

## PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

### **Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)**

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

### **Aims of the policy:**

- To act as a guide to students, parents/carers and staff members around the issues of bullying
- To make clear CHAs intentions and stance toward bullying and highlight steps taken to control/eradicate it
- To profile government legislation around bullying as well as DFE/OFSTED guidance
- To deal effectively with bullying in its many forms
- To identify key individuals directly linked with cases of bullying
- To ensure all students at CHA feel safe and nurtured
- To ensure clear measures are in place to identify perpetrators and deal with them appropriately
- To ensure a clear support network is put in place for victims of bullying so as they are kept safe and free from harm
- To raise awareness of procedures in relation to bullying
- To ensure everybody is clear of their roles and responsibilities in the combat of bullying both inside and outside of school hours

### **Rationale**

This section of the Policy emphasises that we are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying is a complex issue, which we address in school. We seek to foster mutual respect and create a safe, caring community, where members feel free to voice their concerns. We expect all members of the school community to act in a considerate, respectful and courteous manner at all times.

### **Definition of Bullying**

Bullying is behaviour by an individual or group that is deliberately hurtful, usually repeated often over a period of time that intentionally hurts another individual or group either physically or emotionally. This can take many forms and can be motivated by prejudice.

## **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent.

## **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- extorting money or items of value
- cyber bullying - inappropriate text messaging, inappropriate comments on Social Media and inappropriate e mailing; sending offensive or degrading images/videos by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying is usually part of a pattern of behaviour rather than an isolated incident. If an individual considers themselves to have been bullied, this may have a negative impact on their emotional well-being, which can perpetuate the fear of a further perceived or real incident and thus will need to be dealt with.

## **Homophobic/Transphobic bullying and using homophobic or transphobic language**

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those perceived to be LGBTQ+. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay. Transphobic language is terms of abuse towards transgender people. Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic and transphobic language in our school even if it appears to be being used without any homophobic or transphobic intent. Persistent use of homophobic/transphobic language or homophobic/transphobic bullying will be dealt with as with any other form of bullying.

## **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our students are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour. E-safety advice will be delivered in assemblies, PPS lessons and through the ICT curriculum. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

## Racist bullying

Racist bullying occurs when a child or young person experiences repeated hostile or offensive behaviour against them based on: The colour of their skin; Their cultural and religious background or traditions; Their ethnicity or perceived ethnicity

Like other types of bullying, racist bullying can take many different forms and happen online, via phone or in the physical world. Examples of racial bullying can include:

- Calling someone names, teasing or humiliating them using racially offensive language
- Mocking someone's religious customs or tradition
- Making fun of their clothes, accent, food, etc.
- Refusing to work or cooperate with someone because of their ethnicity
- Vandalism of property, offensive graffiti or displaying racist symbols

## Bullying of at risk groups:

Research from the anti-bullying alliance shows that children and young people are too often bullied in schools because of their race, faith, gender, disability, sexual orientation or trans status, irrespective of whether those differences are real or perceived.

CHA aims to prevent bullying of at-risk groups by building understanding about differences and rooting all that we do in kindness and respect. For example, we celebrate Black History Month, LGBT+ communities and Ramadan each year. Mr Aslam is the named school diversity and equality lead. We actively teach pupils about different races, cultures and religions and aim to have visible and positive images of disabled people, lesbian, gay, bisexual and transgender people (LGBT), women, people from different faiths and minority communities across school.

At risk groups identified in the protected characteristics include: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation**. As a school we take the bullying of all these groups very seriously and ensure that any incidents are dealt with as quickly as possible and in an understanding way, so that all members of our community feel supported and valued.

## SIGNS AND SYMPTOMS OF BULLYING

Students who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
  - Becoming withdrawn
  - Feigning illness
  - Being frightened of walking to and from the Academy
  - Taking unusual absences
  - Truancy from school
  - Clinging to adults
  - Exhibiting evidence of changes in work patterns
  - Lacking concentration
  - Becoming aggressive, disruptive or unreasonable
- Students must be encouraged to report bullying.

## Advice to Parents

Chiltern Hills Academy is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as a victim or a perpetrator.

Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe. All expressions of concern will be taken seriously and investigated thoroughly. Where parents have concerns with regard to bullying they should contact their child's tutor in the first instance and if this does not resolve the issue to their satisfaction they should then contact their child's Academic Year Leader.

Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with and how their break and lunchtimes were. If you feel your child may be a victim of bullying, inform the school immediately. Your complaint will be taken seriously and appropriate action will follow. It is important that you advise your child not to fight back or react as it will only make matters worse and may result in a sanction (See Values for Success Policy). Make sure your child is fully aware of the school policy concerning bullying, and encourage them to report any incidents of bullying they witness to a member of staff.

Helpful websites:

- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **Schools Preventative, recording and control measures**

Chiltern Hills Academy takes incidents of bullying very seriously and will always follow up on any concerns.

Preventative measures are recognised as the most effective tools in the control of bullying and so exposing our students to a range of stimulus concerning the issue is of legion importance in its stem.

Preventative measures include:

- Regular collective worships messages to ensure that the values of the school are at the forefront of our approach to anti-bullying.
- Tutor time activities to provide opportunities for students to engage in discussion about our work on anti-bullying.
- Through consistent use of our 7 Chiltern Hills Values.
- The use of Guest Speakers to deliver sessions about topics such as cyberbullying, the protected characteristics and mental health.
- Through our Life Skills programme which delivers lessons about anti-bullying, gender issues and valuing all members of our community.
- Through the school's approach to restorative justice to ensure that incidents are dealt with effectively.
- A robust & Rigorous Anti- Bullying Policy.
- Staff training and INSET to ensure that staff are kept up to date with the anti-bullying policy and any issues relating to the protected characteristics.
- Through the use of CPOMs if the reported incident is of a safeguarding nature. The purpose of this is to ensure that any safeguarding issue because of bullying, is reported to the appropriate staff so it can be dealt with inline with our safeguarding policy.
- Regular Surveys to ensure students can voice their opinions about the way the school is implementing this policy.

