Chandlers Ridge Academy

Policy Number: CRA-AP-002 **Issue / Version No.: 1**

Anti-Bullying Policy

Current Status: **Approved**

Ratified

Compliance: **All members of Chandlers Ridge Academy staff will follow Academy policies.** **The consequences of non-compliance may include disciplinary or legal action.**

Chandlers Ridge Academy

Document Control

Application	This policy pertains to all activities undertaken by all staff at Chandlers Ridge Academy
Associated policy reference and title	Behaviour Safeguarding Equal Opportunities SEN
Date of ratification	
Date of review	December 2018
Replacing	Anti Bullying 2016
Policy Lead	Louise Lidgard Head Teacher
Members of working party	
This policy has been ratified by:	
This policy has been ratified by: **Board or Sub-Committee (specify)**	
Date	

Consultation Audit Trail

Name	Role	Version	Date

Change Log

Summarise the major changes between versions below

Pg/Section	Change	Version	Date
	Changed from Directors to LGB	0.1	Dec 2018

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1 Definition of bullying

Bullying is not easy to define – there are many forms of behaviour, which under certain circumstances could constitute bullying. As a working definition we use the following:

"Bullying is the wilful, conscious and repeated infliction of threat, fear or actual harm."

Bullying often involves:

- Deliberate hostility and aggression towards the victim
- A victim who is weaker or less powerful than the bully or bullies
- An outcome which is distressing and/or painful for the victim

Bullying can be:

- **Physical:** pushing, kicking, hitting, pinching and other forms of violence or threat
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing
- **Emotional:** exclusion (e.g. leaving children out), tormenting (e.g. hiding possessions, sending text-messages, making threatening gestures), ridicule, humiliation
- **Racial:** taunts, graffiti, gestures
- **Sexual:** unwanted physical contact, abusive comments

This list is not exhaustive but is intended to give an idea of the range of behaviour which could be construed as bullying. It should be noted that isolated minor incidents of some of the behaviour above may not constitute bullying.

2.   Scope and aims of Policy and Objectives

The aims of our anti-bullying policy are as follows:
- To create an ethos in which attending our school is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at our school.
- To enable everyone to feel safe while a Chandlers Ridge Academy.

• To encourage pupils to report incidents of bullying, including cyber bullying.
• To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
• To support and protect victims of bullying and ensure they are listened to.
• To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
• To liaise with parents and other appropriate members of our community.
• To ensure all members of our community feel responsible for helping to reduce bullying.

3.   Responsibilities

1. **VALT**: Vision Academy Learning Trust has overall responsibility to ensure that policies and procedures are in place for the processes associated with the Chandlers Ridge Academy

2. **LGB**: The Local Governing Body has responsibility to ensure that Chandlers Ridge Academy operates within the policies and procedures set out by VALT.

3. **Head Teacher**: The Head Teacher has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.

4. **Senior Leadership Team**: Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.

5. **Teachers**: Each Teacher is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.

6. **All Staff and volunteer helpers**: All staff and volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability

3.1 Curriculum Links
• Children will be told frequently that bullying is not tolerated in the school.

• Children will be made aware of different types of bullying and through curriculum subjects the impact that bullying can have– especially IT, English, PSHE and RE.

• School assemblies will be used to address the general issue of bullying.

• Parents will be informed of the school's policy on bullying through the school induction programme. This policy will be made available to parents on the school website.

4. Key Themes

4.1 Special Educational Needs

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school's SENCO to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the CAMHs or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need will be treated without prejudice

4.2. Health and Safety

The physical environment of our school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, with regularly updated and interactive displays and the building is maintained to the high standards. Our Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day.

4.3. Equal Opportunities

Chandlers Ridge Academy is committed to taking positive action that will open up the curriculum and its associated activities, services and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect. Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. We will ensure that no individuals or groups are treated less favourably in any procedures, practices or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

5. Procedure/Process

5.1 Reporting bullying

Anyone who witnesses an incident of bullying in school should report it immediately. Every member of the school community has a responsibility to report such incidents – this is not the same as 'telling tales'. Reports may be given to:

- House Captains
- Class Teachers
- Assistant Heads
- Head Teacher

All reports should be logged on CPOMs and then these are shared at pupil information meetings.

The school wishes to work together with parents to resolve any problems of bullying. If parents have reason to believe that their child may be being bullied they should speak to the school (to the class teacher, in the first instance) as soon as possible.

