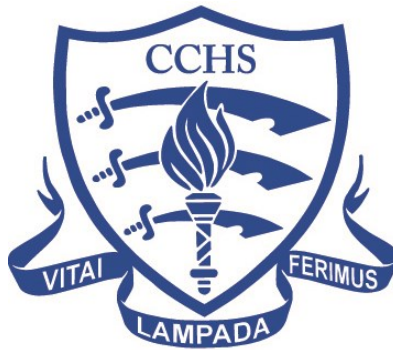


Chelmsford County High School for Girls



Anti-Bullying Policy

Approved by the Governing Body: ~~15th March 2022~~
Ofsted Revision Proposal : 24th January 2024

Anti-Bullying Policy

Background

The Government¹ defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying incorporates many different forms. These include repeated incidents of:

- | | |
|-----------------------------|--|
| Physical bullying | – kicking, hitting, pushing, taking belongings |
| Verbal bullying | – name-calling, taunting, mocking, making offensive comments |
| Indirect bullying | – producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. |
| Cyber bullying ² | – inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet |

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Legal requirements

The law requires that governing bodies must:

- make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour³;
- consult the Headteacher, other appropriate members of staff, parents and all students on this statement of principles;
- promote the well-being of students in their schools⁴;
- exercise their functions with a view to safeguarding and promoting the welfare of students⁵;
- produce an Annual Profile answering the question “How do we make sure our students are healthy, safe and well-supported?”⁶;
- have a race equality policy; and assess and monitor the impact of their policies (including the race equality policy) on students, staff and parents, with particular reference to the impact on students’ attainment⁷;
- have a disability equality scheme⁸ and make reasonable adjustments to avoid placing disabled students at a substantial disadvantage in comparison with students who are not disabled⁹;
- establish procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures¹⁰.

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The law requires that Headteachers must:

- determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing¹¹. The policy determined by the Headteacher must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students";
- publicise the measures in the behaviour policy and draw them to the attention of students, parents and staff at least once a year;
- determine and ensure the implementation of a policy for the pastoral care of the students¹²;
- ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when students are present on the school premises and whenever the students are engaged in authorised school activities, whether on the school premises or elsewhere¹³.

The law requires that teachers must:

- promote the general progress and well-being of individual students and of any class or group of students assigned to them¹⁴, which includes ensuring as far as possible that students are free from bullying and harassment; and all staff must apply the school rewards and sanctions lawfully.

Cyber (Online) Bullying.

Cyber bullying is a separate type of bullying which can occur at any time of the day, both inside and outside of school hours. Cyber bullying is the use of ICT, particularly through mobile phones and the internet, and can involve text messages, social media or emails and has the intention to deliberately upset someone else, and can include harassment, threats and insults. It has become far more frequent and widespread with the improvements in everyday technology and the increased accessibility of laptops and mobile phones. Recent legislation now makes 'intimate image abuse' and 'cyberflashing' criminal offences.

Whilst bullying is not a specific criminal offence in the UK there are a number of laws that cover activities that may be classified as cyberbullying¹⁵. These include:

The Defamation Acts of 1952 & 1996

The Public Order Act 1986

Public Order Act 1986

The Malicious Communications Act 1988

The Protection from Harassment Act 1997

Section 127 of the Communications Act 2003

The Education Act 2011

Online Safety Act 2023

Under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the

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sender. All instances of cyber bullying are taken very seriously by CCHS. Very serious cases of cyber bullying may be referred to the Police if deemed appropriate by the School.

Legal powers

The law empowers:

- members of school staff to impose disciplinary penalties for inappropriate behaviour¹⁶;
- headteachers, to such extent as is reasonable, to regulate the behaviour of students when they are off school site (which is particularly pertinent to regulating cyber bullying)¹⁷;
- school staff to use physical force in certain circumstances¹⁸.
- school staff to request a pupil to reveal a message or show them other content on their phone for the purpose of establishing if bullying has occurred, and a refusal to comply might lead to the imposition of a disciplinary penalty for failure to follow a reasonable instruction. Where the text or image is visible on the phone, staff can act on this¹⁹.