- Positive behaviour modelling through members of staff so students can see how positive relationships are built, maintained and enhanced.
- Engagement in Anti-Bullying Week.

We also recognise that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements are made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents both within school and in the wider community.

Staff at Chiltern Hills Academy are provided with regular and appropriate training to ensure that they have the necessary skills to tackle bullying behaviour. Many staff members will report bullying through the CPOMS platform which will go straight to our dedicated safeguarding team and be passed on as tasks to the relevant staff members and groups.

We will ensure that our students are taught the values of respect and valuing all people no matter what their background. We will root our relationships in kindness and compassion and celebrate all cultures emphasising the importance of equality and diversity within our community and society. Our curriculum will be designed to provide opportunities to discover and enquire about different cultures, famous people and histories of key groups so that stereotypes are dismantled, and our students show respect for all.

### **How we set the right ethos of being a ‘telling’ school**

A ‘telling’ school is one where students do inform staff when bullying is taking place. If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. ‘Victims’ must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school.

We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
- ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students.
- treating other people with respect at all times.
- doing nothing that could be construed as bullying.
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight.
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices.
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

### **DEALING WITH INCIDENTS**

- All incidents of bullying will be treated seriously and will be carefully and sensitively dealt with.
- All incidents of bullying to be reported to AYLs and tracked using Sims when a specific sanction for bullying is applied.

- When bullying is suspected or reported, the incident will initially be dealt with by the member of staff who has been approached and the AYL informed.
- In the majority of cases, but not exclusively the appropriate Academic Year Leader, Assistant Year Leader or Form Tutor will be the named person dealing with the issue. If they are not the named person dealing with the issue it is vital that the AYL, Assistant Year Leader and form tutor are informed.
- The member of staff dealing with the incident will interview those concerned and will record the investigation.
- A student who reports bullying will be encouraged to keep a diary or a positive/negative log if appropriate.
- Parents/carers will be informed if this is felt to be appropriate.
- Sanctions will be used as appropriate and in consultation with appropriate parties concerned.
- Restorative Justice may be offered.
- The situation will be monitored.
- Persistent bullying will be dealt with by the Academic Year Leader, Vice Principal or Principal.

All suspected cases of bullying are investigated thoroughly by the school. Written statements are taken from victims, witnesses and perpetrators and CCTV footage can also be viewed (by a member of the Senior Leadership Team). We may need to view social media accounts or view materials stored on phones.

A student can approach any adult, mentor or fellow student who they trust. The Academy's teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the Academy's policy.

#### **Potential consequences & Sanctions:**

Due to the varied nature of bullying all incidences are taken on a case by case basis.

However, as we are a school with a real commitment to learning in an atmosphere of mutual consideration most cases of bullying will be resolved through Restorative Justice.

A sanction may also be imposed on the perpetrator depending on the seriousness of the incident(s).

Below are examples of bullying and the type of sanctions that may be imposed on someone found to have been bullying another student:

#### **Type of bullying**

- Excluding friend
- Some name calling
- Encouraging others not to be friends with someone
- Swearing at someone
- Insulting relatives
- Less severe cases of aggression. For example, tripping someone up or purposefully blocking their route
- Repeated name calling
- Other forms of emotional bullying
- Cyber bullying
- Bullying that takes place outside of the school premises
- Continuing to display bullying behaviour despite R&R and previous sanction or warning
- Bullying that focusses on the Protected Characteristics, for example racist, homophobic

**Possible Sanctions/Intervention:**

- AYL informed
- Student led R&R
- Recorded on Sims
- Verbal warning from members of staff.
- A genuine apology to the victim
- Staff led restorative justice
- Central detention
- Peer group contract
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

**Support for the victim - Students who have been bullied may be offered some or all of the following support as appropriate:**

- An opportunity to discuss the experience with an Academic Tutor, Academic Year Leader, other appropriate member of staff or member of staff of their choice
- An opportunity to discuss the experience with the Academy's counsellor, Connexions advisor based at school or other professionals linked with the Academy
- A reassurance that the matter will be dealt with
- The offer of continuing support
- Help with the restoration of self-esteem and confidence
- The opportunity to have a 'buddy'. This will be an older student who will provide support
- Provision of a safe area for the student at breaks and lunchtimes

**Students who have bullied will be helped by:**

- Discussing what happened
- Discovering why the perpetrator became involved in the bullying
- Establishing the wrong-doing and need to change
- Encouraging them to consider the impact on the victim
- Informing parents or carers to seek their support in helping to modify the attitude and behaviour of the bully

**RAISING AWARENESS**

In an attempt to eradicate bullying behaviour, the Academy will raise the awareness of the nature of bullying through inclusion in:

- Life Skills
- Tutor time
- Assemblies
- Subject areas, as appropriate
- Participation in anti-bullying week
- Articles in the Academy newsletter asking parents to be vigilant about cyber and other forms of bullying
- Promoting Help organisations such as Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk) or Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

**THE ROLE OF THE BYSTANDER**

The whole Academy community, including students, teachers, other members of staff and parents/carers have a responsibility to report any incident of bullying if they witness or know of its existence.

### **LINKS TO OTHER POLICIES**

Behaviour for Learning Policy  
Child Protection & Safeguarding Policy  
Safe Working Practice, Staff & Students  
Equality & Diversity Policy

### **MONITORING, EVALUATION AND REVIEW**

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.