



Chosen Hill School

ANTI-BULLYING & CONFLICT RESOLUTION

NON-STATUTORY

June 2020

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SLT Author: JB

ANTI-BULLYING & CONFLICT RESOLUTION PROTOCOL AND GUIDELINES

Introduction

The Anti-Bullying & Conflict Resolution Protocol and Guidelines are the work of a representative group of students from all years from the school council who wanted certain principles to guide the work of the school.

Policy Rationale

Bullying is contrary to the values held at Chosen Hill School, particularly courtesy, compassion and integrity and should not be tolerated in any form. Every member of Chosen Hill School has the right to stay and feel safe and bullying prevents this. Bullying can be physical, verbal, mental, religious, racist, sexist and homophobic. It can happen at any time in and out of school. Bullying is harmful to all those involved and can affect not only young people, but also adults who can be subjected to threatening or intimidating behaviour. It is unacceptable in whatever form it takes and will be assertively challenged at Chosen Hill School.

The National Anti-Bullying Alliance defines bullying as:

‘Emotionally harmful behaviour and physically harmful behaviour that is repetitive, willful and persistent. It is carried out intentionally to be harmful by an individual or group of people’.

Bullying – A Student Definition

Bullying is a form of behaviour which is not tolerated in this school. We see bullying as any activity or action that causes any sort of mental, emotional and physical hurt or anxiety to an individual. It can be caused by one person or a group of people. No one person, or group, has the right to make another person feel uncomfortable or unhappy and Chosen Hill School will always strive to resolve bullying by both helping the bullied and the bully.

Protocol Aims

- To help and support the victims of bullying;
- To reduce bullying incidents through education and student to student and student to staff actions and support;
- To provide a happy and secure school environment that supports learning for all students;
- To ensure that a climate of openness and trust and mutual respect exists within the school;
- To ensure that the school has procedures in place that will identify and deal with bullying; this includes help and support for both the bullied and the bully;
- To understand the reasons why people bully, and work to change their behaviour;
- To identify and make training available to all members of the school community on bullying issues;
- To incorporate anti-bullying strategies in the CPSHE programme for all years in the school;
- To stamp out bullying incidents;
- To work with parents and the wider community to develop a holistic approach to tackling bullying and conflict between students;
- To appropriately punish and educate and support students guilty of bullying and conflict to enable them to change their behaviour;
- To make Chosen Hill School a ‘Telling’ School and bring any bullying out into the open. All members of the community are actively encouraged to speak out about any incidents of bullying.

Conflict

Conflict between students can often lead to bullying. Conflict can arise due to personal differences between individual students or groups of students, problems from outside school becoming interwoven with school life or from difficulties arising from the breakdown of relationships between individual or groups of students. To prevent conflict developing into bullying, staff can use various procedures at their disposal including restorative justice.

Forms of Bullying

Bullying can take many forms. It can be physical, verbal, mental, religious, racist, sexist and homophobic. It can happen at any time in and out of school. Some examples are:

- Threatening behaviour;
- Comments about appearance (clothes and physical appearance);
- Racial comments;
- Name calling/taunting/mockings/teasing;
- Pushing/shoving/hitting/kicking/biting;
- Spreading malicious gossip or rumours;
- Harassment (including following people and displaying intimidating body language);
- Writing insulting graffiti about another person on property, furniture or buildings;
- Exclusion from social groups/being isolated;
- Verbal pressure to conform;
- Using personal knowledge of another person to provoke a reaction;
- Making unpleasant comments about another person's family or friends;
- Taking belongings/defacing the property of others;
- Extortion;
- Intimidation;
- Incitement;
- Cyber bullying.

Types of Bullying

Homophobic Bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against LGBTQ+ people.

The following people may experience homophobic bullying in a school context:

- Young people who are lesbian, gay, bisexual or transgender;
- Young people who are thought to be lesbian, gay, bisexual or transgender;
- Young people who are different in some way – they may not act like the other boys or girls;
- Young people who have gay friends, or family, or their parents/carers are gay;
- Teachers, who may or may not be LGBTQ+.

Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “you’re such a gay boy!” or “those trainers are so gay!”;

- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour;
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Homophobic Language

Casual homophobic language is common in schools but, if it is not challenged, students may think that homophobic bullying is acceptable. It is, therefore, important to challenge homophobic language when it occurs:

- Ensure that students know that homophobic language will not be tolerated in the school;
- When an incident occurs, students should be informed that homophobic language is offensive, and will not be tolerated;
- If a student continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people;
- If a student makes persistent remarks, staff should talk to him or her in more detail about why their comments are unacceptable. The student should be made to understand the sanctions that will apply if they continue to use homophobic language;
- If the problem persists, involve a senior leader who may consider inviting the parents/carers to school to discuss the attitudes of the student.

Any homophobic bullying will be dealt with according to this policy as with any form of bullying. Chosen Hill School is also committed to “Stonewall’s Education Champions” programme and “justlikeus.org” (LGBTQ+ charity for young people)

Cyberbullying

This is an aggressive, intentional act carried out by a group or an individual involving the sending or posting of harmful or cruel text or images using the internet or other digital communication devices against a person who cannot easily defend him/herself. Cyberbullying has been defined by the Anti-Bullying Association as taking the following forms:

- Text messages: unwelcome texts that are threatening or cause discomfort;
- Picture or video clips taken using camera phones or digital cameras and sent to others via phone or over the internet to make the victim feel threatened or embarrassed;
- Mobile phone calls which are silent or contain abusive messages or statements. This could also take the form of stealing another person’s phone and using it to harass others to make them believe the victim is responsible;
- Threatening e-mails often sent using a false name or somebody else’s name;
- Chatroom bullying: menacing or upsetting responses to another person in a web-based chatroom;
- Instant Messaging (i.e. MSN): unpleasant messages sent as children conduct real time conversations online;
- Bullying via websites: use of defamatory blogs, personal websites, community based websites (i.e. Bebo, My Space, Facebook) and online personal polling sites.

The school has an acceptable user policy regarding student use of the internet to try and prevent cyberbullying and minimise its impact.

Cyberbullying can be carried out by a student against other students or against members of staff.

In all instances of cyberbullying, the police will be contacted and advice sought since cyberbullying is a criminal act under the Harassment Act 1997 and the Misuse of Communication Act 2003.

Roles and Responsibilities

Mr Jonathan Bardgett, Deputy Headteacher, is the named member of the Senior Leadership Team responsible for coordinating anti-bullying work at Chosen Hill School. However, every member of the school community has the responsibility to treat bullying seriously.

Governors

- Bullying and anti-bullying work should be included on the Governors' Agenda and discussed at least once a year;
- A named Governor will work with the named member of staff responsible for anti-bullying work including attendance at meetings of the School Council Anti-Bullying Focus Group.

Deputy Headteacher

- Will co-ordinate all aspects of anti-bullying work across the school;
- Will facilitate training for all staff on strategies to deal with issues of bullying;
- Will chair meetings of the School Council Anti-Bullying Focus Group once a term;
- Will liaise with the named Governor and members of teaching staff to develop anti-bullying work as and when appropriate;
- Has overall responsibility for ensuring that parents and students are aware of anti-bullying procedures.

SLT

- Will discuss anti-bullying work as and when appropriate;
- Will ensure that the named member of staff is supported in coordinating anti-bullying work across the school;
- Will actively seek to promote a culture free from bullying;
- Will report termly to the School Council Anti-Bullying Focus Group on the effectiveness of the anti-bullying work.

Teaching and Support Staff

- Staff should always listen to and deal with any bullying that they become aware of using the range or procedures outlined below, using their professional judgement about the best course of action in each individual case. They should use the resources available on the school website and VLE as and when appropriate;
- Once an incident of bullying is reported, staff should aim to take action within a 48-hour turnaround period;
- Staff have a responsibility to pass on details of bullying incidents to the Learning Leader, Subject Leader, a member of SLT or any other member of staff as appropriate;
- Staff have a responsibility to communicate incidents of bullying and conflict between students to parents which can be done either through a telephone call, meeting or by letter;
- Staff have a responsibility to teach about bullying, its effects and strategies for dealing with it via Learning Mentor time and as part of the CPSHE curriculum.