If an approach to the class teacher does not resolve the situation to the satisfaction of the parents they can make further approaches to:

- Their child's phase Leader
- The Assistant Head Teachers
- The Head Teacher
- The Local Governing Body

5.2 Dealing with victims and bullies

Any incident of bullying in school will be treated with the utmost seriousness. The nature, frequency and severity of the bullying will be considered when determining the appropriate course of action. However, in many cases this will include:

- Meeting the victim or victims individually – notes may be taken or they may be asked to write down their own version of events.
- Interviewing the bully or bullies individually – notes may be taken or they may be asked to write down their own version of events.
- Interviewing any witnesses– notes may be taken or they may be asked to write down their own version of events.
- Making the bully or bullies aware of how they have broken school guidelines.
- Contacting the parents of victim(s) *and* bully (ies) and inviting them to contribute to the resolution of the problem.
- Agreeing with the parents of the victim(s) a programme to prevent recurrence by minimising opportunities for bullying.

- Emphasising the school's stance on bullying to the parents of the bully(ies) and explaining clearly any sanctions or punishments which are considered appropriate.
- Finding ways to address the actions of the bully(ies) and helping them to modify their behaviour.
- Considering whether specific teaching is required for a particular class or for the whole school – e.g. if the bullying is about a particular issue such as race, divorce, disfigurement etc.
- Considering whether group dynamics can be addressed by reassigning places in class or the provision of a 'safe-haven' for the victim.
- Ensuring that teachers and support staff are aware of incidents so that they can be on the lookout for further problems.

5.3. Online safety

There are many types of cyber-bullying, including:

1. **Text messages** – that are threatening or cause discomfort.

2. **Picture/video-clips** via mobile phone cameras – images sent to others to make victims feel threatened or embarrassed.

3. **Mobile phone calls** – silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.

4. **E-mails** – threatening or bullying e-mails, often sent using a pseudonym or somebody else's name. Children at Chandlers Ridge Academy can use the enclosed system of emailing through DB Primary learning platform.

5. **Chat room bullying** – menacing or upsetting responses to children or young people when they are in web-based chat room.

6. **Social Media bullying**– unpleasant messages and photos which are posted online using such as Facebook, Instagram and Twitter.

We take this form of bullying very seriously; the school will intervene in these issues when they impact on behaviour and learning. It will be recorded on SIMs and monitored weekly by the

leadership team. Time and effort will be allocated to monitor the subsequent behaviour of the victim and the bully.

6.   Implementation

1. Chandlers Ridge Academy LGB, Head Teacher, Senior Leadership Team and Teachers are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Chandlers Ridge Academy Website.

7.   Audit

1. This policy will be reviewed on a 2 year cycle or earlier if necessary following full consultation from the parents, staff and directors.
2. Monitoring the behaviour of the children in our school is the responsibility of all that work within it.
3. The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings as necessary.

Appendix 1
Chandlers Ridge Behaviour Protocol

RESPONSIBILITY	BEHAVIOUR	ACTION
Class Teacher	Disruptive behaviour	Time to reflect on behaviour
	Inadequate homework (KS2)	Arising concerns reported to parents appropriate to the situation
	Lack of work/ effort	
	Minor property damage	
	One off incidents reported by an adult	
Senior Leadership Team **Teacher on Playground Duty/Lunch Duty**	Spitting	**Report to a member of SLT either on duty/Key Stage**
	Fighting of a rough/ regular nature	Time to correct inadequate work
	Ongoing persistent disruptive behaviour	Time out from the playground
	2 and more occasions of reported bullying or target of a particular child	Completion of a reflection sheet Arising concerns reported to parents
	Swearing- bad use of language	Follow up check through discussion
	Theft	Recorded on CPOMs and reported in pupil information meeting
	Inappropriate response to Teachers sanctions	
Head teacher	Persistently reported disruptive behaviour	**Report to Head teacher's office**
	Racism	**Report to a member of SLT either on duty/Key Stage**
	Swearing- offensive language	<u>Enforcement of Behaviour for Learning rules</u>
	Serious fighting or physical incident	Time out with Head teacher
	Behaviour of a sexually inappropriate nature	Follow up check through discussion
	Intentional damage to property/ Graffiti	Completion of a reflection sheet
	Verbal abuse of a teacher/ other adult	Reported to parents
	Theft	*Record on SIMS and reported in pupil information meeting
	Bullying	
	Serious lack of response to behaviour sanctions	
	Continuous lack of respect for behaviour for learning	
	Serious concern reported by a parent/adult requesting action	