

# CHEPSTOW HOUSE



## All School Policy for Anti - Bullying

September 2024 - August 2025

Policy Reviewed by Karen Etherington

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Next review date: June 2025

Signed: 

Submitted: June 2024

This Policy was created 2009 and has been reviewed annually since.

**Chepstow House**  
**Anti-Bullying Protection Policy**

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery.

**Policy Statement**

At Chepstow House School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Chepstow House School, we acknowledge that bullying does happen from time to time and it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy.

**Aims and Objectives of this Policy**

The aim of this policy is to try and prevent and deal with any behaviour that is deemed as bullying.

The school adopts a zero tolerance approach to any bullying issues, all staff will challenge any abusive behaviour between peers that comes to their notice and will report on to the DSL immediately any issues of this nature. Please see the Safeguarding policy for further details about dealing with child-on-child abuse.

The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and to take appropriate action in accordance with the school policy.

This will happen in the following ways:

- ◆ The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- ◆ The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2014 and The Children Act 2004.
- ◆ All teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is.
- ◆ All teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- ◆ All pupils and parents will know what the school policy is on bullying and what they can do if bullying occurs. Parents can access the policy via the school website and on request from the school office.
- ◆ Pupils and parents will be assured that they will be supported when bullying is reported.

## *Chepstow House School - Anti-Bullying Policy*

- ◆ Whole school initiatives (staff training, celebration assemblies etc) and pro-active teaching strategies (PSHE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur. How these are carried out may differ from the school to the nursery.
- ◆ A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

### **Associated Policies**

This policy statement should be read alongside our organisational policies and procedures including:

- ◆ Safeguarding Policy
- ◆ Staff Conduct policy;
- ◆ Ethical and professional conduct (Inspired Education Group policy)
- ◆ Behaviour and Discipline policy
- ◆ Acceptable Use Policy for Staff
- ◆ Acceptable Use Policy for Pupils
- ◆ Online Safety Policy
- ◆ Social Media Policy
- ◆ Relationships and Sex Education policy
- ◆ Taking, Storing and Using Images of Children policy
- ◆ Mobile Phone and Electronic Device Policy

### **What bullying is not:**

It is important to understand that bullying is not the sibling type rivalry or disagreement between evenly matched children resulting in the odd occasion of falling out with friends and arguments.

Children sometimes fall out or say things because they are upset. These incidents are though taken seriously and time is taken to help children understand how to deal with these friendship breakdowns.

### **What bullying is:**

Bullying is behaviour that intentionally hurts another pupil or group physically or emotionally. Bullying refers to deliberate, unprovoked actions by one or more children against another that are meant to cause harm and fear. There is no doubt that the actions are meant to hurt the targeted child and the bully makes it clear that this will happen again.

This may be through physical (including sexual), verbal (including chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

**Bullying can be:**

- ◆ Prejudice bullying, targeting particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.
- ◆ Racist - racial taunts, graffiti, gestures, making fun of culture and religion
- ◆ Special Needs Target - any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
- ◆ Related to appearance or health conditions
- ◆ LGBT+ – focusing on the issue of sexuality and gender
- ◆ Sexual - unwanted physical contact or using sexually abusive or sexist language
- ◆ Emotional - being unfriendly, excluding, ridicule, humiliation
- ◆ Verbal - calling, sarcasm, spreading rumours, threats, teasing
- ◆ Physical - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence; taking or hiding someone's possessions
- ◆ Cyber Bullying – This can happen through many forms include social websites, mobile phones, text messages, photographs and email. Examples can include: setting up 'hate websites', sending offensive emails or text messages, hoaxes and challenges.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately as bullying can lead to suicide. Both physical and emotional bullying is unacceptable and may cause short and long-term psychological damage.

**Who can be bullied?**

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face to face, indirectly or using a range of cyberbullying methods.

**Where does bullying happen?**

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head Teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Chepstow House School, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

- ◆ The Head will talk to the local Community Police Officer about a specific problem outside the school premise.
- ◆ The Head will talk to the transport companies about bullying on school buses.
- ◆ The Head will talk to the Head Teachers of other schools whose children may be involved in bullying off the school premises.
- ◆ Discuss coping strategies with parents.
- ◆ The Deputy Head will talk to the children about how to handle or avoid bullying outside the school premises.