Roles and Responsibilities

All members of school staff

All members of the school staff have the responsibility to:-

- Promote positive standards of behaviour at all times,
- Intervene in any situations that could constitute bullying; this includes, but is not limited to, homophobia, racism and bullying of children with disabilities.
- To ensure that all incidents are reported: in accordance with the procedures in this policy.

Form Tutors

Form Tutors have the responsibility to:-

- Promote the education of an anti-bullying message via the school's PSHE programme, during tutor time in the role of a Form Tutor and via the assembly programme.
- Liaise with the relevant Student Year Leader when incidents of bullying are brought to their attention and take any appropriate action.
- Ensure that full records are kept of any reported incidents.

Year Leaders

The Year Leaders have the responsibility to:-

- Report all incidents of bullying to the SLT member with responsibility for anti-bullying.
- Investigate thoroughly all reported incidents of bullying within their respective year groups and in liaison with the SLT member with responsibility for anti-bullying to decide appropriate action that is in line with the School's Behaviour Policy.

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- Liaise with the parents/ guardians as necessary to ensure the situation has been appropriately resolved.
- Review the situation at regular intervals to ensure that it has been fully resolved.
- Keep full records of any incidents.

The Deputy Headteacher (Pastoral) will:

- Keep a record of all reported incidents of bullying.
- Ensure that any issues of racial bullying are reported as required to the Local Authority.
- Liaise with Year Leaders, parents and external agencies as required.
- Ensure that any appropriate action is taken in line with the School's Behaviour Policy.
- Engender a positive and proactive approach to pastoral work across the school, through effective tutoring and the work of the Year Leader that builds a bullying-free culture.

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Policy in Practice.

There are two significant strands that are used in Chelmsford County High School to deal with the issue of bullying.

1) Prevention.

The school curriculum raises awareness of bullying, including cyber bullying and reinforces this policy and procedure. Students are provided with opportunities to discuss different aspects of bullying in their PSHE lessons where they are encouraged to consider case studies. Awareness of the issues relating to bullying are also raised as part of the assembly programme. These help students to understand what bullying is and why it should not be tolerated in a caring community. Form Tutors, who are the first point of contact for students and parents, also discuss matters related to bullying with students. All Year Leaders and the Deputy Headteacher (Pastoral) have an alert sheet on their office door to raise awareness of the dangers of cyber bullying and the report abuse button is printed in every girl's logbook.

Upon joining the school all parents and students are expected to agree to the school's acceptable use policy. This specifies what is deemed as appropriate use of the school's ICT facilities and identifies the consequences of misuse. Internet safety and appropriate online behaviour are covered as part of the KS3 ICT curriculum.

2) Dealing effectively with any reported incidents in an appropriate and measured fashion.

Incidents of bullying between students at CCHS

Students at CCHS may report incidents of bullying by either:-

- Speaking to any member of staff
- Using the student support email address

This can be anonymous; however, we would always encourage students to identify themselves to ensure that the incident can be addressed more effectively.

1. Where incidents are reported these will be passed onto the relevant Year Leader who in liaison with the Deputy Head (Pastoral) will decide the best person to investigate the situation further.
2. The Year Leader will investigate the incident with the victim to ascertain the circumstances leading up to the incident, as well as the emotional, psychological and/or physical effects that the incident may have caused.
3. The Year Leader will collect as much information about the incident as possible. This could be from a variety of sources including interviews with students who may have observed the incident, copies of any written information and copies of relevant electronic records (text messages, e-mail, social networking or instant messenger conversations)
4. The Year Leader will ensure that appropriate records are kept of incidents and will inform the Deputy Headteacher (Pastoral) who maintains the central bullying register.

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5. The Year Leader will organise a meeting with other students as required, to obtain further information about the incident and to discuss the incident in order to raise awareness about the effect of the bullying has had on the victim.
6. The Year Leader will explore potential solutions as to how the incident should be dealt with, with the students concerned. It may be appropriate for the victim and the perpetrators to come together to hear each others' views and responses to the incident.
7. After the Year Leader has formulated and instigated a plan for action with all concerned in the incident, an opportunity to review progress should be made approximately a week later and then, subsequently, at the discretion of the he plan of action will be taken in line with the School's Behaviour policy and may involve external agencies, including the police, Internet Service Providers or mobile phone networks.
8. The Headteacher will be informed of all incidents of bullying of any kind, including incidents of racial bullying.

