

Anti-Bullying Policy



Chilton Trinity

Aims of the Policy

- To make Chilton Trinity Technology College a place where students and staff feel happy, secure and confident in all aspects of school life.
- To ensure everyone knows what is meant by bullying and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide students and staff to enable them to feel confident to manage conflict.
- To ensure parents are aware of the school policy and feel confident about procedures to be followed if they suspect their child is being bullied.

Rationale

As a school we believe all students have a right to work in a happy and caring environment in which they feel valued, safe and accepted.

Occasionally incidents of bullying, intimidation or harassment can prevent a member of our community from enjoying their basic rights. The emotional distress caused by bullying in whatever form can prejudice school achievement, lead to lateness or unauthorised absence or, in extreme cases, ill health.

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else and can be physical, verbal or psychological. Examples of physical bullying include hitting, kicking or theft. Verbal bullying can be name-calling or racial taunts. Whilst indirect bullying includes spreading rumours and excluding someone from a social group, it can be defined as the perceived aggression by one or more students towards one or more other students.

Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist or sexual bullying.

The law empowers the Headteacher of a school to regulate the behaviour of students when they are off the school site (which is particularly pertinent to regulatory cyberbullying) and empowers members of the school staff to impose disciplinary penalties for inappropriate behaviour.

Cyber bullying can be defined as the use of information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else.

- An Acceptable Use Policy referencing responsible use of IT networks and equipment, including VLE, and the use of mobile phones has been established at Chilton Trinity
- If an incident of cyber bullying takes place within the school, steps are taken to identify the harmer and appropriate consequences are put in place which may, in serious incidents, involve the support from the police.

Responding to Homophobic bullying is part of our anti-bullying work at Chilton Trinity. Homophobic bullying is identified as when bullying occurs because of prejudice against lesbian, gay or bisexual people.

Chilton Trinity has a legal duty to ensure homophobic bullying is dealt with in School.

Homophobic bullying can include:

- Verbal abuse
- Physical abuse
- Cyber bullying

Homophobic language will be challenged at Chilton Trinity and appropriate consequences will follow.

Religion and Culture

- The term racist bullying refers to a range of hurtful behaviour both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.
- Students are encouraged to report any form of racial incident which will be logged and details sent to the Local Authority.
- Appropriate consequences will follow a racial incident. Restorative approaches may well be used, if appropriate, to develop the harmer in understanding the feelings of the harmed.

The aim of our school anti bullying strategy and interventions will be:

- To prevent, deescalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable proportionate and committed way
- To safeguard the student who has experienced bullying and to trigger resources of support for the student

All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.

During a student's school career at Chilton Trinity we will encourage them to develop the self discipline necessary to maintain acceptable levels of behaviour towards the community. They will be encouraged to accept responsibility for their actions and be aware of the consequences of their behaviour. Students must not be afraid to report problems and have the confidence that something positive will be done.

The PSHEE programme including SEAL, assemblies, drama and Theatre in Education workshops will provide the opportunity for students to explore their feelings and give them the self confidence to develop their assertiveness skills.

Procedures for dealing with incidents of bullying

- Collect details using the appropriate form

Ask the following questions:

- What happened?
 - What were you thinking at the time?
 - What are you feeling at the moment?
 - Who do you think has been affected by your actions?
 - What do you think needs to be done to repair the harm?
- Member of staff involved to discuss with the appropriate Pastoral Team Leader and Form Tutor to identify the appropriate way forward.

- Low level incident

Member of staff to work with the harmer and the harmed to resolve the issue.

- Higher level incident

Follow the restorative approaches procedure as identified on the flow chart.

- Complete referrals and pass to the Coordinator for Restorative Justice (B Smith).
- A serious incident could result in a fixed term exclusion preceding an RJ conference.
- A very serious incident could result in permanent exclusion which is the decision of the Headteacher.
- The parents may wish to involve the Police which is the prerogative of the parents.

SCHOOL EXPECTATIONS

1. Students will be taught that bullying is unacceptable at school and within the community.
2. The school seeks to establish a culture of care and respect for one another.
3. Staff should be alert to the possibilities of a bullying incident.
4. Students will be encouraged to tell and staff will listen.

5. All incidents will be investigated and appropriate action taken.
6. Staff will work restoratively in dealing with incidents.
7. Bullying is discussed openly in assemblies, tutor periods and lessons. Resources such as videos, outside drama groups and speakers are used.
8. Students, parents and staff will be aware of the school's approach to bullying and the school's anti-bullying policy.
9. Students are involved in the monitoring and evaluation of the school's anti-bullying and positive behaviour policies through the School Council.

