

The Chiltern School	Anti-Bullying and Child on Child Abuse Policy	
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Date Policy Reviewed	Next Policy Review Date	Author
November 2023	November 2024	Louise Clarke

The Chiltern School Vision

Where we learn and achieve together, where we dare to be different. Our vision is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education and Inspections Act 2006 Equality Act 2010

Protection from Harassment Act 1997

Malicious Communications Act 1988

Public Order Act 1986

Communications Act 2003

Human Rights Act 1998

Crime and Disorder Act 1998

Education Act 2011

DfE (2017) 'Preventing and tackling bullying'

DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and wellbeing provision in schools'

DfE (2022) 'Keeping children safe in education 2022'

DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- The Chiltern school Behaviour, Mental Health and wellbeing Policy
- Child Protection and Safeguarding Policy
- Relationships and Health Education Policy Education (RSHE) Policy

The Chiltern School Ethos

The Chiltern School is a child centred value based school. We know that to keep all children and young people fully included, engaged in learning and improve outcomes, we must build a school community where we celebrate diversity and ensure everyone is valued. We treat everyone with dignity and respect.

This policy sets out to define our key beliefs, principles and practices which underpin what we do to prevent and tackle any form of bullying. The school recognises the detrimental effect on anyone who may be subjected to bullying (pupils and staff) and will work actively to combat all bullying behaviour. Both those who are bullied and those who bully will be treated in a supportive manner. The Chiltern School is trauma informed and Attach Aware and in line with our ethos and values this policy does not use the terms "perpetrator" and "abuser". This is because the school actively adopts a safeguarding approach to all those involved in allegations of, or concerns about, child-on-child abuse. Research shows that some young people who engage in such abuse have sometimes been victims of it themselves, and that they are therefore vulnerable, and that context is vital in assessing such harmful behaviour, and in deciding on a response. Instead this policy will use the terms "Main Student" and "Person affected" in line with our recording system.

The Chiltern School aims for our pupils to feel valued and cared for as individuals and to feel happy and secure in a safe environment in school. Through our ethos and curriculum. Pupils will gain a strong set of social and emotional life skills to enable them to engage in the wider community and make positive relationships.

Our aim is to provide a learning environment free from any threat or fear. In order to achieve this, are objective are:

- To reduce and eradicate wherever possible instances in which pupils/staff are subjected to bullying in any form
- To establish appropriate ways of dealing with bullying and providing appropriate support should an incident occur

- To ensure all pupils, staff, parents/carers and governors are aware of this policy and fulfil their obligations to it.

Bullying - A definition

"Bullying" is defined as persistent behaviour by an individual or group with the **intention** of verbally, physically, or emotionally harming another person or group. Bullying is not two people having a disagreement or falling out over something. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The accused means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

"Intention" - The Chiltern School describes intention as having an aim or plan to seek harm or coerce with the consideration of impact on another person, generally based on a perceived imbalance of power. In line with the developmental stages used at The Chiltern School. 'Intention' is a cognitive function generally, although not exclusively observed with a band 4 learner.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTIQ+
- Pupils from minority ethnic groups.
- Pupils with SEND.
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Categories of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation. Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Arranging appropriate training for staff members.

Assistant Headteacher and DSL are responsible for:

- Corresponding and meeting with parents where necessary.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Class Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's pathway lead of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's Class Teacher if they have any concerns that their child is being bullied or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant Class Teacher of any concerns.

Pupil's are responsible for:

- All pupils are expected to support the aims of this policy and follow the school Expectations and Values in line with The Chiltern School Behaviour and Mental Health Policy.
- Report all incidents of bullying to a member of staff or parents / carers
- Refrain at all times from any behaviour which could constitute the bullying of fellow pupils.

Prevention

As detailed in The Chiltern School Behaviour, Mental Health and Wellbeing Policy The Chiltern School has a whole-school commitment to addressing bullying through the school values, standards and ethos. This is communicated clearly to all stakeholders and is regularly promoted across the whole school. As a school we are committed to providing a happy, safe and secure environment for all our pupils. One way we try to achieve this is through positive strategies to prevent or discourage bullying:

- We foster group work and cooperative learning
- We provide opportunities for pupils to discuss their feelings and concerns with staff
- We provide opportunities for pupils to develop positive relationships and understanding of their peers
- We promote an atmosphere of openness
- We provide opportunities to explore issues related to bullying and other inappropriate behaviour
- We have processes in place to supervise pupils carefully
- We listen to pupils
- We have whole school rules displayed and take part in anti-bullying week

All members of the school are aware of this policy and their responsibilities in relation to it.

- All staff members will receive training on identifying and dealing with the different types of bullying.
- All types of bullying will be discussed as part of the relationships and health education curriculum, in line with The Chiltern School RHSE policy and framework.

The Chiltern School RHSE curriculum will explore and discuss issues such as:

- Healthy Relationships
- Feelings and Emotions
- Online Safety
- The body, puberty and sex education

Staff will encourage pupil cooperation and the development of social, emotional and interpersonal skills at an individual's developmental stage. Diversity, difference and respect for others will be promoted and celebrated through the school curriculum and timetable of the day. Secure and trusting relationships between staff and pupils will offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

There is a named member of the Senior Leadership Team with responsibility for Personal Development and Welfare which includes Behaviour, attitudes and Anti-bullying. All incidents will be recorded using the online system and reviewed by the above members of SLT. A log will then be kept of all incidents of bullying.

