According to section 89(1)(b) of the Education and Inspection Act 2006 schools must determine measures to prevent all forms of bullying among pupils.[1]

*At Chace we are committed to modelling positive relationships and communication in and out of classrooms and developing a restorative ethos and culture that supports the development of social and emotional skills*

Our Chace Code of Conduct exemplifies our commitment to modelling positive relationships and communication. It is based around our Respect model which is intrinsic to our Code of Conduct to create an environment that prevents bullying from being a serious problem in the first place and where all members of our community are expected to adhere to the Respect ethos.

## IS IT BULLYING?

**NOT NICE**   When someone says or does something **unintentionally** hurtful and they only do it **once**…. That is **Unkind**

**MEAN**   When someone says or does something **intentionally** hurtful and they do it **once**…. That is **Mean**

**BULLYING**   When someone says or does something **intentionally** hurtful and they **keep doing it**, **over a period of time**, even when you tell them to stop or show them that you are upset…. That is **Bullying**

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[1]
**https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf**

Belonging          Responsibility          Excellence

**This isn't bullying:**

- Falling out with peers including friends.
- Arguments between peers - including social media.
- Banter where both sides are engaging with each other.

**What bullying can include:**

- Repeated isolation intending to hurt someone emotionally and involving and encouraging others to isolate a pupil or pupils.
- Repeatedly putting pressure on a pupil/s to force them to do something they are not comfortable with.
- Repeatedly approaching peers where there is a history of bullying behaviour (second clear warning).
- Repeatedly intimidating pupil/s by indirectly/directly saying nasty things including on social media.
- Repeatedly physically obstructing to intimidate.

**This is bullying:**

- Repeated actions intended to hurt someone either physically or emotionally.
- Often aimed at certain groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

**It takes many forms and can include:**

- Repeated physical assault
- Repeated teasing
- Repeated threats
- Repeated name calling
- Repeated cyber bullying - bullying via mobile phone or online make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

**Our steps when a student/parent/staff believes bullying is happening:**
At Chace we take tackling bullying very seriously, we aim to have an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.

**Steps taken for reported bullying-like behaviour:**

1. *First report of UNKIND behaviour:*
   - Statement sheet completed by those involved.

<span style="color:orange">Belonging</span>　　<span style="color:orange">Responsibility</span>　　<span style="color:orange">Excellence</span>

- Student(s) spoken with.
- Restorative Justice conversation held if possible.
- Parents informed.
- Appropriate sanction given in line with the behaviour policy.

2. *Second report of MEAN (bullying-like) behaviour:*
- Statement sheet completed by those involved
- Student(s) spoken with.
- Considered bullying like behaviour.
- Parents informed.
- Appropriate increased sanction given in line with the Behaviour Policy.
- Safer School Officer if appropriate

3. *Third report of bullying behaviour:*
- Statement sheet completed by those involved.
- Blue bullying form completed which is then logged and recorded (see appendix)
- Appropriate increased sanction given in line with the behaviour policy recognising that it is a bullying incident.
- Safer School Officer at meeting after relocation/Fixed Term Exclusion.

Dependant on the seriousness of the incidents, we will involve the wider community such as the Police when appropriate. This approach is in  cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. We may also work with other agencies and the wider community to tackle bullying that is happening outside of school. Our code of conduct goes beyond the school grounds as does the Chace consequences.

**Anti Bullying Prevention:**
We believe Lifeskills (PSHE), themed assemblies and FT are key to preventing bullying. Early intervention can help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

This might involve talking to pupils about issues of difference: perhaps in lessons, through dedicated events or projects, or through assemblies. Staff will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

At Chace we openly discuss differences between people and promote British Values in particular *tolerance*. For example where there has been observed or reported examples of intolerance regarding religion, ethnicity, disability, gender, sexuality or appearance related difference (body dysmorphia), children with different family

situations, such as looked after children or those with caring responsibilities. We actively teach children that using any prejudice based language is unacceptable.

Where possible we draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying to provide effective staff training. Pedagogy around this suggest that Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. We invest in specialised skills to help our staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils [2]

## Logging and tracking incidence and follow up and support following a bullying incident (Blue Form)

### Support for victim

To further support the victim after the incidents the following may happen to further support them:

- Refer to ILG for in school support
- Regular monitoring and support from form tutor/Head of Learning/Raising Standards Leader
- Restorative justice facilitated by a member of staff or school's police officer, as appropriate
- If appropriate, refer to external agencies (e.g. CAMHS)
- If appropriate, refer to the school counsellor

### Support for the perpetrator

Although there will be a consequence in line with our Behaviour and Equalities Policies, we do recognise that perpetrators may also need support.

Possible options are:

- Refer to ILG for in school support
- Monitor behaviour through report to Form Tutor/Head of Learning/Raising Standards Leader
- Restorative justice facilitated by a member of staff or school's police officer, as appropriate
- If appropriate, refer to external agencies (e.g. CAMHS, PARRS, BSS)
- If appropriate, refer to the school counsellor
- Form change

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[2]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- Managed move for a fresh start at another place of education
- Permanent Exclusion or Alternative Provision

**Resources & Pedagogy:**

https://www.anti-bullyingalliance.org.uk/

https://www.gov.uk/bullying-at-school

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2018-choose-respect

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

*Completed and written by Head of Learning, Raising Standards Leader and Pritam Vekaria – Deputy Headteacher*

## Appendix 1 – Blue Form

**Brief summary of behaviour:**



**Action taken**

Overall (include details if incident referred on):



With each individual (noted on page 1)



In Action Taken include any sanctions, exclusions, parental involvement, or involvement with external agencies

| Form completed by: | Date: |
|---|---|
| | |

<span style="color:orange">Belonging</span>　　　<span style="color:orange">Responsibility</span>　　　<span style="color:orange">Excellence</span>

# Bullying Report Form

**Location/event:**

**Date of incident:**

**Time of incident:**

| Type of behaviour displayed / experience: (Please Tick) | | | |
|---|---|---|---|
| **Isolation**/being ignored or left out | | **Possessions** / kit taken or damaged | |
| **Physical**/being hit or hurt | | **Forced into actions** against will / hazing | |
| **Verbal** (name-calling, taunting, mocking, threatening) | | **Written** | |
| **Cyber** (Online, social media, email, text, posting photos / videos) | | **Spreading rumours** | |
| **Other** (please specify) | | | |

| | | Gender | Age | Role* |
|---|---|---|---|---|
| **1** | | | | |
| **2** | | | | |
| **3** | | | | |
| **4** | | | | |
| **5** | | | | |
| **6** | | | | |

*Role: **V** Victim          **P** Perpetrator          **A** Associate          **B** Bystander

Where did the bullying occur:

| | |
|---|---|
| Sports playing area | |
| Changing rooms | |
| Toilet | |
| Other (specify) | |

| Are there indications that the behaviour was related to any of the following: | | | |
|---|---|---|---|
| **General appearance / body image** | | Race / ethnic origin | |
| **Disability / SEND** | | Sexual orientation | |
| **Gender / sexism / homophobia / transphobia** | | **Home circumstances** | |
| **Religion** | | **Sports ability** | |

Belonging          Responsibility          Excellence