### **Cyber-bullying**

Cyber-bullying is a different form of bullying which can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. This can occur on any device in and outside of school,

### **Cyberbullying - Definition**

'Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone' (NSPCC, 2022).

Technology can be used to carry out a wide range of unacceptable or illegal behaviours. Cyberbullying can include:

- ◆ Intimidation and threats
- ◆ Harassment and stalking
- ◆ Vilification/defamation
- ◆ Exclusion or peer rejection
- ◆ Impersonation
- ◆ Unauthorised publication of personal information or images
- ◆ Manipulation

### **Cyberbullying – Preventative Measures**

Chepstow House School:

- ◆ Expects all pupils and staff to adhere to its charter for the safe use of the internet through the Acceptable Use Policies.
- ◆ Certain sites are blocked by our filtering system and pupils' use is monitored. Impero can be used in the classroom to monitor live usage.
- ◆ May impose sanctions for the misuse, or attempted misuse of the internet.
- ◆ Adheres to the Department of Education's guidelines regarding E-teaching and the internet.
- ◆ Teaches children the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from "buddy" lists.
- ◆ Teaches children how to keep names, addresses, passwords, mobile phone numbers and other personal details safe.
- ◆ If children bring in personal devices into school, for use after school e.g. play dates, they must be handed to the class teacher and are locked away.
- ◆ Embraces Safer Internet Day in February each year.
- ◆ Provides staff within online safety training and provides resources from a variety of means, including Childnet and the Anti-Bullying Alliance, where necessary.

### **Child on Child Abuse**

Child-on-child abuse is defined as ‘any form of physical, sexual and emotional and financial abuse, and coercive control, exercised between children and within children’s relationships, both intimate and non-intimate’ (Abuse between young people: a contextual account (Routledge 2017).

All staff should be aware that child-on-child abuse takes many forms. This is most likely to include, but is not limited to:

- ◆ Bullying (including cyberbullying).
- ◆ Physical abuse.
- ◆ Sexual abuse:
  - ◆ Sexual violence and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
  - ◆ Upskirting, which typically involves taking a picture under a person’s clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- ◆ Sexting.
- ◆ Initiation / hazing type violence and rituals.
- ◆ Gender-based violence.
- ◆ Relationship abuse (including domestic violence) where abuse takes place within existing intimate relationship(s).
- ◆ Non-consensual sharing of nude and semi-nude images and videos

All child-on-child abuse is unacceptable and will be taken seriously. Staff must be aware that young people may be abused out of school but should not minimise the potential risks of student-on-student abuse within school too.

### **Some warning signs that a student is being bullied**

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- ◆ Changes in academic performance
- ◆ Appears anxious
- ◆ Regularly feeling sick or unwell.
- ◆ Reluctance to come to school.
- ◆ Clothes/bags torn or damaged.
- ◆ Money/possessions going missing.
- ◆ Unexplained cuts and bruises.
- ◆ Unexplained behaviour changes, e.g. moody, bad-tempered, tearful
- ◆ Unhappiness.
- ◆ Loss of appetite. Not sleeping. Loss of weight
- ◆ Seen alone a lot
- ◆ Not very talkative
- ◆ Is frightened of walking to or from school
- ◆ Is bullying other children or siblings
- ◆ Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

**Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Chepstow House School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The school's safeguarding procedures will be followed, please see the Safeguarding policy for more detail.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- ◆ All incidents of bullying must be reported to the Deputy Head or Head of Nursery (depending on age group concerned).
- ◆ The incidents will be recorded by staff on Concern Sheets and will be kept.
- ◆ In all cases parents, of both the victim/s and the bully/bullies, will be informed and will be invited to come into school for a meeting with the class teacher to discuss the problem. The Head, Deputy Head and Head of Nursery (if applicable) will be informed of these meetings and will attend if necessary.
- ◆ Staff will make sure the victim(s) and the bully feels safe.
- ◆ Appropriate advice will be given to help the victim(s) and the bully.
- ◆ Staff will listen and speak to all children involved about the incident separately.
- ◆ The problem will be identified and possible solutions suggested.
- ◆ Staff will attempt to adopt a problem solving approach, which will move children on from them having to justify their behaviour.
- ◆ Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- ◆ Staff will make it clear to the bully in no uncertain terms that their behaviour is unacceptable.
- ◆ The bully (bullies) will be asked to apologise. Other consequences may take place and appropriate sanctions applied. If possible, the pupils will be reconciled.
- ◆ An attempt will be made, and support given, to help the bully (bullies) understand the seriousness of their behaviour and that it must change for the better.
- ◆ After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- ◆ Bullying incidents will be discussed regularly at staff meetings.
- ◆ If necessary and appropriate, Social Services or the Police will be consulted.