Students

- Should follow the 'Golden Rule' at all times and follow the school values;
- Help to make Chosen Hill School a 'Telling' school by doing the following things:
 - ✓ Victims of bullying should always report bullying to their parents, a member of staff or someone else who will report it for them;
 - ✓ Students should always report any bullying that they know about or have witnessed to a member of staff;
 - ✓ Students should encourage the victim to tell someone, doing nothing is not acceptable behaviour;
 - ✓ Students should show their disapproval of bullying and tell the bully to stop if it is safe to do so;
- Should form a friendship group for the person being bullied to make sure they are not isolated if appropriate. This can be supported by a member of staff through "Circle of Friends";
- Should remember all they have been taught about the hurt listening to and spreading rumours can cause.

Parents/Carers

- Parents have a responsibility to report any incidents of concern and to work co-operatively and supportively with the school to resolve issues between students accepting the use of both punitive and preventative measures against bullying to achieve a long term solution to the problem;
- Parents of students who are bullied on the way into or on the way home from school should either refer the matter to the school **or** to the local police;
- Parents should understand that the school can and will involve the local police with issues that overlap both home and school life.

Creating an Anti-Bullying Ethos

- Make it high profile in the school so that bullying is not tolerated;
- Bullying is dealt with in every year's CPSHE programme;
- Mutual trust and understanding should be developed between students and their Learning Mentor and teachers;
- Monitor ICT users in school;
- Highlighting in school assemblies;
- Anti-bullying fortnight programme;
- Class/Learning Mentor discussions;
- Poster campaigns;
- Questionnaires and surveys;
- Leaflets, student planners, bulletins and newsletters;
- Providing a 'time out' place;
- Changing seating arrangements;
- Use of Child Exploitation & Online Protection materials to stop cybernet abuse;
- Brief review of follow up and progress with victim and bully;
- Assertiveness training.

General Guidelines for Tackling bullying when we discover it.

- Act upon evidence from the very early stages;
- Deal with it in strict confidence;
- Provide help for both the bullied and the bully;
- Use more senior students as listeners;

- Keep parents informed (in consultation with the student);
- Check progress at regular intervals.

School Strategies and Procedures for Responding to Bullying

Learning Leaders are the named lead members of the Senior Staff Team responsible for co-coordinating anti-bullying work within in each year group at Chosen Hill School and ensuring the policy is implemented effectively. However, every member of the school community has the responsibility to treat bullying seriously.

Strategies for dealing with issues of bullying and conflict at Chosen Hill School are outlined below. Strategies combine punitive and preventative approaches. These strategies and procedures are guidelines for staff who are asked to use their professional judgement and judge the best action for each case individually.

1. Mutual Respect Contracts

The Mutual Respect Contract is a set of promises made between two students or a group of students who have been involved in bullying or conflict. The contract is signed in the presence of a member of staff and a copy is held by the school as well as being sent home to parents.

2. Behaviour for Learning consequences

Sanctions such as automatic isolation or time spent internally excluded for a set number of days from identified lessons or activities or external exclusion are used by the school to punish bullying. Persistent instances of bullying will be dealt with through SLT. Students who choose to break the terms of their Mutual Respect Contracts will be issued with appropriate consequences. Persistent bullies put themselves at risk of permanent exclusion.

3. Work within Student Support Services – Student & Families Welfare Officer (SFWO) and Behaviour Lead Officer (BLO)

The SFWO and BLO provide support for the victims of bullying and for those guilty of bullying in a variety of ways including the use of self-esteem and self-confidence workshops, assertiveness training and anger management programmes. Students can be referred to the BLO by Year Leads and Senior Pastoral Coordinators based on their own judgement following discussion with the student and parent(s)/carers or at the request of a parent/carer or another member of staff.

