

## Anti-Bullying Policy

### POLICY APPROVAL and REVIEW

Date written: **September 2020**  
Approval needed by: **CTA Local Governing Body**  
Adopted: **September 2020**  
Next review date: **September 2021**

At Chase Terrace Academy we do not under any circumstances tolerate any form of bullying and take any incidences with the utmost seriousness. Making sure that bullying is not tolerated is the responsibility of everyone of us. This policy outlines the types and forms of bullying and how we ensure we respond quickly and effectively.

This policy (and the procedures outlined within) applies to Chase Terrace Academy and is in line with the core values of the Stephen Sutton Multi-Academy Trust (SSMAT).

At CTA, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

This policy has been developed by staff and students, and is reviewed every two years. The school seeks the views of students, staff, parents and governors through various means including student voice activities, meetings with the student leadership team and online questionnaires.

### Key Contacts:

Nominated Member of Leadership staff responsible for the policy:  
**Mrs Davina Thombs – Assistant Headteacher**

Designated Safeguarding Lead:  
**Miss J Hayburn - Assistant Headteacher**

Deputy Designated Safeguarding Leads:  
**Mrs D Thombs - Assistant Headteacher;**  
**Mrs S Baird - Assistant Headteacher**

Named Governor (with lead responsibility):  
**Mrs D Evans - Chair of Governors**

## **1. Foundation:**

- 1.1 This policy is based on the DfE guidance 'Preventing and Tackling Bullying' ('17) and supporting documents. It is also consistent with: 'Keeping Children Safe in Education' 2019 (and subsequent updates); and 'Sexual violence and sexual harassment between children in schools and colleges'; 'Teaching online safety in school ('19); Childnet's 'Cyberbullying: Understand, Prevent and Respond: Guidance for Schools'; and Farrer and Co – 'Peer on Peer Abuse Toolkit (Farrer and Co., '19); and [www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying](http://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying)

## **2. Objectives and ethos:**

- 2.1 Chase Terrace Academy is committed to an anti-bullying culture, where the bullying, in any form, of adults, children or young people is not tolerated we will consult with members of the school community, on a regular basis, to ensure that we are supporting and safeguarding all of our members effectively.
- 2.2 We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals. Bullying can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, we can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential and so that our aspiration for all of our students to achieve greater things than they ever thought possible can be supported effectively

## **3. Links with other school policies and practices:**

- 3.1 This policy, together with the school's Behaviour Policy, reflects the requirements of the Education and Inspections act 2006, by having clear measures in place to encourage good behavior and prevent all forms of bullying amongst students. It also takes account of the Equality Act 2010, which requires public bodies to have due regard to the need to:
- eliminate unlawful discrimination, harassment, victimization and any other conduct prohibited by the act; and
  - ensure equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. [Protected characteristics include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.]

3.2 Other school policies and procedures that underpin this policy include:

- E-safety Policy and Acceptable Use Policies (AUP)
- various curriculum-related policies
- Safeguarding Policy
- Equal Opportunities Policy and Equalities Duty Action Plan
- Staff Bullying and Harassment Policy
- Complaints Policy

#### **4. Links to legislation**

4.1 There are several pieces of legislation that set out measures and actions for schools in response to bullying, as well as the broader context of criminal and civil law. These include (but are not limited to):

- The Education and Inspection Acts (2006 and 2011)
- The Equality Act (2010)
- The Children Act (1989)
- Protection from Harassment Act (1997)
- The Malicious Communications Act (1988)
- Public Order Act (1986)

#### **5. Responsibilities**

- 5.1 The Head of School ensures that the school community understands the school's position and approach in relation to bullying, ensuring that supportive actions and disciplinary measures are applied appropriately, fairly, consistently and reasonably, across the school. The Head of School provides support and direction for a member the Senior Leadership Team, the Assistant Head (Behaviour and Attendance), who leads the school's implementation of the policy.
- 5.2 The Executive Headteacher, with the Governing Body, takes responsibility for the school's policy and the monitoring and evaluation of its impact.
- 5.3 All staff are expected to support, uphold and implement this policy fully
- 5.4 Parents/carers are responsible for supporting their children and working constructively, partnership with the school, to strengthen the school's anti-bullying culture.
- 5.5 Students are expected to behave in accordance with the school's code of conduct, its Behaviour Policy and this policy.

