

t: 01252 613483

e: headteacher.pa@cps.hants.sch.uk

w: www.cps.hants.sch.uk



Head Teacher: Mr Kevan John

Chair of Governors: Mr Jonathan Phillips

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_____ learners who aspire for themselves and inspire others

Anti-Bullying Policy

(CPS-NS-P-POL-017)

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03		
04		

Endorsement

This procedure was endorsed for use at the Full Governor Body meeting dated: 3 July 2023

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1. Introduction

Calthorpe Park School is dedicated to providing the best possible education and support for its students. This means having a clear, fair and efficient policy for anti-bullying.

2. Policy Statement

At Calthorpe Park School, we are committed to the promotion of self-respect and respect for others. We aim to provide a safe, secure, supportive and caring environment where everyone can enjoy all aspects of school life.

We strive to defend the equal right of each individual student (and member of staff) to participate fully and happily in the learning and social opportunities offered within our community.

We vigorously promote the understanding and acceptance of individual responsibility for the physical and emotional welfare of others.

We endeavour to create an atmosphere of trust where students feel able to tell staff about any concerns and feel confident that they will be quickly addressed with sensitivity and skill.

Bullying is anti-social behaviour that directly contravenes these individual rights and responsibilities, and it will not be tolerated. "Bullying" is formally recognised in Child Protection Protocols and legislation. It is in direct breach of the Protection from Harassment Act 1997. Protection from 'bullying' in all its guises forms the cornerstone of the legal framework in the "Keeping Children Safe in Education Act" (2020).

In addition to adhering to the legislative expectations designed to protect individuals or groups, this policy is further informed by the guidance provided in "Preventing and Tackling Bullying" (DfE 2017), 'Sexual violence and sexual harassment between children in schools and colleges' (DfE 2018) and "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools" (Childnet 2016)

It is the duty of all students, staff, parents, governors and where appropriate, external agencies, to work in partnership to ensure that bullying is dealt with effectively and eradicated.

3. Links to other Policies

The Calthorpe Park School Anti- Bullying Policy links to the following school policies:

- Safeguarding CPS-ST-P-POL-013
- Child Protection CPS-ST-P-POL-012
- Equality CPS-NS-P-POL-010
- Preventing Extremism and Radicalisation CPS-NS-P-POL-019
- Positive Behaviour Management CPS-ST-P-POL-033
- E-Safety and ICT Use Policy. CPS-NS-P-POL-015
- Complaints Procedure. CPS-ST-P-PRO-004

4. Definitions – what is bullying?

We define bullying as the systematic use of aggression, unkindness or coercion with the intention of causing physical or psychological harm to another person or group of people.

Bullying also encompasses the same unacceptable behaviours expressed online. Cyberbullying can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can happen to anyone. We understand that all members of our community can be either the victims or the perpetrators of bullying. This includes students, parents, staff and governors.

This policy covers all types and forms of bullying including:

Emotional - Being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures), taunting, mocking/'banter', ignoring, dirty looks, repeatedly making personally abusive or offensive remarks, inciting or coercing someone to act in a way that will cause harm to themselves or another person; spreading hurtful and untruthful rumours; gossiping; offensive graffiti.

Physical - Any form of violence: pushing, kicking, hitting, punching, any physical interaction that causes bodily hurt either directly or through the use of a weapon (or artefact used as a weapon).

Bullying related to physical appearance and /or disability or Learning need (SEND) - Focusing on an individual's physical or learning disability or physical attributes (protected characteristics) in order to cause emotional or physical harm.

Racist - Racial taunts, graffiti, gestures, inappropriate use of language designed to ridicule and/or insult; bullying related to ethnicity, nationality, culture or religion.

Sexual - Any form of unwanted physical contact or sexually abusive/derisive comment; behaviour that constitutes CSE (Child Sexual Exploitation) albeit peer on peer.

Homophobic/Biphobic/Transphobic & Gender based unkindness - Focusing derisively on the issue of sexual orientation; choice of dress code; gender; and/or the persistent use of 'homophobic' language.

Verbal - Name-calling, sarcasm, spreading rumours, teasing, mimicking, blackmailing.

Cyber – bullying - May occur via many technological devices and areas of the internet such as e-mail; social media apps; social networking sites; gaming platforms; mobile threats by text messaging and calls; misuse of camera and audio & video facilities to cause distress.