**The following sanctions may be used within the school:**

- ◆ Apologise to the victim(s) verbally or in writing
- ◆ Lose playtimes (stay with class teacher)
- ◆ Spend playtimes and lunchtimes with an adult
- ◆ Go on a self-improvement report
- ◆ Report to the Head Teacher or Deputy Head
- ◆ Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- ◆ Fixed term exclusion
- ◆ Permanent exclusion

**The following sanctions may be used within the nursery:**

- ◆ The child will be made aware of what they have done and apologise
- ◆ Monitor the situation
- ◆ Speak to parents

**Strategies for the prevention and reduction of bullying**

Initiatives and proactive teaching strategies will be used throughout the school, dependant on the age range, to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

- ◆ Each class go over the school rules at start of each academic year. These rules must be displayed in the classroom. It is also important to discuss rewards and sanctions to celebrate and reinforce positive behaviour and deter unacceptable behaviour. These rules are regularly referred to in the classroom.
- ◆ Ensuring children and parents know how to report bullying.
- ◆ Educate children on how to prevent bullying
- ◆ Helping children understand the terms Bystanders and Upstanders. A bystander is someone who witnesses bullying, either in person or online. Witnessing bullying is upsetting and affects the bystander. Bystanders have the potential to make a positive difference in a bullying situation by becoming an upstander. An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying. Being an upstander does not require an individual to directly intervene, however, they can be empowered to report the incident to an adult.
- ◆ Behaviour badges linked to the school rules are celebrated each week in assembly.
- ◆ PSHE scheme of work used to support this policy.
- ◆ Education about the protected characteristics e.g. age, gender, religion is provided through PSHE. Bullying on the basis of protected characteristics is taken particularly seriously. Should bullying incidents occur in relation to this the school will consider what further education in this area is required for the individual, cohort or school.
- ◆ Circle time on bullying issues
- ◆ Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- ◆ Mentoring/buddies for children between older and younger children as required.
- ◆ Lessons focusing on bullying, for example in English, PSHE, RE (values/rules).
- ◆ Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- ◆ Using praise and rewards to reinforce good behaviour
- ◆ Encouraging the whole school community to model appropriate behaviour towards one another
- ◆ Organising regular anti-bullying training for all staff
- ◆ All staff are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances are supported.
- ◆ If required, the pupil may receive extra support outside of the classroom to support with pastoral needs.



### **Creating a positive culture**

The entire school community, governors, staff, volunteers, children and parents work together to promote a positive culture of tolerance and respect amongst the whole community.

At Chepstow House:

- ◆ We foster healthy and respectful relationships for all.
- ◆ Everyone has a part to play in ensuring that abusive behaviour is never acceptable and that everyone contributes to creating a safe environment.
- ◆ Children should feel able to share their concerns in an open and non-judgemental environment and that staff are trained to develop these trusting relationships.
- ◆ Staff encourage positive qualities in students and encourage them to attain their goals and ambitions.
- ◆ Staff should respond to cases of bullying promptly and appropriately. This involves informing the Deputy Head so that they can spot concerning trends and patterns in behaviour and offer additional support to children.

### **Monitoring and evaluation of the policy**

To ensure this policy is effective, it will be monitored and evaluated annually by the Head and staff. Bullying incident forms will be used to gauge the effectiveness of the policy. Following an annual review, any amendments will be made to the policy and all teaching and non teaching staff will be informed.

### **Guidance**

This policy has been written with reference to the following guidance for schools:

KCSIE (DfE, 2024)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Preventing and responding to bullying (DfE, 2017)

<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Mental health and behaviour in schools (DfE, 2018)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

Promoting children and young people's emotional health & wellbeing (DfE, 2023)

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

*Cyberbullying: Advice for headteachers and school staff (2014)*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069987/Cyberbullying Advice for Headteachers and School Staff 1 21114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069987/Cyberbullying_Advice_for_Headteachers_and_School_Staff_1_21114.pdf)

*Advice for parents and carers on cyberbullying (2014).*

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