## 6. Definition of bullying

6.1 Bullying is defined as:

***Behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally.***

(Preventing and Tackling Bullying', DfE, 17).

6.2 Bullying can take many forms and can happen to anyone. It may be motivated by actual differences between children, or on the basis of perceived differences. The main forms of bullying are:

- Physical – hurting a person's body (e.g. shoving, poking, throwing things, spitting, slapping, choking, punching, kicking, beating, stabbing, pulling hair,
- biting, scratching, scraping, pinching, threatened violence, or damaging possessions)
- Verbal – saying or writing mean things (e.g. name calling including homophobic language, taunting, nasty teasing, insults, or spreading malicious gossip)
- Non-verbal – often accompanies physical or verbal bullying (e.g. rude gestures, ignoring, excluding or isolating a student)
- Cyberbullying – using social media and the Internet to spread rumours or post pictures/videos or fake websites/profiles. Also involves sending malicious emails or text messages on mobile phones.

6.3 At Chase Terrace Academy, we are committed to addressing any incident of bullying that occurs. This includes incidents of bullying towards staff and such incidents will be dealt with as seriously as the student/student incidents, albeit different strategies may be employed.

6.4 Although all of these actions are serious and adults should always intervene, they will not always be regarded as bullying, unless they are part of an ongoing pattern of behaviour against the victim(s). We do not recognise bullying as a one-off falling out or confrontation.

## 7. Specific types of bullying that can occur

7.1 Some types of bullying occur because of specific characteristics and situations and members of the school community should be especially alert to the potential for the following types of bullying to occur:

- Bullying related to physical appearance
- Bullying of young carers, Children in Care or otherwise related to someone's home circumstances
- Bullying related to physical/mental health conditions
- Bullying related to race, religion, faith or belief and in relation to those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender-based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity)

## 8. General procedures

8.1 We foster an anti-bullying culture through a wide range of strategies including:

- Supporting staff to promote positive relationships to help prevent bullying. Staff model respectful behaviour in their day-to-day interactions.
- Recognising that some members of our community may be more vulnerable to bullying and its impact than others, including children with SEND. [Being aware of this helps us to develop effective strategies to prevent bullying from happening and to provide appropriate support, where required.]
- Ensuring that students are aware that bullying concerns are dealt with sensitively and effectively, so that students feel safe and supported by the school's approach.
- Maintaining an on-going dialogue with students about acceptable and non-acceptable conduct in relationships, e.g., respecting one another and recognising particular individual needs and disabilities. [Assemblies and PSHE sessions, in particular, are used to reinforce these messages.]
- Creating a positive culture, where all staff and students are proud of our school and show a sense of responsibility for one another and for the school community as a whole. This supports the expectation that all members of the school community are

responsible for reporting incidents of bullying and should not see it as 'snitching/grassing up'.

- Training staff to recognise and report changes to behaviour in students e.g. changes in work patterns, punctuality or attendance to classes.
- Dealing promptly with any grievances regarding the school's response to bullying (in line with our complaints policy).
- Seeking to learn from good anti-bullying practice elsewhere.
- Utilising support from the Local Authority and other relevant organisations, as appropriate.

8.2 Key messages to a student who either witnesses, or experiences, bullying is that they *must* report it. There are various ways of doing this:

- Tell a member of staff
- Speak to a member of the Student Leadership Team or a peer counsellor
- Tell a parent/carer, who can then speak to the school
- Report an incident to the relevant Year office (Head of Year or Student Support Officer)
- Use the school's dedicated anti-bullying email address: [antibullying@chaseterraceacademy.staffs.sch.uk](mailto:antibullying@chaseterraceacademy.staffs.sch.uk)

8.3 Staff and parents who are concerned about possible bullying should contact the appropriate Student Support Officer (SSO)/Head of Year, as soon as possible.

8.4 It is not possible to promise confidentiality when dealing with issues of bullying, as this can limit the school's ability to safeguard an individual effectively.