Bullying related to home circumstances - Unkindness based on status - young carers and young people 'in care'; poverty; living in a bedsit, etc

Bullying related to health - Unkindness based on physical or mental illness of the young person or members of their family.

Peer-on-Peer Abuse

Bullying of peers is recognised by Calthorpe Park as a form of peer-on-peer abuse. It can have a severe and adverse impact on a young person's emotional and academic development. It wholly contravenes the ethos and expectations contained in the 'Calthorpe Way'.

Peer-on-peer abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Harassment

Harassment can take many forms. These include:

- the display or distribution of offensive material, graffiti or badges
- non-verbal abuse such as offensive gestures and body language
- inappropriate comments about somebody's appearance or protective characteristics
- intrusive questioning about someone's private life
- verbal abuse such as suggestive remarks, 'jokes' and name calling
- physical contact such as unnecessary touching
- offensive messages or materials received via email or online
- threatened or actual physical abuse or attack.

Bullying and Crime

There are times that bullying behaviour becomes criminal - although not all bullying behaviour is criminal. Examples of bullying behaviour that could be considered criminal include:

- Threatening or actual physical assault
- Threatening or actual sexual assault
- The use of technology to bully and harass
- Theft
- Coercing others to commit a crime
- Hate crime (e.g. racism)

5. Response

We will listen to, treat seriously and act upon all reports of bullying. The unacceptable nature of bullying and strategies for overcoming it will be reinforced within academic and pastoral curricula and by the structures which support them.

Implementation

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported the incident will be dealt with immediately in accordance with agreed procedures, by the member of staff who has been approached or witnessed the concern

- A clear account of the incident will be recorded, and all parties concerned will be interviewed
- Pastoral staff will become involved, as appropriate, to ensure that pragmatic steps are taken to resolve the situation and to ensure no individual is at risk of immediate harm
- Subject and non-teaching staff will be informed as necessary
- Parents will be kept informed
- Sanctions, as identified within the school behaviour policy, and additional support mechanisms will be put in place
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including Early Help agencies or Children's Social Care, if a student is felt to be at risk of significant harm.
- Where the bullying of or by students takes place beyond the school site or after normal school hours (including cyberbullying), the school will ensure that the concern is investigated and /or will facilitate the involvement of other agencies to support with this process. If required, Pastoral staff will share information with other schools. Appropriate sanctions and supportive action will be taken in school, in accordance with this policy, the school's behaviour policy and the legal requirements outlined in 'Keeping Children Safe in Education' (2018)
- The record of racist and homophobic bullying incidents and their perpetrators will be returned to the DfE/Local Authority in accordance with government requirements

A note about Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Facilitating reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. 'Searching, screening and confiscation at school'
 - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person(s) responsible for the cyberbullying
- Inform the police if a criminal offence has been committed.
- Provide information to students (staff and parents) regarding steps they can take to protect themselves (or young people in their care) online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.
- Talk to and work closely with the parents of the students involved in specific incidents, whether as victim or perpetrator.

NB - Any acts of disrespect by students, against school staff within a 'broadcast' online context, will be regarded as a form of bullying and bringing the school into disrepute. The school will impose severe sanctions for such conduct and the police may be informed.

Students who have been bullied will be supported by the school through:

- being offered the opportunity to discuss the experience further, with a member of staff with whom they feel comfortable
- being offered the support of a peer mentor or adult mentor who will explore practical strategies and “assertiveness” techniques with them
- having their self-esteem and confidence restored by accessing the help (and opportunities) on offer and through the vigilant support of their tutor, supportive peers and other key staff
- understanding clearly the action taken by the school regarding the ‘bully’
- being reassured that appropriate on-going support is available for them and that reporting such unkindness is the right thing to do
- Open and transparent communication between home and school (unless there are safeguarding concerns that preclude this) to enable the young person to feel completely supported and to optimise their sense of safety

The school will help students who have bullied others by:

- discussing what happened
- exploring the situation from another’s point of view and having greater understanding of the impact of their own actions
- facilitating their understanding of the need to change their own behaviour and to develop alternative responses
- meeting with a peer/adult mentor to consider how they, as the bully, might help to resolve the situation and dispel fear
- informing their parents/guardians in order to broker support from home in helping them to recognise the impact of their actions and how to avoid such conduct in future
- signing a behaviour contract, as necessary
- attending a ‘restorative’ interview with the victim when appropriate

