ANTI-BULLYING POLICY

Responsible Person: Headteacher (Jessica Duemler)
Last Review Date: September 2024
Review Cycle: Every two years
Next Review Date: September 2026

Chelsea Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:
- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)

- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Chelsea Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

The policy documents of Chelsea Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

LEGISLATION

This policy was drawn up in accordance with and using information from:
● Bullying at school
● Cyberbullying: Advice for headteachers and school staff guidance
● Education (Independent School Standards) Regulations 2014
● Section 89 of the Education and Inspections Act 2006
● Equality Act 2010
● Keeping Children Safe in Education 2022
● Mental Health and Behaviour in Schools guidance
● Preventing and Tackling Bullying guidance
● Preventing and Tackling Bullying, Mental Health and Behaviour in Schools ● SEND code of practice: 0 to 25 years guidance

FOREWORD

At Chelsea Hall School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it.

We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these relational conflicts and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school, and we will always do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

At Chelsea Hall School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

ROLES AND RESPONSIBILITIES

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Headteacher has overall responsibility for Anti-Bullying at our school. They are responsible for liaising with the Governing body, parents, the Local Authority, and outside agencies when appropriate.

The School Administrative Team supports the headteacher in::

- Policy development and review
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Leads (DSL) and their Deputies in our school are:

- Pauline Turner
- Jessica Duemler
- Silvia Ogando Vidal
- Chiara Secchi
- Pernilla Vestberg
- Anushka Juliet
- Vicky Dixon

Safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

KCSIE 2022 guideline with regards to (D)DSL is that they undergo training to provide them with the knowledge and skills required to carry out the role, including ensuring that they:

- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation, and are confident they have the capability to support children with SEND to stay safe online.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

The nominated Governor with responsibility for Safeguarding, including Anti-Bullying, is Stephen Aiano.

DEFINITION

The government's definition of bullying is:
"behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally."

Preventing and Tackling Bullying

Bullying often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer. It can be motivated by actual differences between children, or perceived differences. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

It is important to recognise the difference between pupils having a "fall out" and bullying. Falling out differs from bullying in the fact that the behaviours or incidents occur occasionally or by accident. Following such incidents, pupils

usually show remorse and there is a general willingness to make things right or to resolve the conflict. At Chelsea Hall School, we recognise that although those do not fall under the definition of bullying, they may still require support or intervention from trusted adults.

We also recognise that, if left unaddressed, fallouts may escalate and start a pattern of behaviour in which the intention becomes to cause harm or distress. Therefore, we keep monitoring children following a fallout to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

WHAT DOES BULLYING BEHAVIOUR LOOK LIKE?

At Chelsea Hall School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:
- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

WHERE DOES BULLYING TAKE PLACE?

At Chelsea Hall School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from

school and in the local community. Bullying may also take place online (cyberbullying).

We will offer support and guidance to pupils, parents and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

HOW TO REPORT BULLYING CONCERNS

At Chelsea Hall School we want pupils, parents, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

PUPILS, INCLUDING BYSTANDERS/WITNESSES

At Chelsea Hall School, we recognise that not all our pupils are able to identify or understand bullying behaviour, which is why all our pupils are encouraged to share any concerns they have, share about their friendships, reason behind their upset, etc. Our high pupil to staff ratio means that pupils are never left without supervision, and both fallouts or incidents of bullying happening in school are usually spotted by staff without the pupils needing to tell us about them.

Our members of staff know their pupils well and are able to spot when a child is unusually upset or dysregulated. This will always be explored through conversations or play. The member of staff will listen to the pupil and log details of the concerns in MyConcern, thereby informing the entirety of the Leadership Team, including the Designated Safeguarding Lead and Head teacher. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

PARENTS

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents to contact their child's class teacher (in person/via telephone call/via email) to explain their concerns.

The class teacher will take an initial note of the concerns which will be logged in MyConcern, thereby informing the entirety of the Leadership Team, including the Designated Safeguarding Lead and Head teacher. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk. Following the report, the Leadership

team will investigate the alleged bullying, and a meeting may be scheduled with the parent who reported the bullying to allow for more time to discuss the concerns in detail.

We ask that parents come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

SCHOOL STAFF

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

Staff will report their concerns in MyConcern, thereby alerting the entirety of the Leadership Team, including the Designated Safeguarding Lead and Head teacher. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

VISITORS

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns.

The member of staff receiving the report will take an initial note of the concerns and will then log it onto MyConcern, thereby alerting the entirety of the Leadership Team, including the Designated Safeguarding Lead and Head teacher. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

HOW OUR SCHOOL WILL RESPOND TO REPORTS OF BULLYING

At Chelsea Hall School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our school keeps records of all reports of bullying, this information is stored on our school's Safeguard recording system (MyConcern). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to MASH

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

STRATEGIES FOR PREVENTING BULLYING

At Chelsea Hall School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / Play therapy
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff
- All staff model expected behaviour