4. Work within the curriculum and during the annual National Anti-Bullying Fortnight

Staff will raise awareness of bullying and strategies to prevent it through Learning Mentor time and CPSHE and lessons. The following specific lessons are included in each year group:

Year 7 (10 Lessons):

- Healthy relationships, bullying, peer pressure;
- What is bullying, who is the bully and victim?
- How do we prevent bullying?
- What to do if you are being bullied?
- Is cyber bullying different?
- Internet Safety.

Year 8 (8 lessons):

- Peer Pressure and Bullying;
- Internet Safety – understanding and managing risk;
- On-line grooming;
- Healthy relationships;
- Sexual exploitation and bullying.

Year 9 (12 lessons):

- Consensual Relationships;
- Keeping safe online;
- Faiths and beliefs – acceptance and tolerance;
- Healthy Relationships;
- Homophobia;
- Sex and Relationships Education.

Year 10 (8 lessons):

- Teenage Abusive Relationships;
- Consensual Relationships.

Year 11 (6 lessons):

- Online Profile;
- Restorative Justice.

Work is also done on relationships across the curriculum during the annual National Anti-Bullying fortnight.

5. Additional pastoral care

We have and are further developing an additional layer of pastoral support for students who are vulnerable. This includes victims of bullying and any other students who are felt to be vulnerable. It involves additional support from the School Counsellor, MHST, voluntary Adult Mentors and TIC+. The school's Mental Wellbeing pages and Mental Health & Wellbeing policy provide further additional support and guidance.

6. Work with the local Police

For certain incidents the local police will be informed and/or involved in the process. This collaborative work enables Chosen Hill School to deal effectively with issues within school which have arisen due to matters outside. Our work with the police is an integral part of our extended school service and this policy has been fully endorsed by our community liaison officer.

7. Restorative Justice

This is recommended for dealing with nearly all incidents of bullying and conflict. This strategy allows all those involved to think about the choices they have made, the impact these choices have had on themselves and others and how better choices can be made in the future. Restorative Justice is an important tool in allowing a productive and proactive discussion to take place surrounding behaviour of all kinds including bullying and conflict. It involves a member of staff discussing the incident with both the victim(s) and perpetrator(s). Key questions which should be addressed by Restorative Justice include:

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been harmed?
- What can you do now to repair the harm that has been done?

8. A Possible 'No Blame' Approach

In a structured series of steps the teacher meets the bullied student first and then takes an account of her or his distress to a group of other students including the bullying students, some collaborators and bystanders. Each student suggests ways in which they will change their own behaviour in future. These changes are monitored over time.

9. Circle of Friends

This can be used by a member of staff to help develop a friendship group for a student who feels isolated and is in need of peer support.

Training in support of this strategy will be delivered through CPSHE.

10. Peer Listeners

Our aim is to train senior students as peer listeners, to be available in the social areas and in an assigned classroom at lunchtimes. Their role will be to support pupils in being open about situations they find – they assisted in identifying the problems and then reaching an agreement (with staff support) on changes that were necessary to prevent bullying recurring.

Communication

Communication about anti-bullying work occurs through the following:

- Termly meetings of the School Council Anti-Bullying Focus Group which consists of representatives of all members of the school community. The group reviews all aspects of the anti-bullying work on a regular basis and respond to any issues related to bullying and conflict. Members of the group take their roles seriously and actively seek to promote the values of Chosen Hill School;
- The Headteacher's weekly bulletin;
- The school website;
- Assemblies;
- Induction Evening for Year 6 students and parents;
- Parents Evenings.

Chosen Hill is committed to ensuring that the ideas above formulated by students are reflected fully in the way bullying is prevented and dealt with.

GUIDELINES

For ALL Students.

The school plans to reintroduce a training scheme for student listeners who will help other students deal with instances of bullying.

Prevention

1. Tell an adult you can trust or a student listener if either you or your friends think problems with bullying may be beginning;
2. Don't accept that you must put up with bullying, 'it's okay to tell';
3. We encourage all students to talk to their parent(s) or guardian if they feel they are being bullied.

