ANTI-BULLYING POLICY

Policy Created	2006
Committee	LGB
Last review	May 2020
Review frequency	3 years
Date to be reviewed	May 2023

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need irrespective of their age, gender identification, sexuality, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Discouraging, preventing and responding to bullying

As outlined in the Positive Behaviour Policy, Castle Hill School aims to create a calm, positive and safe learning environment.

We encourage good behaviour through positive relationships and promoting respect for self and others, ensuring all pupils are included and involved.

We create a school culture and ethos that reflects the importance of feeling safe and being part of an inclusive and supportive community.

We celebrate difference and cherish diversity, through a broad and varied school curriculum and engagement with our diverse, local community.

Bullying

At Castle Hill School, we recognise that all behaviour is communication. However, we do not accept bullying under any circumstances. Bullying is defined as 'behaviour' by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Bullying can also be part of other forms of abuse, including neglect, emotional, physical and sexual abuse.

Bullying can take many forms, including the following

- Bullying based on gender identity – This is bullying someone because of their personal sense of their own gender. Gender identity can correlate with assigned sex at birth or it can differ from it.

- Classist bullying - This is bullying someone because you perceive them to be from a different social class.

- Cyber-bullying – This is bullying someone using electronic means, often anonymously, but not always. This includes sending texts, inciting people to verbally or physically abuse them, sending videos or picture messages, sending emails, using social media or instant messaging (IM) apps, or writing malicious posts on online forums or blogs.

- Disablist bullying – This is bullying someone because they have a visible or invisible disability.

- Homophobic bullying – This is bullying someone because of their sexual orientation.

- Lookist bullying - This is bullying someone because they have distinguishable features.

- Racist bullying - This is bullying someone because of their race and/or the colour of their skin.

- Religious bullying – This is bullying someone because of their beliefs or faith.

- Sexist bullying – This is bullying someone because they are female or male.

- Sizeist bullying - This is bullying someone because of their body size.

- Social/Relational bullying – This is bullying someone with the aim to harm someone's social reputation, cause humiliation and/or social isolation.

- Transphobic bullying – This is bullying someone because they are transgender.

- Xenophobic bullying – This is bullying someone because they are from a different country.

Bullying can make a person feel isolated and worthless, lonely, anxious, angry and lacking in confidence.

Bullying can present as:

- Teasing or humiliating

- Threatening or intimidating behaviour

- Violent behaviour or assault

- Isolating or excluding someone

- Controlling and Coercive behaviour

- Verbal abuse, including offensive comments

- Damaging or stealing possessions, including money

- Spreading rumours

- Coercion

- Causing harm to someone through electronic means

- Damaging or stealing property belonging to somebody else

The NSPCC (the National Society for the Prevention of Cruelty to Children) have identified the following indicators of bullying:

- belongings getting 'lost' or damaged

- physical injuries, such as unexplained bruises

- being afraid to go to school, feigning illness or truanting school

- not doing as well at school

- asking for, or stealing, money (to give to whoever is bullying them)

- sudden or gradual changes in behaviour

- being nervous, losing confidence, or becoming distressed and withdrawn

- problems with eating or sleeping

- being nervous or secretive when using technology (an indicator of cyber-bullying)

- bullying others

We believe that we are vigilant to the indicators of bullying at Castle Hill School and that our staff have the confidence to raise any concerns.

We would expect that:

- all staff, governors, parents and pupils have an understanding of bullying
- bullying is not to be tolerated
- all incidents are to be taken seriously
- that bullying is to be clearly monitored
- clear procedures should be in place for discouraging and preventing bullying and for dealing with recognised incidents of bullying

Implementation / Strategies for preventing bullying

All staff will be informed of the school's Positive Behaviour Policy and Anti-Bullying Policy, as part of their general induction to the school and regular updates and reinforcement will be given through ongoing training.

All staff should be aware and guard against bullying. Staff are required to be extra vigilant as we also recognise that many of our pupils have communication difficulties and are not able to express fears and concerns.

To assist in prevention

- pupils are encouraged to report bullying

- positive behaviour management strategies should be applied throughout

Actions, Outcomes and Interventions

- Incidents will be dealt with by a member of the Senior Leadership Team and staff will be alerted to incidents and actions taken, either through weekly whole school meetings or at department meetings. Restorative practices will be used to achieve issue resolution.

- Parents/Carers of all students involved in an incident will be informed on the same day as the incident.

- Follow-up meetings will be arranged (within the following week) to ensure an effective conclusion is achieved. Parents/Carers will be fully informed and involved in this process.

- Records of incidents, meetings and outcomes will be collated in student files.

A range of prevention strategies will be applied.

These will include:

- ensuring that parents/carers have access to the school policy

- discussing bullying with pupils including specific opportunities in PSHCE and in assemblies

- separate regular meetings with targeted groups to discuss behaviour

- the application of positive behavior principles throughout school

- providing appropriate levels of staffing

- providing quality play experiences at breaks and lunch times

- close monitoring

- clear school rules

Breaks at lunchtimes

All staff, including LSAs, should be aware of school policies related to behaviour management and anti-bullying strategies.

All breaks should be adequately supervised and all pupils monitored at all times.

LSAs have regular training sessions, with a variety of colleagues across school, including with members of the Senior Leadership Team, to maintain lunchtime routines, expectations and patterns of supervision.

Efforts made through funding from Extended Schools Provision for example Sports Premium to provide activities and equipment to engage pupils in meaningful activities during breaks and lunch time.

Parental/Carers involvement

Parents/Carers are encouraged to raise concerns with school and all concerns are followed up.

Where a pupil is bullying others, parents will be informed. The information given will include the nature of the interventions being suggested and initial short-term strategies. A supportive and solution-focused approach will be applied throughout to ensure all parties' needs are recognised and addressed. Long-term strategies will be formulated in further meetings, which should be arranged.