

## **THE CHERWELL SCHOOL**

### **ANTI - BULLYING POLICY**

#### **Rationale**

All types of bullying are unacceptable at our school and will not be tolerated. Everyone should feel able to report incidents of bullying and when these are brought to our attention we are efficient in addressing the problem, effective in dealing with the perpetrator and sensitive in our support of the victim. This policy follows the advice in Preventing and Tackling Bullying – DfE (October 2014) and complies with the Equality Duty as set out in The Equality Act 2010.

#### **Dignity and Respect**

The Cherwell School is a community that celebrates diversity and respects individuality. As such any abuse, offensive language, bullying behaviours or violence towards any member of the school community especially involving protected characteristics (race, religion, sexual orientation, gender or disability) will be treated very seriously and may lead to exclusion or police involvement. With this in mind it is essential that all members of the community express any views, beliefs or convictions they may have in a way that does not cause offence to others or could be interpreted as 'hate speech'.

Bullying incidents are recorded in the school system that records all behavioural issues and this is reviewed by the Governors' Student Impact Committee as a regular monitoring item and also regularly reported to the Full Governing Board.

#### **Prevention and Handling of Bullying at The Cherwell School**

##### **Staff**

All staff are aware of the procedure to take should a student come to them for help and this is a regular feature for discussion at team meetings. The school commits to dealing with bullying incidents quickly and with care.

A programme of continuous professional development of staff is in place that includes training on how to prevent and respond to bullying. Staff are also aware of procedures in place for them if they are bullied.

##### **Students**

Students are aware of the support available to them should they find themselves subject to bullying. Students' form tutors explain this regularly and it is also detailed in their Planner. In addition, the issue of bullying is addressed in RS/PSHCE lessons at the beginning of Key Stage 3, in assemblies, at tutor time and during our anti-bullying week. A number of year 9 and 10 students have been trained as anti-bullying ambassadors and are there to offer support.

##### **Parents and Carers**

If parents or carers are concerned that their child is being bullied they should contact their child's form tutor in the first instance or their Deputy Year Leader or Year leader.



## What is Bullying?

The Cherwell School, through consultation with students and staff, has agreed to adopt the [Stopbullying.gov](http://Stopbullying.gov) definition of bullying which says that bullying is:

***“unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time”***

**We record incidents of bullying under the following criteria:**

Disability	Appearance
Gender	SEND
LGBT	Sexual bullying
Racism	Bullying to humiliate

## Cyberbullying

### **Definition:**

“Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else” (Safe to Learn, Cyberbullying 2007).

### **Examples of cyberbullying include:**

- Via social networking sites e.g. posting a malicious message on somebody’s profile, or the creation of a fake profile, or conversations on a public page
- Filming, texting or sharing inappropriate materials and comments on mobile phones and passing on inappropriate material or joining in with these behaviours.

If a student is involved in cyberbullying of a fellow student or staff member, the school will exercise this power in order to safeguard the well-being of the student or staff member. The Act also gives teachers powers to tackle cyber bullying by searching for, and if necessary deleting, inappropriate images (or files) on electronic devices.

## Sexual Bullying

### **Definition:**

We adopted the NSPCC definition of sexual bullying:

“Any bullying behaviour, whether physical or non-physical, that is based on a person’s sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls. It can be carried out to a person’s face, behind their back, or by use of technology”.

### **Examples of sexual bullying:**

- Touching someone without permission
- Making jokes about sex at someone’s expense
- Making remarks about someone’s body or appearance
- Making remarks about someone’s sexual behaviour
- Calling someone gay, or a slag



## **Bullying outside school premises:**

In line with our Behaviour for Learning Policy, the school has the power to discipline students for misbehaving outside school premises and this relates to bullying which may occur on the way to or from school, on public transport or outside local shops and businesses. It also relates specifically to cyber bullying which by its very nature can occur in a whole range of beyond-school environments.

## **Responsibilities**

Everyone in the school community has a responsibility to ensure that Cherwell is a safe environment in which to work, learn and play.

School leaders will integrate anti-bullying education within the school curriculum in order to prevent bullying from happening in the first place. They will create an ethos where all members of the community treat each other with respect and provide regular CPD training for staff to enable them to be able to deal with bullying issues effectively. The senior leadership team (SLT) and year leaders will record and monitor incidents of bullying in order to quickly identify trends and patterns so that they can be addressed urgently.

All staff will be vigilant to all aspects of bullying and make it easy for students to report bullying. They will provide the space and time to listen carefully and they will report all concerns to school leaders.

Parents and carers have an important role to play too by reporting any issues they are aware of as soon as they can. Early intervention is most effective and it is best not to sit on even minor issues in the hope that they will resolve themselves.

## **Tasks/Principles**

- Protect the identity of the informant
- Take statements from all parties
- Seek input from wider anti-bullying organisations where needed (children's services, the police, the local authorities anti-bullying team)
- Employ restorative processes to ensure long lasting solutions as well as implementing appropriate disciplinary sanctions

## **Action**

The school will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong.

When the facts have been established the relevant year leader or member of the Senior Leadership Team could take the following courses of action as appropriate:

1. Automatic C3
1. Contact with all parents/carers
2. Restorative meetings
3. Apologies
4. Isolation (C4)
5. Alternative to Exclusion
6. Reprimand/detention/exclusion, including permanent exclusion
7. Police informed or involved
8. Counselling

We recognise that bullies often bully because they have self esteem, anger or confidence issues and so support is offered through the Behaviour Support Base to deal with these issues.



We also recognise that disciplinary measures need to be applied fairly, taking account of any special educational needs which may apply to students who appear to be 'bullying'. We will consider whether the bullying behaviour of the perpetrator reveals any wider concerns about the student's safety and apply our safeguarding protocols as appropriate.

**All incidents of bullying should be recorded in the files of all students involved.**

**Other Related Policies:**

Behaviour for Learning

Child Protection