

## CHESNUT LODGE SCHOOL ANTI-BULLYING POLICY

**We are committed to being a UNICEF Rights Respecting School and a Nurture School**

**This policy has links with Articles 3, 15, 16, 19, 28 and 29 of the United Nations Convention on the Rights of the Child:**

*Article 3- (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.*

*Article 15 – (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.*

*Article 16 – (right to privacy) Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.*

*Article 19 – (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.*

*Article 28 – (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary ed. must be available to every child. Discipline in schools must respect children's dignity and their rights....*

*Article 29 - (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

***Nurture School principles: We adhere to the six principles of nurture and make every attempt to make a safe base for all of our students.***

### **Statement of Intent**

Chesnut Lodge School is committed to providing a caring, friendly and safe environment for all of its pupils and staff so that learning can take place in a relaxed and supportive atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated.

Chesnut Lodge School recognises that strict policy and procedures are essential to ensure that any form of bullying is prevented and where it does take place, it is dealt with effectively and in a supportive manner. We acknowledge that both pupils and staff could be affected. It could take place on school premises but also beyond the school gates and beyond the school day.

Chesnut Lodge School is committed to preventing and addressing bullying. We strive to challenge the attitudes, beliefs and behaviour that lead to a culture in which bullying is able to thrive. We work with the premise that bullying hurts and no one deserves to be a victim of bullying. Everybody therefore has the right to be treated with respect and dignity. We adhere to British values of equality (in accordance to the 2010 Equality act), mutual respect and tolerance of others.

As a Rights for Respecting School we acknowledge a child's right to be safe from harm. In addition to this we are also committed, as an Enhanced Healthy School, to work towards promoting good emotional health and wellbeing within our school community. In recognition of the work and support of the Anti-bullying Alliance (ABA) and our commitment towards these goals this policy will be reviewed annually. As a school we are also committed to following the 6 principles of nurture across all areas of pupil life.

### **Definition of Bullying:**

Bullying is defined as 'behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or groups either physically or emotionally. Bullying can involve taunts, name calling, physical injury, shunning or ridicule. It can be manipulative and can be done through mobile phones, websites and email. (DfE 'Safe to Learn guidance')

This policy should be read in conjunction with the following school policies, action plans and statements:

- Safeguarding and child protection

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- Staff code of conduct
- Behaviour and physical intervention policies
- Staff well-being
- Whistle blowing
- E Safety
- PSHE
- Equality and diversity
- Student policies (Safeguarding and E Safety)
- Prevent action plan
- British Values Statement of Intent

## Aims of this Policy

- To ensure that all governors, staff, pupils and parents have an understanding of what bullying is, its effects and how to respond to it.
- To ensure that action is taken to prevent behaviour deemed to be bullying.
- To raise the profile of bullying and how it affects emotional health and well-being, achievements and life chances.
- To promote equality of opportunity, celebrate diversity and respond to individual needs and differences.
- To promote preventative and effective measures in regards to bullying of protected and vulnerable groups of children including disabled children, children with SEN, those who are perceived to be LGBT, race and religion targeted, or victims of sexist and sexual bullying.
- To de-escalate and/or stop any continuation in harmful behaviour
- To promote an ethos where bullying is regarded as unacceptable behaviour.
- To create an environment in which it is safe and secure for everyone to work and learn.
- To change the behaviour of any individual displaying bullying behaviours and also those who may play the role of bystander or instigator.
- To provide support for any person (pupil or staff) subject to bullying behaviour.

Children and young people at Chesnut Lodge have a wide range of learning needs. As a school community we understand that bullying in this context can have additional subtleties and raise issues that are in themselves complicated to resolve. Not all pupils will recognise bullying if they experience it: equally not all would recognise their own behaviour as ‘bullying towards another individual.’ Cognitive understanding and communication impairment are strong features in how and what the pupils communicate to each other. Repeating inappropriate language or re-enacting observed behaviour without understanding, needs to be addressed. It is essential therefore that staff are vigilant and recognise the signs that a pupil may display, whether they are ‘being bullied or exhibiting bullying behaviour’ and deal with this in line with our school policy and procedures.

## Types of bullying may include:

<b>Emotional</b>	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
<b>Physical</b>	Pushing, kicking, hitting, punching or any use of violence
<b>Racial</b>	Racial taunts, graffiti, gestures
<b>Sexual</b>	Unwanted physical contact or sexually abusive comments
<b>Homophobic</b>	Because of, or focussing on the issue of sexuality e.g. that’s gay
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber</b>	All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. Camera & video facilities
<b>Social</b>	Can be behind the bullied person's back, designed to harm someone's social reputation and/or cause humiliation, lying and spreading rumours, mimicking unkindly, encouraging others to socially exclude others, damaging someone's

	social reputation or social acceptance.
<b>Disabilities or health conditions</b>	Because of, or focussing on a person's disability, health or additional learning needs
<b>Religious and cultural</b>	Because of, or focusing on intolerance of other religions, faiths and cultures

### Signs and Symptoms:

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child or young person:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant, missing from education
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to attain at a lower level with school/home work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- stealing
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone attempts or threatens suicide or runs away
- at its most alarming: self-harms, attempts or threatens suicide or runs away

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

### Implementation and consultation:

The implementation of this policy requires a whole school approach. **All members of the school community share responsibility for preventing and combatting bullying.** The policy has been discussed and agreed by School Council members and is present on our school website.