Staff training takes place linked to behaviour training and also as part of induction. There are weekly assemblies that celebrate culture and diversity with at least 1 assembly per term with an anti-bullying theme. Risk Assessments are carried out if there is any concern over an individual bullying. The school will take part in the Anti-bullying week each year.

The Chiltern School response to bullying

It is important that everybody understands that bullying is *unacceptable* wherever it happens. Adults must be aware of bullying in all forms and understand that progress in technology means that methods of bullying evolve rapidly. Training is provided to *all staff* through awareness of this policy and the behaviour policy and training. When cases of bullying are revealed, they should always be dealt with urgently and thoroughly.

- Pupils are encouraged to tell staff and parents/carers of any incident of bullying relating to themselves or other pupils. Staff will use a variety of ways to ensure that pupils have the opportunities to raise such issues, if necessary, confidentially.
- Staff will make every effort to watch and listen carefully for any signs of bullying and be prepared to act on it.
- When an incident of alleged bullying is reported or observed, it will be investigated initially by a member of class staff who will record appropriately on the online system.
- When investigating the incident, the member of staff will listen carefully and make notes on what has happened. Staff will deal sensitively with the investigation in order to avoid potentially escalating the situation.
- If bullying is revealed, staff deal with the bullies in an appropriate way with reference to the Behaviour Policy. There will be an emphasis on helping the bully to identify why the behaviour is wrong and how they can change it. Strategies will be designed and logged on the online behaviour system.

- All incidents of bullying will be reported to parents/carers by telephone or in writing. Parents/carers of children who repeatedly demonstrate bullying behaviour will be invited into school to further discuss how they can support the school by helping with their child's strategies.
- If there is no improvement it may be necessary to involve other agencies. Cases of serious bullying could result in a suspension.
- A log of all incidents will be kept in school on the online system.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be linked to a young person's need or a deeper social, emotional or mental health issue, so close observation and monitoring by attuned adults is necessary.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's pathway leader, who will investigate the matter and monitor the situation.

Supporting pupils

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. They will:

- Always respect pupils' privacy, and ensure information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.
- Offering an immediate opportunity to discuss the experience with a teacher or member of staff, including the Director of Safeguarding and the Director of Personal Development
- Reassurance and continuing support, support from Lead on safeguarding and mental health as necessary
- An individualised programme in order to restore self-esteem and confidence

Pupils who have been bullying will be helped by:

- Discussing what has happened and establishing the concern that needs to change. This will be communicated in a meaningful way to the individual.
- Informing parents/carers to help change the attitude and behaviour of the child
- Having a multi-agency meeting to discuss and devise supportive strategies to address the specific behaviour
- Sanctioning in line with the school behaviour policy
- An individual target within their personalised learning programme that will focus on addressing the bullying behaviour.
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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). Research suggests child-on-child abuse is one of the most prevalent forms of abuse affecting young people in the UK.

The Chiltern School has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the

curriculum, assemblies and PSED lessons, in line with the Prevention section of this Policy and The Chiltern School Behaviour and Safeguarding Policies.

In line with The Chiltern School Code of Conduct and The Chiltern School Behaviour, Mental Health and Wellbeing Policy . The entire school community – governors, staff, volunteers, pupils and parents – should work together to promote a positive culture of tolerance and respect throughout The Chiltern School. The whole school culture should be built upon a foundation of fostering healthy and respectful relationships for all. Every member of the community has a part to play in ensuring that child on child abuse is never acceptable and that everyone contributes to creating this safe environment. Pupils should feel able to share their concerns in an open and non-judgemental environment and that staff are trained to develop these trusting relationships.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances. All staff will be aware and sensitive towards the fact that pupils may not be

ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened. More information can be found in The Chiltern School Peer on Peer abuse Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

- Cyberbullying can include the following:
- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms. The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out by this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively. Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages
- Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others: Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone

- Becoming upset or angry when the computer or mobile phone is taken away
- Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work. Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity

The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the Main Student **(MS)**

The school will support pupils who have been affected by cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

Systems and processes

When investigating a bullying incident, the following procedures will be adopted:

- The Main Student, alleged person Affected and any witnesses are all interviewed separately

- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents. If appropriate, the alleged main student, the person affected and witnesses are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the person affected.
- Premature assumptions are not made, as it is important not to be judgemental at this stage. Members of staff listen carefully to all accounts, being non-confrontational and not assigning blame until the investigation is complete
- All pupils involved are informed that they must not discuss the interview with other pupils

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented

In line with The Chiltern School Behaviour, Mental Health and Well being policy we acknowledge that bullying may be an indication of underlying mental health issues support will be given from the Director of Safeguarding and Mental health to support any mental health or emotional wellbeing issues.

Bullying outside of the school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on child section within this policy. The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip. The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the incident could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Use of SIMs and MyConcern

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g support, escalation of a situation and resolutions.

The leadership team and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Evaluation and review

In order to assess the effectiveness of this policy the following standards will be used as a means of measuring performance:

- The identification of a baseline with regard to instances of behaviour that could be defined as bullying
- Comparison of data on a termly basis
- Comparison of data with networked schools with similar cohorts

This policy is reviewed every two years by the Headteacher and DSL any changes to the policy will be communicated to all relevant stakeholders.