Parents of the relevant students will be informed and asked to play their part in supporting the school whilst keeping the informed of any relevant information. The Deputy Headteacher (Pastoral) will be consulted and kept informed as appropriate.

Relevant teaching staff will also be informed and required to monitor the situation as appropriate.

Incidents of bullying of a member of staff by a CCHS student.

Staff at CCHS who feel that they have been bullied by students should report this to their immediate Line Manager or to any member of the Senior Leadership Team.

1. The details of the alleged offence will be passed onto the Deputy Headteacher (Pastoral) who will investigate the situation further.
2. As much information about the incident as possible will be collected. This could be from a variety of sources including interviews with students who may have knowledge of the incident, copies of any written information, copies of relevant electronic records (text messages, e-mail, social networking or instant messenger conversations).
3. A potential solution for the situation will be decided in line with the school's behaviour policy and may involve external agencies, including the police, Internet Service Providers or mobile phone networks. Any proven incident of bullying against any member of the CCHS staff will be treated as a serious offence.
4. Parents of the relevant students will be informed and asked to play their part in supporting the school.

Monitoring.

The Year Leaders will be responsible for ensuring the effectiveness of the policy's implementation within their respective year groups. All incidents of bullying must be

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recorded and appropriate follow up action taken over a period of time to ensure there are no further occurrences.

The Deputy Headteacher (Pastoral) will liaise with the Year Leaders to ensure that appropriate action has been taken and any situation has been investigated.

The Headteacher will have overall responsibility for ensuring that all aspects of the policy are implemented and that appropriate monitoring has occurred at all stages.

Review.

The anti-bullying policy will be reviewed on a four-year basis to ensure that it continues to remain effective. Additional review may be necessary in light of any updated DfE guidance or legal requirements.

Related School Policies.

- School Behaviour Policy
- Child Protection Policy
- Child-on-Child Harmful Sexual Behaviour Policy
- E-Safety & Data Security Policy (Acceptable Use Guidance)
- Acceptable Use & Home School Agreement

References

- 1: Safe to Learn: Embedding Anti-Bullying Work in Schools. DfE publications
- 2: Safe to Learn: Embedding Anti-Bullying Work in Schools – Cyberbullying. DfE publications
- 3: Section 88(2)(a) Education and Inspections Act 2006 (EIA 2006).
- 4: Section 21(5) Education Act 2002 (EA 2002), inserted by s 38 EIA 2006.
- 5: Section 175(2) EA 2002.
- 6: Section 30A EA 2002, inserted by s 104 Education Act 2005.
- 7: Section 71 Race Relations Act 1976, as amended by s 2 Race Relations (Amendment) Act 2000. See also Race Relations Act 1976 (Statutory Duties) Order 2001 (SI 2001/3458).
- 8: Section 49D Disability Discrimination Act 1995 (DDA 1995) as inserted by s 3 Disability Discrimination Act 2005. See also the Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 (SI 2005/2966).
- 9: Section 28C DDA 1995 as inserted by s 13 Special Educational Needs and Disability Act 2001.
- 10: Section 29 EA 2002.
- 11: Section 89 EIA 2006.
- 12: School Teachers' Pay and Conditions Document 2006 (STPCD) (www.teachernet.gov.uk/management/payandperformance/pay/), section 63.13.
- 13: STPCD 63.14.2.
- 14: STPCD 76.2.1.
- 15: Section 1.1.11 Safe to Learn: Embedding anti-bullying work in schools. DfE publications

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- 16: Section 91 EIA 2006. The power may be exercised by any member of staff at a school providing education to a pupil. It does not include a power to exclude.
- 17: Section 89(5) EIA 2006.
- 18: Section 93 EIA 2006
- 19: Section 94 EIA 2006

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