



Chiltern Way Academy Trust

Turning Futures Around

Anti-Bullying Policy

Responsibility for this policy (job title): Behaviour Lead

Responsibility for its review: CEO

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Rationale

Chiltern Way Academy (CWA) is committed to taking an active role in the elimination of all forms of bullying and harassment.

All members of the Academy community are entitled to receive their education free from humiliation, oppression, harassment and abuse. Bullying affects everyone; not just the bullies and victims. It also affects other students who may witness violence, intimidation and the distress of the victim.

It is everyone's responsibility to prevent bullying. This policy contains guidelines to support this ethos.

'We are all in this together'

Aims:

- Students have a right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- The Academy will not tolerate bullying behaviour
- Victims of bullying will be listened to and supported.
- Reported incidents will be taken seriously and thoroughly investigated.
- Bullies will be challenged and supported.

Definition of Bullying:

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 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 2014)

Forms of Bullying

- Physical violence such as hitting, pushing or spitting at another student.
- Threatening behaviour towards, or intimidation of, students.
- Interfering with another student's property, by stealing, hiding or damaging it.
- Using offensive names when addressing another student.
- Teasing or spreading rumours and lies about another student or his/her family.
- Belittling another student's abilities and achievements.
- Writing offensive notes or graffiti about another student.
- Excluding another student from a group activity.

- Ridiculing another student's appearance, way of speaking or personal mannerisms.
- Misusing technology (internet or mobiles) to hurt or humiliate another person such as filming you on their mobile and spreading it around or sending offensive, threatening or belittling messages through text, Facebook or any other social media platform.

Not an exhaustive list.

More Specific

- Homophobic bullying such as people abusing you verbally or physically because of your sexual orientation.
- Gender identity bullying.
- Racist or cultural bullying such as people abusing you verbally or physically because of the colour of your skin or because of your religious beliefs.
- Sexist bullying such as people abusing you verbally or physically because you are a member of the opposite sex.

Not an exhaustive list.

Some forms of bullying are illegal and should be reported to the police.

These include:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, for example, name calling, threats and abusive phone calls, emails or text messages.
- Hate crimes.

Anyone can be bullied. Sometimes people pick on something that makes you different to everyone else or if you wear different clothes. Sometimes there is no particular reason at all for someone to bully you. Sometimes the bullying is a one-off. Other times, someone can bully someone else for a long period of time.

Potential Warning Signs of Bullying:

- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits; suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviours such as: running away from home; harming themselves; or talking about suicide.
- Bullying others.
- Secretive.

- Not attending school.

Not an exhaustive list.

Responsibilities of Stakeholders

Staff:

- Foster our student's self-esteem, self-respect and respect for others.
- Model behaviour. Demonstrate, by example, the high standards of personal and social behaviour we expect of our students.
- Discuss bullying with all classes, so that every student learns about the damage it causes to both the child who is bullied and to the bully.
- Emphasise the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Be vigilant during periods such as breaks or lesson movement, as this is the time that the victim may be more exposed to the bully. Supervision and awareness are vital.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to bullying coordinators, colleagues and Senior Staff immediately.
- Record suspected cases of bullying on CPOMS.
- Follow up any complaint by a parent / carer about bullying, and report back promptly and fully on the action taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

Senior Staff will:

- Become involved with any serious or repeated incident.
- Counsel both parties and keep parents / carers fully informed.
- Apply sanctions when required.
- Involve the police if necessary.

Students will:

- Understand what constitutes bullying.
- Be continually educated on the issue of bullying.
- Not bully or be complicit in bullying.
- Tell staff when they, or their friends, are being bullied.
- Value diversity and treat each other with respect.
- Intervene to help and protect the student who is being bullied, unless it is unsafe to do so.
- Report any witnessed or suspected instances of bullying.

Parents and Carers will:

- Understand what constitutes bullying.
- Watch for signs of distress or unusual behaviour in their children.
- Advise their children to report any bullying to Senior Staff.
- Advise their children not to retaliate violently to any forms of bullying.
- Be sympathetic and supportive towards their children.
- Keep a written record of any reported instances of bullying.
- Inform the Academy of any suspected bullying, even if their children are not involved.
- Co-operate with the Academy in finding the truth if their child is accused of bullying.
- Asked if they would like E-safe software on their home computer.
- Show them better ways to resolve their problems.

Academy Procedures for preventing and dealing with Bullying:

- Anti-Bullying coordinator on each campus.
- Education through the curriculum, student forums and assemblies.
- Annual questionnaires and surveys.
- Ensure staff understand policy and practice.
- Ensure CPD addresses bullying.
- Sanctions applied as appropriate.
- Counselling and support for victims.
- Counselling and support for perpetrator.
- E-safe Computer Network filtering service; helps protect against online bullying.
- Invoke and apply the Safeguarding Policy.
- Contact relevant authorities and services as appropriate.

Stepped Process for Managing Bullying

Stage 1
Informal conversation with the student and the victim, reflection around bullying with bullying specific reflection sheet. Restorative conversation as and when appropriate. Anti Bullying Ambassador Informed
Stage 2
After school reflection in place to be carried out by the Anti Bullying Ambassador
Stage 3
Parent meeting called with antagonist in order to discuss ongoing cases of bullying during which: <ul style="list-style-type: none"> • Police intervention discussed. • Further consequences discussed. • Schools Officer informed.
Stage 4
Schools Officer brought into school for informal conversation, warnings etc. Potential Internal Suspension or Fixed Term Suspension
Stage 5
Schools Officer brought into school and incidents logged as intel (formal) Fixed Term Suspension
Stage 6
Schools officer makes formal intervention (charges, public orders etc.) Fixed Term Suspension
Stage 7
Permanent Exclusion considered alongside criminal charges

**Parents of all parties involved from Stage 1, but more formally as situations develop and change*

*** This process can be escalated to begin at any step depending on severity of circumstance*