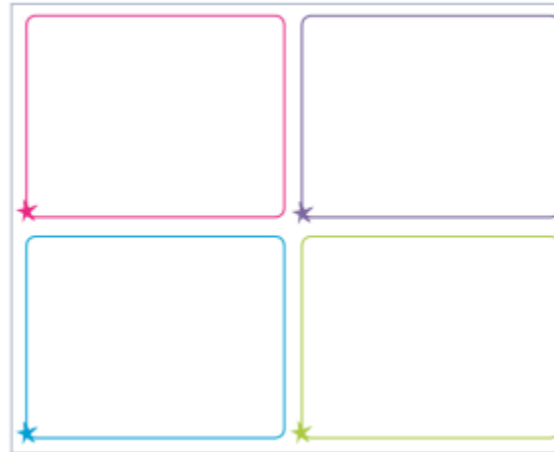
We work hard to create an ethos of outstanding behaviour where pupils treat one another and staff with respect. Playtimes and lunchtimes have structure and activities are ran in play zones to ensure good supervision. Older pupils run lunchtime sessions including jumping jaxx, puppet shows, playtime games.

The school is in the process of implementing a peer support scheme - using trained students to prevent and respond to bullying. Peer supporter roles in school will be to educate their peers on bullying, lead anti-bullying campaigns, promote a culture which celebrates and tolerates differences and keep their peers safe.

### **Dealing with a bullying incident**

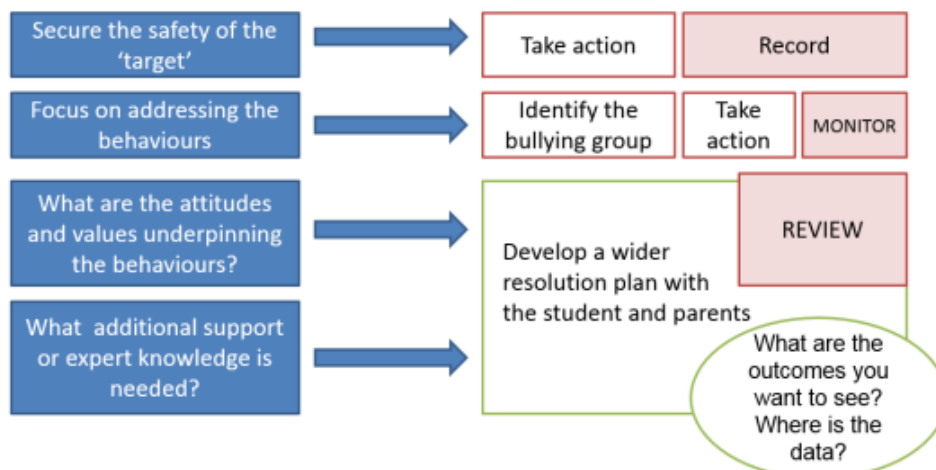
If an incident of bullying does come up, the school will:

- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher. Records vary according to the age of the pupils. The blank Story board (Antibullying Alliance) alongside a script is one way which pupils can record a bullying incident. Ask the child or young person to use the first two boxes to show what happened before the incident and the last two boxes to show what happened at the time of the bullying incidents. [https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29\\_0.pdf](https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Reporting-and-recording-bullying-in-school%281%29_0.pdf) We use My Concerns as a systematic way of recording bullying which enables us to identify any recurring incidents. The school is currently exploring the Anti-bullying Alliance record system as an additional record to work alongside My Concerns.



- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances

**anti-bullying alliance** Achievement for All  **Planning a response**



The parents within the antibullying committee felt that the involvement of parents earlier on would help to resolve issues before they escalated. They wanted to be aware of any significant incidents (as a parent of a bully or victim) and made aware of any low-level incidents after 2-3 occasions, taking into consideration the time management of this on staff.

### **Consequences, sanctions and responses**

- Teachers and leaders will make decisions on the appropriate sanctions following incidents of bullying. These will be proportionate and fit the nature, frequency and circumstance of the bullying. Sanctions can include the withdrawal of activities in school, internal exclusions from class or external exclusions from school if the incident is serious enough to warrant longer term reflection on behaviour.
- Those investigating will look at the behaviour of those bullying, but also those who have stood by and given tacit or verbal encouragement of complicit behaviour
- Where bullying has been occurring over time, involves significant physical harm to other children or staff or is classed as sexual harassment then parents of children will be invited in to meet with a senior leader to discuss the incident, prior to the issuing of a sanction
- In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies.

### **Possible Sanctions/Actions**

- Informal meeting with or between pupils with mediation.
- Detention at breaktimes/lunchtime.
- Involvement of Parent/Carer.
- Fixed Term exclusion
- Permanent exclusion.

### **Support**

- The Senior Leadership team will give support to those that have been victims of bullying and will work to restore relationships and build empathy and understanding across all parties involved. This may take time and need to be revisited over time.

### **Possible Support/Strategies for the pupils**

- Keeping a diary.
- Buddy support system within class group
- Encouragement to tell should it re-occur.
- Frequent and regular monitoring.



### **Advice to Pupils**

If you are being bullied, or you know that someone else is, please tell staff straight away and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on bullying. We all have a responsibility to make sure that bullying is not allowed to continue in our school. Do not suffer in silence. Advice to pupils on how to deal with bullying is given through circle times and PSHE programme.

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher, member of Senior Leadership team or Head teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Head teacher notified.
3. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
5. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

### **Please Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Pupils are encouraged to report bullying in this school by:

### **Curriculum**

Pupils will have opportunities to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHE and other subject areas and through assemblies and other school activities.

### **Responsibilities**



## **The Board of Directors**

Have the responsibility to ensure that the anti-bullying policy is in place, that it reflects the Trust's values and practice, and is reviewed annually. The Board should agree the principles of Shropshire Children's Trust and Safeguarding Children Board Anti-Bullying Charter and require that this is clearly displayed in each of the Trust's schools.

## **The Local Governing Body**

Governors have the responsibility to ensure that the anti-bullying policy is implemented and that any suggested amendments are submitted to the Board of Directors as part of the review cycle.

The governors should ensure that the Safeguarding Children Board Anti-Bullying Charter is clearly displayed in the school.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

## **Headteachers**

Headteachers have a legal duty under the School standards and Framework act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so.

It is the responsibility of the headteacher to implement the Trust's anti-bullying policy and to ensure that all staff are aware of the policy, and know how to identify and deal with incidents of bullying. The headteacher is also responsible for ensuring that bullying related incidents and the effectiveness of the anti-bullying policy are reported to their Local Governing Body. They will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available as an appendix to this policy.

## **All Staff**

All staff in the Trust are must be alert to the signs of bullying and act promptly, sensitively and effectively against it. They are responsible for ensuring that all forms of bullying seriously, and seek to prevent it from taking place.

## **Bullying and the Law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour - or communications - could be a criminal offence. For example, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If the Headteacher believes that an offence may have been committed they should seek assistance from the police

### **Bullying outside school**

Schools have the power to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

### **Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **Hate or Prejudice Related Incidents**

Schools will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative; a report form is available through the Shropshire Learning Gateway.