Students:

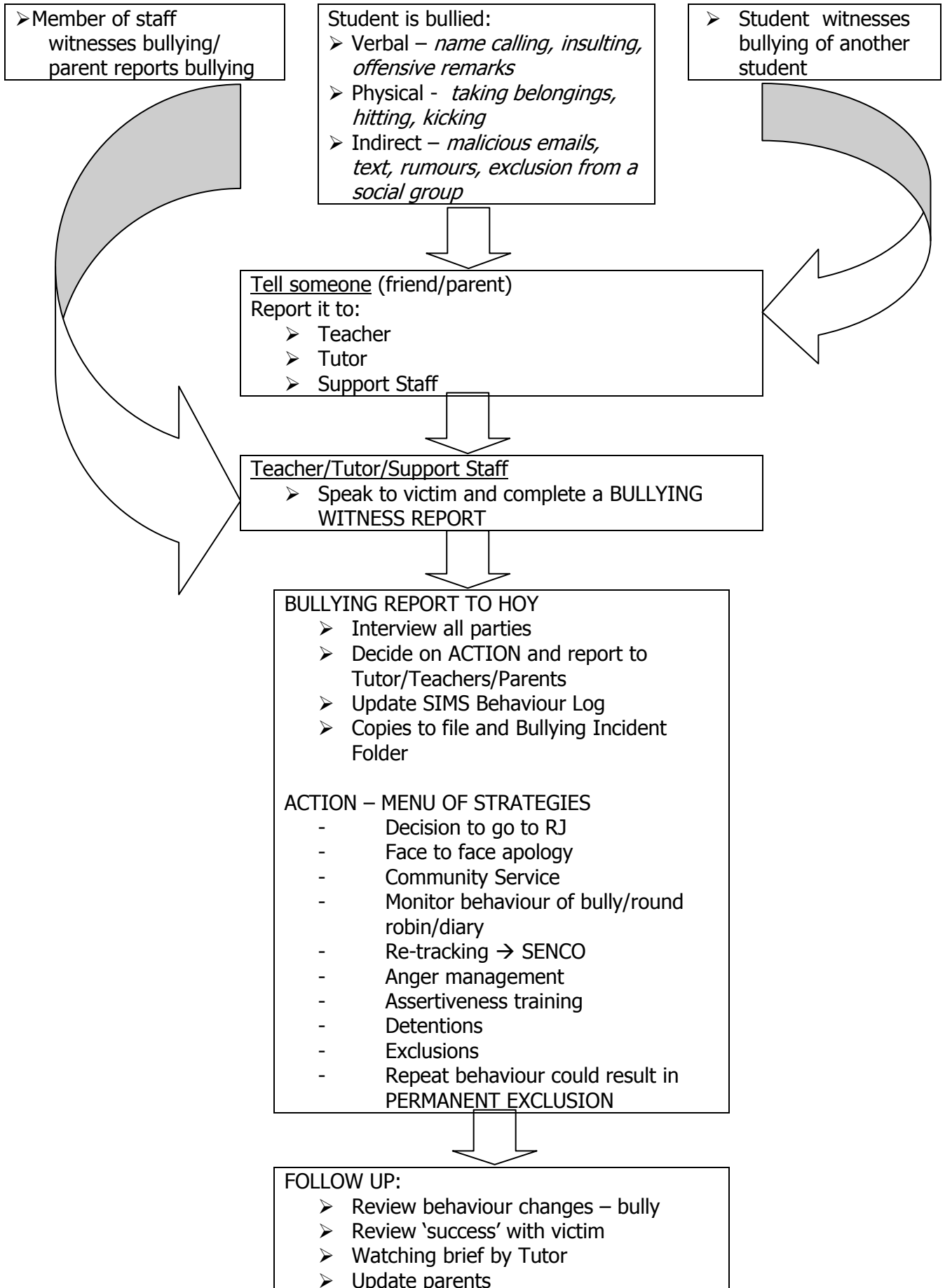
- will complete a questionnaire bi-annually to assess their thoughts and feelings

Parents:

- will be encouraged to contact the tutor or the Pastoral Team Leader if they suspect that their child is being bullied without fear of 'making things worse'.
- Will feel confident that incidents will be carefully investigated.

This policy should be read in context of our whole school "Relationship for Learning Policy and our Single Equalities Policy" which includes policies dealing with racism, social inclusion, rewards and sanctions, etc.

CHECKLIST AND PATHWAY – BULLYING NOTIFICATION



HARMING REPORT
Witness Statement

Name of person making this statement	Who is being bullied?	
	<input type="checkbox"/> You	<input type="checkbox"/> Someone else
If someone else, who?		
When did this take place?		
Day/date	Time	
Where were you when it happened?		
Who was the person doing the harm?		
If more than one, who would you say was the worst or the ring leader?		
Who was with YOU when it happened?		
Who was with the person(s) causing harm?		
Was there anyone else who may have seen or heard what happened?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If YES, who?		
Has this person caused harm before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If YES, when?		

Describe, as best as you can:

- What happened?
- What were you thinking at the time?
- What are you feeling at the moment?
- Who do you think has been affected by your actions?
- What do you think needs to be done to repair the harm?

**Have you reported this to anyone else?
If YES, to whom?**

Yes

No

When was this?

Did they say they would do anything?

Yes

No

If YES, what did they say they would do and by when?

Signed

Date

Member of staff taking statement