At Chesnut Lodge, the following strategies are used to ensure a whole school approach:

- Anti-bullying is integral to our whole school curriculum and is reflected in our positive school ethos
- It is highlighted through a robust PSHE curriculum and through P4C and RE in particular
- Students are made aware of all forms of bullying including those experienced on line
- Staff are continually observant and available for pupils to discuss any concerns
- Positive strategies are employed in order to value kind and thoughtful behaviour
- All staff, volunteers and governors model the same standards of behaviour expected of children and young people (See Behaviour for Learning Policy).
- Staff communicate regularly with all parents and carers so that they are aware of achievements as well as concerns.

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- Regular assemblies (class and whole-school) about appropriate behaviour and ‘good choices’.
- The profile of anti-bullying is further raised through the annual celebration of anti-bullying week
- Involvement with outside agencies and partnership with other schools to deliver anti-bullying workshops/sessions (e.g. Widnes Vikings).
- Anti-Bullying is a regular item at school-council meetings.
- Emotional health and wellbeing is highlighted through pupil questionnaires, EHWP audit and through assemblies and a focus area for the Healthy Stars development group
- Celebrating diversity through assemblies, P4C and RE lessons
- Our school RRSA steering group promotes children’s rights within school

## Specific responsibilities:

### Governors

- Ensure the school promotes equality for its whole community
- Support the Leadership team with the implementation of the policy.
- Help to build positive and supportive relationships with parents through mutual understanding and trust.
- Liaise with the LA to ensure the best advice available and ensuring that the school policy is in line with National and Local guidelines.

### Leadership Team

- Dissemination of policy to whole school community
- Raise profile of anti-bullying across our school community ensuring that curriculum (and assemblies) reflect our school ethos.
- Raise staff awareness and develop skills and understanding
- To ensure all adults who work with pupils are aware of school policies and work within their framework
- To monitor, review and evaluate the effectiveness of the policy
- Ensure parents are kept well informed and that they work in collaboration with school in addressing any concerns
- Report to governors on request
- To liaise with external agencies as necessary in order to support anti-bullying strategies
- To liaise with Positive Behaviour Service and support staff in implementing strategies
- Liaise with the LA to ensure the best practice

### Parents and carers

- Take any concerns seriously.
- Let the school know of any concerns as appropriate and report these immediately to a member of the leadership team
- Adhere to and sign the Home School Agreement and support the school in achieving an ethos where pupils are respectful, polite and display positive behaviour.
- Attend meetings and contribute in a positive way to actions aimed at solving any problems.

### Pupils

- Ensure that RRSA charters are displayed around school and pupils work towards achieving these aims
- For school ambassadors (including our RRSA steering group) to be proactive when exploring the rights of our pupils
- To TELL if being bullied or if they know another person is being bullied
- To know who to report concerns to
- To engage in all activities promoting anti-bullying and lead on assemblies where appropriate
- To recognise that being a ‘bystander to bullying’ is not acceptable
- Where appropriate complete LA approved anti-bullying questionnaires

## Responding to Bullying

At Chesnut Lodge the systems of reporting are:

- Any bullying incidents are treated seriously and dealt with immediately.
- Concerns raised by staff are reported through our school CPOMS online system

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- Children and young people (including bystanders) are encouraged to tell an adult in school or tell a parent or carer who can then inform an adult in school. If this is not possible they are encouraged to tell a peer (eg. member of the school council) who can tell an adult for them.
- Parents/carers are asked to report any worries to their child's class teacher or a member of the leadership team
- All staff and visitors are asked to report concerns to a member of the Leadership Team. Alternatively, report to the Chair of Governors if this relates to the Headteacher (see Whistleblowing Policy).

The following procedures are in place to deal with reported incidents of bullying between pupils:

- Reassure the person being bullied and ensure their safety.
- Do not promise confidentiality. Positive reinforcement that reporting the incident was the correct thing to do
- Record all allegations of bullying on CPOMS and where appropriate consult with others to determine facts. This may occur following a disclosure of bullying from a pupil, observation from a member of staff or through contact with a parent/carers.
- Parents of the person showing bullying behaviour and the victim should be contacted as soon as possible.
- The Leadership Team will decide on what actions are to be taken immediately and if bullying persists.
- Support for the victim and the person accused of bullying. This should include monitoring of the persons involved and regular communication with victim and parents/carers. It may also include referral to an appropriate outside agency

Where an adult feels they are being bullied the headteacher will refer to procedures outlined in school's Whistleblowing Policy.

Where an adult feels that they are being bullied by the headteacher, they must inform the Chair of Governors.

### Monitoring and Evaluation

This policy will be evaluated annually and updated where necessary. The views of pupils, parents and staff will be used to make changes and improvements to the policy. A record of bullying incidents will be kept and analysed for patterns and will also be used to ensure the policy is working.

<i><b>Version Control</b></i>	<i><b>Date released</b></i>	<i><b>Date effective</b></i>	<i><b>Approved by</b></i>	<i><b>Amendment</b></i>
1	Spring 2010	April 2010	All staff and governors	Policy created
2	Spring 2012	April 2013	All staff and governors	Update current policy
3	Spring 2016	March 2016	All staff and governors	Amendments made to bring in line with current guidance by AB
4	Spring 2018	March 2018	All staff and governors	Reviewed by AB
5	June 2019	June 2019		

Due for review: Summer 2020

Signed: \_\_\_\_\_ (Headteacher)

(Chair of Governors)

### HELP ORGANISATIONS:

- Advisory Centre for Education (ACE) 0808 800 5793
- Children's Legal Centre 0845 345 4345

## *CLS*



- KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape website [www.kidscape.org](http://www.kidscape.org)

