

The Cavendish High Academy Anti-bullying Policy



October 2019

This policy reflects the values and philosophy of The Cavendish High Academy in relation to Bullying. Bullying is a social problem that can be found in many walks of life. The role of the staff, Principal and Senior Management Team is to ensure that, as far as is reasonably practicable structures and procedures are in place that prevents bullying.

The Cavendish High Academy defines bullying as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. The aggression results in pain or distress.'

Bullying is:

- ◆ Deliberate hurtful behaviour
- ◆ Is repeated over a period of time
- ◆ Is difficult for those being bullied to defend themselves

In schools bullying can occur:

- ◆ Between pupils
- ◆ Between staff
- ◆ By staff to pupils
- ◆ By pupils to staff

As part of our focus on becoming an accredited Nurturing School, we will support the nurture principles:

Nurture Principles (2006)

- *Children's learning is understood developmentally*
- *The classroom offers a safe base*
- *The importance of nurture for the development of well-being*

- *Language is a vital means of communication*
- *All behaviour is communication*
- *The importance of transition in children's lives*

The Cavendish High Academy is a Rights Respecting School. Within PSHE students and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights, students learn to respect and value the rights of others. Our students learn about rights through the United Nations Convention on the Rights of the Child (UNICEF). They are taught that with rights comes respectful, responsible behaviour. We believe that learning should be fun and that by encouraging respect for each other and valuing opportunities available we all grow and learn together.

We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can work and learn in a relaxed and secure atmosphere. **Bullying of any kind is unacceptable at our school.** It is the responsibility of the whole school community to create an ethos of support and care for each other that will ultimately eradicate incidents of bullying.

Forms of bullying may be defined under the following headings:

Physical - Kicking, biting, pushing, hitting, tripping, spitting, possessions taken, hidden or destroyed, any use of violence, unwanted physical contact.

Verbal - Sarcasm, name calling, spreading rumours, nasty teasing, threats, insults

Emotional - Excluding a pupil from joining in an activity, nasty looks and gestures, racist remarks/taunts, hiding possessions, belittling

Sexual – Unwanted physical contact, comments of an unwelcome sexual nature, exploitation

Homophobic - Fear of and hostility towards homosexuals or homosexuality. Homophobia is often expressed visibly, audibly and sometimes violently

Racist - Treating others in a negative manner based on their ethnic origin or religious beliefs expressed in any form e.g. gestures, taunts, comments

Cyberbullying - The use of ICT, particularly mobile phones and the Internet deliberately to upset someone else e.g. threats, insults, comments, forwarding of photographs etc designed to cause distress and harm

Sexist - Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender

Transphobic bullying - ‘Transgender’ is a term that describes people sense of their Gender or gender identity is seen as being different to typical gender norms.

What differentiates between bullying, teasing and ‘play fighting’?

Gentle teasing can be a sign of affection; if however the recipient has made it clear that they do not like it, it is consistently sarcastic and the teaser has ignored the request to stop then this should now be viewed as bullying behaviour.

Play fighting implies a level of physical rough and tumble that is a normal part of everyday play. However, 'horseplay' in which a pupil does not want to be involved should be more a matter of concern. 'Horseplay' which ends in injury and where there was a lack of consent at the beginning of play is now a bullying problem. Horseplay which ends in injury but where there was agreement does not constitute bullying e.g.

Play Fighting

Pupils are smiling/laughing

Pupils make mock blows which do not connect or only softly

Pupils take it in turns in being on top, or chasing

Attacks/bullying

Pupils frown/look unhappy

Pupils try to move away from aggressor

Pupils do not take turns, aggressor remains dominant

Who is vulnerable to bullying?

Although any child can be bullied there are certain risk factors which can make some pupils more vulnerable. Pupils who appear slightly different from their peers may be targets, this may include pupil who:

- ◆ Wear glasses, hearing aids, teeth braces
- ◆ Are smaller, fatter or thinner than their peers
- ◆ Have stereotypical behaviours e.g. hand flapping, rocking
- ◆ Are perceived to be of less intelligence
- ◆ Are shy
- ◆ Lack friends in school
- ◆ Have poorly developed communication skills

The school playground has several areas that are difficult to see from a single standpoint. It is therefore school policy that staff on playground duty work as a team and patrol the playground in addition to getting out play equipment as appropriate and having a collective responsibility for the behaviour of all the pupils not just their own class.

Staff should instigate and encourage the development of games and interactions, as many pupils in the school have poor interaction skills and need to be taught how to use equipment constructively or to make interactions with their peers.