8.5 All reported incidents are dealt with promptly and seriously. Students involved are interviewed (no blame assumed), usually by the SSO, but with the involvement of the Head of Year or a senior member of staff, as required. These interviews are logged, including details of all parties involved. Sanctions (as appropriate) are applied in accordance with the school's Behaviour Policy. Disciplinary procedures take account of any SEND, or the particular needs of vulnerable students. The parents of both parties are contacted and any complaints from parents are dealt with promptly. As required, other agencies (e.g. the police or Early Help) may be consulted or involved.

- 8.6 Following a reported incident, the behavior and welfare of all parties involved (as appropriate) is monitored over a period of time (usually approximately four weeks) by the relevant Student Support Officer(s).
- 8.7 Where bullying is established, repeated incidents, either with the same victim, or with different students affected, result in further and more serious intervention. This may include the involvement of the Governing Body's Student Discipline Panel and/or the involvement of the police. In addition to the sanctions, a range of support strategies are identified and employed with the intention of effecting a positive influence on the behaviour of the student responsible for the bullying activity. Extra support will also be provided for any students adversely affected by this student's behaviour.
- 8.8 Where there are any safeguarding concerns, these are immediately brought to the attention of the Designated Safeguarding Lead. The school will ensure that parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- 8.9 Where bullying of, and/or by, students takes place off the school site, or outside of normal school hours (including cyberbullying), the school ensures that the concern is fully investigated. As required, the AHT (Behaviour and Support) liaises and collaborates with other schools and with the police. Appropriate action is taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Behaviour Policy.
- 8.10 Bullying (and potential bullying) incidents are recorded clearly and precisely (factually) by the school (through Year Office staff, overseen by the AHT (Behaviour and Attendance)). This includes recording decisions and action taken.

## **9. Cyberbullying**

- 9.1 The school's approach to addressing cyberbullying is based on the DfE guidance 'Teaching online safety in school' and further guidance provided by Childnet.
- 9.2 When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.

- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity
- Take all available steps to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; and/or contacting the service provider and/or the police.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. As required (if those involved cannot be identified or are unwilling/unable to remove content), the service provider will be contacted to remove content.
- In accordance with the law, the DfE guidance, 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance (ensuring that the school's powers are used proportionately and lawfully), confiscate and search students' electronic devices, such as mobile phones.
- Request the deletion of locally-held content and content posted online, where there is contravention of the school's Behaviour Policy.
- Ensure that sanctions are applied to the person responsible and take steps to change their attitude and behaviour, as well as ensuring access to any additional help that they may need.
- Inform the police, where a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This includes: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; and helping those involved to think carefully about what private information they may have in the public domain.

## 10. Sexual violence or sexual harassment

- 10.1 A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. **All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school.** The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

## **11. Discrimination**

- 11.1 Harassment on account of race, gender, disability, sexual orientation or socio-economic status is unacceptable and is not tolerated. This can take many forms, including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti .
- 11.2 All staff are expected to deal with any discrimination incidents that may occur. They are expected to challenge prejudice and stereotyping and to support the full range of diverse needs that are associated with a student's individual circumstances.
- 11.3 Any discriminatory incidents are dealt with by the member of staff present, reporting to the relevant Year Office and escalating to a member of the Senior Leadership Team, where necessary.
- 11.4 Discriminatory incidents are reported to the Governing Body on an annual basis.

## **12. Adults**

- 12.1 In addition to the measures taken to prevent and tackle bullying among students, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or members of staff, is also completely unacceptable.
- 12.2 Where a member of staff is subjected to bullying behaviour, they should refer to the Trust's Staff Bullying and Harassment Policy for guidance.

## **13. Education and training**

- 13.1 The school will:
- Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
  - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, and peer support programmes
  - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.

- Ensure that our anti-bullying culture has a high profile throughout the year, reinforced through key opportunities such as Anti-bullying Week
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

#### **14. Monitoring and review**

14.1 The school will ensure that this policy is regularly monitored and evaluated in relation to consistent application. Any issues identified are incorporated into the school's action planning.

#### **15. Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

#### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

#### **Cyberbullying**

- Childnet: [www.childnet.com](http://www.childnet.com)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

- DfE 'Cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, religion and nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

### **LGBT**

- Barnardo's LGBT Hub:  
[www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body:  
[www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)