The following disciplinary steps may be taken:

- Official warnings to cease offending
- Community service
- Detention and withdrawal from social time
- Internal seclusion in the Reflection room to promote calm, focused behaviour and exclusion from certain areas of the school premises
- Restricted mobile and technology access whilst at school for a defined period – students will be required to hand devices in at the start of the day and to collect at the end of the day
- Fixed term exclusion
- Referral to the police and or other services
- Permanent exclusion

Positive Outcomes

- The intention, if possible, will be to reconcile the students in addition to any other action that may be taken

- After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

6. Preventing Bullying

Through the consistent promotion of the 'Calthorpe Way' and the Rights Respecting & Mental Wellbeing School Agendas, the school community will:

- Provide and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and students (peer on peer abuse).
- Recognises the potential for children with SEND to be disproportionately impacted by bullying and implement additional pastoral support as required.
- Celebrate differences between people and challenge prejudice that could motivate bullying, through the taught curriculum, Assemblies and structured Student Voice activities
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be supported to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Ensure that staff and students are aware of strategies to deal with bullying and feel confident in the use of the school's support systems, designed to address this issue.

7. Bullying and harassment of Adults

School staff may experience bullying or harassment from governors, parents and other visitors to the school, as well as harassment from pupils or colleagues. It is not part of a member of staff's duties to accept or tolerate this.

All such complaints made by employees will be investigated, and the school will provide support to any employee who is found to be a victim. As follows:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a member of SLT and/or the Headteachers.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off the school site or outside normal school hours (including online), we will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' Behaviour and Code of Conduct policies.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Seeking support, as appropriate, from local/national organisations, including the Local Authority, to provide further or specialist advice and guidance

Intervention with adults who have perpetrated the bullying will include some or all of the following:

- Discussing what happened with a senior member of staff and/or the Headteachers to explore any issue that may have prompted the 'unkindness'.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

8. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

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Annex 1

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: <https://www.childline.org.uk/>
- Family Lives: <https://www.familylife.org/>
- Kidscape: <https://www.kidscape.org.uk/>
- MindEd: <https://www.minded.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>
- The BIG Award: <https://www.bullyinginterventiongroup.org/big-award>
- Victim Support: <https://www.victimsupport.org.uk/>
- Young Minds: www.youngminds.org.uk
- Young Carers: <https://carers.org/getting-support-if-you-are-a-young-carer-or-young-adult-carer/getting-support-if-you-are-a-young-carer-or-young-adult-carer>
- Stop Hate: <https://www.stophateuk.org/>
- Show Racism the Red Card: <https://www.theredcard.org/>
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Proud Trust: <https://www.theproudtrust.org/>
- Stonewall: <https://www.stonewall.org.uk/>

Cyberbullying

- Childnet: <https://www.childnet.com/>
- Internet Watch Foundation: <https://www.iwf.org.uk/>
- Think U Know: <https://www.thinkuknow.co.uk/>
- UK Safer Internet Centre: <https://saferinternet.org.uk/>
- The UK Council for Child Internet Safety (UKCCIS): <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Annex 2

Advice to Teaching and Non-Teaching Staff when encountering student peer on peer bullying

- All staff must support the school's Anti-Bullying Policy and make students aware that all instances of bullying – verbal, non-verbal, cyber and physical – will not be tolerated.
- All staff must consistently challenge students' inappropriate use of language whether the intention has been to cause harm or not.
- Respond immediately to any serious incident witnessed or reported. Non-teaching staff should refer to duty staff at lunchtime or the student's Pastoral Leader or Tutor.
- Report each incident to the student's Tutor or Pastoral Leader. Please find time after the event to check with students whether everything has been resolved successfully. Take further action if necessary.
- All staff should be aware of suspected offenders and potential victims. Pastoral Leaders and Tutors should disseminate this information and monitor the student's behaviour.
- Should an incident occur in the classroom then deal with it sensitively but firmly. Keep the students behind at the end of the lesson if necessary and always refer the matter to the appropriate pastoral staff as required.
- Pastoral Leaders and other key staff should communicate with the parents of both the victim and the 'bully' to alert them about the difficulties and the steps taken to alleviate the problem.