THIS POLICY APPLIES TO

This policy applies to all adults and young people within the school. The policy addresses;

Child to child, adult to child, child to adult and adult to adult bullying behaviour.

All adults within the school have a responsibility to act under the duty of care and ensure adherence to this policy.

STATEMENT OF PURPOSE OF POLICY

To ensure that everyone associated with The Cavendish High Academy, parents, children, Governors and staff understand what bullying is.

To ensure that strategies are in place to prevent bullying.

To ensure that procedures are in place to quickly and effectively respond to incidents.

This policy pays due regard to the need to eliminate unlawful discrimination, including racial, sexist, homophobic or disability discrimination.

To implement the targets of 'Every Child Matters'

Aims

- ◆ To create a positive school ethos where pupils and staff value and support each other and actively promote teamwork
- ◆ To create a school ethos of actively celebrating difference and diversity
- ◆ To ensure that pupils standards of behaviour is good and expected behaviours are clear and understood by everyone
- ◆ To promote self responsibility and a regard for the rights and feelings of others
- ◆ To celebrate good behaviour and actively prevent bullying of any kind
- ◆ To place a high regard for each pupil as an individual
- ◆ To provide opportunities for pupils and staff to discuss emotional issues and the consequences of behaviour throughout the curriculum via role play/drama, PSHEE curriculum
- ◆ All staff to reward good behaviour at every opportunity

We will achieve these aims by:

- ◆ Ensuring that everyone associated with The Cavendish High Academy, parents, children, Governors and staff understand what bullying is.

- ◆ To ensure that strategies are in place to prevent bullying.
- ◆ To ensure that procedures are in place to quickly and effectively respond to incidents
- ◆ Staff modelling and promoting the school philosophy of treating each other with dignity and respect
- ◆ Planning pupil activities throughout the curriculum that encourage teamwork
- ◆ Planning frequent opportunities throughout the day to reward good behaviour and to use methods which are developmentally appropriate for individuals or groups e.g. merits, postcards, star charts, stickers, certificates, concrete personalised rewards etc
- ◆ Planning opportunities for pupils to establish friendship groups outside their own class throughout the curriculum: e.g. Break times, enrichment lessons, sporting events, after school clubs, residential holidays etc
- ◆ Recognising and rewarding good behaviour in assembly
- ◆ Encouraging pupils to be confident to comment on each other's behaviour
- ◆ Offering opportunities for pupils to assist each other as equals e.g. pupils assisting their friends who are wheelchair users within school, peer mentoring
- ◆ Fostering positive interaction and consideration for others throughout the curriculum e.g. PSHE, R.E, English, anti- bullying awareness activities

The school will not tolerate bullying of any kind and will actively seek to create a supportive environment in which all staff, pupils and parents feel confident that should any incidents of premeditated bullying occur, then the school will take appropriate action. It is recognised that many of our pupils will not realise that they are being bullied or will be unable to verbalise their concerns. It is therefore essential that staff are observant regarding changes in behaviour patterns and are vigilant for signs of bullying.

Changes in behaviour may include some of the following:

- ◆ Unwillingness to come to school
- ◆ Is frightened of travelling to or from school
- ◆ Parents reporting changes in their child's sleeping/eating patterns, nightmares
- ◆ Withdrawn isolated behaviours
- ◆ Behaviour changes in school which are uncharacteristic for that pupil e.g. non co-operation, becoming withdrawn, reduced attainment, aggression, becomes disruptive
- ◆ Unwillingness to be near some of their peers in class activities
- ◆ Physical symptoms e.g. shaking, moving away, refusing to look at their peers, stammering, not eating

- ◆ Crying easily, wanting to stay close to adults at break-times
- ◆ Damage to or loss of personal belongings
- ◆ Has injuries that are difficult to explain
- ◆ Dinner or snack money repeated being 'lost'
- ◆ Is frightened to say what is wrong
- ◆ Attempts to self-harm or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

REPORTING BULLYING

The school aims to create an atmosphere where pupils feel safe to discuss concerns and where all pupils are confident to report any incidents they may witness.

Pupils are aware of how to report any problem to any member of staff and are frequently encouraged to do so. Pupils are aware of where and how to receive help.

Pupils witnessing others being bullied are encouraged and praised for reporting it to an adult.

When bullying is reported appropriate action will be taken immediately by the class teacher or senior staff. If staff have any concerns for themselves or others they should report it immediately to the Principal or senior staff.

Bullying can only be eradicated if it is apparent.

If parents have any concerns they should contact the Principal as soon as possible.