Dealing with Incidents

1. Be positive and work with the person who is trying to help you;
2. Keep a record of what is happening – use your planner – and note any improvements.

For Parent(s) or Guardian.

Prevention

1. Liaise closely with the school on all matters relating to student welfare;
2. Be vigilant and report to school any incidents you suspect may be bullying.

Dealing with Incidents

1. Know which member of staff is dealing with particular incidents and know what actions are being taken;
Support your son/daughter in implementing the agreed strategies the school has put in place;
2. Be prepared to meet with parents of the alleged bully, if necessary, to help to resolve the situation;
3. If a serious harassment issue develops out of school, then inform the police as well as the school.

For Staff as Learning Mentors and Subject Staff (See also the School Behaviour Management and Equal Opportunities Policy).

Prevention

1. Create a climate where bullying is unacceptable within the school community;
2. Ensure that students understand what is acceptable and unacceptable behaviour inside and outside the classroom;
3. Foster an atmosphere of openness and trust;
4. Be proactive and act upon early warning signs. If you have a concern as a subject teacher, then inform the Learning Mentor or Learning Leader.

Dealing with Incidents (For Staff as Learning Mentors)

Assess the situation in conjunction with the Learning Leaders to decide the appropriate strategy to adopt. If it is agreed that you as Learning Mentor handle the situation continue as follows.

1. Ensure the student has someone they feel they can talk to. (This does not have to be you);
2. Give time and listen in a sympathetic way. Re-assure the student their concerns are taken seriously;
3. Investigate all reported incidents immediately;

4. Record all incidents on Incident Manager and agree with student(s) action to be taken by you, by them and by parents (if appropriate) and the dates when this will be completed and monitored. Check progress no later than two weeks after the agreed action is put in place. Continue to monitor and take further action if required at agreed intervals;
5. Keep the Learning Leader informed.

For Year Leads

Prevention

1. Provide INSET for Learning Mentors on how to deal with bullying incidents, including an annual review of the policy;
2. Ensure the consistent delivery of Anti-Bullying through the Learning Mentor programme in all years;
3. Liaise regularly with Learning Mentors regarding any instances of bullying in the year group;
4. Ensure records of incidents are kept (see below). Incident Manager allows us to monitor patterns over time.

Dealing with Incidents

1. Take the lead where necessary, e.g. complex or sensitive situations;
2. Follow guidelines as per 1-5 in 'Dealing with Incidents (For Staff as Learning Mentors)'.

Monitoring and Evaluation of Incidents

- a) Individual student incident log reviewed at any point of concern by Learning Mentor, Teacher or Learning Leader;
- b) Regular (termly) monitoring by Learning Leaders will ensure incidents are being appropriately recorded and actioned. The formal reporting of specific incidents to the LA will be included in this review;
- c) Records will be monitored by Key Stage Admin Support to provide a termly report for Learning Leaders and an annual report for the school Senior Leadership team and Governors;
- d) The student council views the report annually or more frequently if requested by them and have the opportunity to comment on the report, the overall effectiveness of the policy and conflict resolution in Chosen Hill;
- e) The school will undertake annual pupil and parent surveys on attitudes and feelings about the school. This will provide useful data for measuring progress;
- f) The school will record and report all serious and persistent bullying to LA in line with county guidelines;
- g) The school reserves the right to use, where necessary, a range of sanctions identified in the School Behaviour Management Policy against students whose pattern of bullying behaviour does not change.

This Policy is in addition to, and complementary to the School Behaviour Management Policy, Attendance Policy, Child Protection Policy and Equal Opportunities Policy. The Policy is reviewed annually and is compiled in consultation with staff, students, parents and governors of the school and is in line with national guidelines.

Appendix A - Anti-Bullying Policy - Student Version

Aims

The aim of our Anti-Bullying Policy is to make sure that all students can learn in a supportive, caring and safe school without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively. We have a 'telling' culture and anyone who knows that bullying is happening is expected to tell members of staff.