How to respond to bullying incidents

PROCEDURES FOR DEALING WITH INCIDENTS

- ◆ The Principal is the designated member of staff with overall responsibility for anti-bullying.
- ◆ Concerns about bullying should be notified to the Principal verbally.
- ◆ The member of staff should follow this up with a written incident report that should be dated and signed.
- ◆ The Principal will follow up each incident and decide on relevant action.
- ◆ The Principal will follow Halton Borough Council/Halton Children's Trust guidance – 'Recording and Reporting Prejudiced Bullying Incidents' as appropriate (Please see Appendix 1)

PROCEDURES FOR RECORDING BULLYING BEHAVIOUR

- ◆ All complaints with regard to bullying behaviour will be acknowledged and investigated immediately including incidents occurring outside the school environment but reported to the school.
- ◆ Information will be shared with staff as necessary to support pupils.
- ◆ Other agencies may be involved if appropriate with the consent of the child and parents.
- ◆ Stop the incident if seen and remove the aggressor from the situation
- ◆ If the victim is hurt seek medical attention
- ◆ Listen to both sides of the story but speak to the involved parties separately
- ◆ Reassure the victim that they will be protected and that action will be taken
- ◆ Decide on an appropriate course of action, this will vary according to the developmental level of the pupils involved and may range from an apology, sanction, a problem solving method with less emphasis on punishment or a group discussion. Pupils who witness incidents can, if appropriate be involved in group feedback if this method is used.
- ◆ Whatever approach is used it is important that pupils who have bullied are encouraged to empathise with their victim and that approaches are used consistently. If the incident involves squabbling amongst friends or minor incidents then sitting down with both parties to air grievances may be enough. A 'problem solving' approach could be used where the teacher uses open questions, ensures each pupil involved has an opportunity to talk/communicate and keeps the focus on finding a solution to the problem. A follow up meeting can determine whether the issue is resolved.
- ◆ Documentation - Make sure the incident has been reported using the incident book
- ◆ Staff will ensure that the incident is recorded
- ◆ Inform parents if appropriate – minor single incidents will be dealt with in school by the class teacher. Where repeated or serious incidents occur the Principal or senior staff will inform the parents of the bully and those being bullied and a meeting to eradicate the bullying behaviour called. An agreed action plan must be agreed, implemented and monitored to everyone's satisfaction.

What if a pupil tells a staff member that they are being bullied?

- ◆ Listen to their story and take their concern seriously
- ◆ Praise them for telling you
- ◆ No secrets - Make it clear from the beginning that you cannot keep what they have told you secret – that you will have to respond
- ◆ Talk to the accused pupil, if there is more than one pupil, speak to them separately and quickly

so they cannot make a story together.

- ◆ Decide on the course of action to be taken
- ◆ Document the incident
- ◆ Encourage pupils to tell a staff member about bullying happening to another pupil

The school will:

- ◆ Take all issues relating to bullying seriously for pupils and staff
- ◆ Will ensure that all incidents or accusations of bullying are thoroughly investigated where possible to the satisfaction of all parties
- ◆ Keep written accounts of such investigations regarding interviews, observations and outcomes
- ◆ Where pupils are involved, then all staff will be informed in order that the problem is understood and shared
- ◆ Keep parents informed of investigations and outcomes
- ◆ Ensure that action is taken to prevent further incidents. Such action may include: -
 - the use of sanctions
 - informing parents of the bully and bullied
 - providing appropriate training for staff
 - additional work in class with pupils on appropriate actions

Complaints Procedure

It is recognised that from time to time a parent or other professional may have concerns that a child in school is being bullied and may feel that procedures designed to resolve the issue have not been successful or satisfactory.

Whether the complaint is by telephone, email, letter or verbally, the complainant will be directed to the school's complaints procedures available directly from the school. The school will always endeavour to resolve issues as quickly as possible.

References

Halton Children's Trust 'Recording and Reporting Prejudiced Bullying Incidents' Guidance for Schools and Children's Services

Preventing and tackling bullying March 2014

Supporting Children and young people who are bullied: advice for schools March 2014

Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying.

Department for children, schools and families 2009

Agencies who can help

www.anti-bullyingalliance.org

www.childline.org.uk [0800 1111]

Kidscape.org.uk 02077303300 [Bullying Counsellor available]

Education Action Challenging Homophobia [EACH] 080810000143 www.eachaction.org.uk

NSPCC 0800 800500 www.nspc.org.uk/fullstop/education

Family lives [parentline plus] www.familylives.org.uk 08088002222

Resources provided by the Child Exploitation and Online Protection [CEOP] for children and young people, carers and teachers