Chosen Hill School recognises that there is no sure or single solution to the problem of bullying, however, we aim:

- To have a safe and positive environment free from threat, harassment and any type of bullying behaviour;
- To take positive action to prevent bullying from happening through different of activities in assemblies, learning mentor time and lessons;
- To overcome bullying by using a range of ways including teaching about bullying and sanctions for these behaviours;
- To tell students and parents about the school's expectations and to work together which helps keep a bully-free school;
- To make all school staff aware of their role in developing students' knowledge and attitudes to achieve the above aims, and staff behaviours in supporting our Anti-Bullying Policy;
- To help students feel able to report bullying whether in person or on-line and to support friends and other students who are at risk of bullying.

Definition of Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE: "Preventing and Tackling Bullying" 2017)

Bullying is any of the following types:

- Physical: hitting, pushing, kicking, tripping up, punching, spitting, threats, being touched against one's will;
- Verbal: name calling, teasing, taunting, insulting families, unkind remarks about someone's work, making fun of others, whispered comments, spreading nasty or false rumours, unkind comments about personal appearance, school achievements, disabilities;
- Emotional/silent: deliberately keeping people out of friendship groups, stalking, rude gestures, ignoring people, being sent unpleasant notes or having graffiti written about you encouraging others to get involved in bullying;

- Technological (Cyber Bullying): offensive/threatening messages either by text, email or through social networking sites like Facebook, Snapchat, Twitter.

Bullying can also be:

- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments;
- Homophobic: because of, or focusing on the issue of a person's sexuality.

We are aware of some of the effects that bullying can have on young people:

- Students who are being bullied may show changes in behaviour, such as being shy and nervous; pretending to be ill and possibly missing classes. There may be evidence of changes in how they work, loss in focus or concentration and possible truanting from school.

What are we going to do?

We will provide a caring, friendly and safe environment for all our students regardless of age, race and culture so that they can learn in a relaxed and secure place.

Teaching and Support Staff

Students can speak to any member of staff regarding their concerns. When staff are made aware or recognise the signs of bullying they will act quickly by referring incidences to your Learning Mentor and your Year Lead – Progress Coordinator for further action. Parents can report incidents to members of school staff via telephone, email or in person. This will also be passed on to your Learning Mentor and your Year Lead – Progress Coordinator.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with swiftly by members of staff talking with other key staff;
- Students concerned are likely to be interviewed and statements taken from the students involved;
- Incidents will be investigated and recorded where appropriate on the school's Bullying Log;
- Learning Mentor and Year Leads will be kept informed of the progress of any investigations of bullying;
- Sanctions will be used in line with the school Behaviour Management Policy in dealing with such matters.

Students

Students who have been bullied will be supported by:

- Being given an immediate opportunity to discuss the experience with a member of staff; information shared is treated both seriously and confidentially;
- Reassurance that student concerns will be dealt with swiftly and taken seriously;
- Support through the Peer Listeners and Year 10 Peer Mentors act as buddies for Year 7 students;
- Year Council Representatives regularly discuss whole school matters and this includes tackling aspects of bullying;
- A safe zone at break and lunchtime where necessary e.g. games zone, the library;
- Actions dealing with the bullying including offering continuous support;
- Action to help with restoring and building self-esteem and confidence.

Where appropriate further support may be provided by other agencies who work with the school in supporting students.



CHOSEN HILL SCHOOL ANTI BULLYING CHARTER

We have CHOSEN to challenge bullying of all types

Challenge all types of bullying to make CHS a safe and happy place to learn.

Help to make CHS an open “telling and sharing” school with a variety of ways to report concerns to different staff.

Opportunities to understand and discuss bullying and stereotyping in assemblies, CPSHE and lessons.

Staff and selected students e.g. Peer Listeners, trained to identify and deal with incidents (listening and acting).

Extended support to help and support students over time

Not forgotten or hidden - feedback to individuals and monitoring of whole school data by SLT & Student Council

