



# Chipping Sodbury School

## Anti-Bullying Procedure

Approved by	LGB
Approved on	May 2022
Review date	May 2023
Linked policies	Anti-Equality Policy and Action Plan Child Protection policy Safeguarding policy E-safety policy

## Rationale

The potential for bullying exists in all schools and may be defined as the intentional hurting of one person by another, where the relationship involves an imbalance of power. This bullying could be verbal, emotional, physical, damaging of property, racist, sexual, homophobic, cyber or any other action this is likely to result in a lowering of self-esteem. We **aspire** to be a school in which bullying does not happen, a school in which all are **respected**, a school in which everyone takes **responsibility** to deal with bullying, a school in which every individual possesses the **integrity** to never bully another.

Our policy and approach is underpinned by the British values of mutual respect, democracy, the rule of the law, individual liberty and tolerance of those of different faiths and beliefs.

## Purposes

- To enable all students to make their full contribution to school life
- To deal with the causes of bullying as well as the consequences
- To engage all members of the school community in preventing bullying
- To achieve consistency in dealing with bullying
- To help students recognise and deal with bullying; both in and outside school

## Guidelines

- Students will be provided with the opportunity to understand what is meant by bullying
- The curriculum will provide students with the opportunity to understand the causes and consequences of bullying, specifically through the teaching within the Life curriculum
- The assembly rota and themes will contain the school values and an explicit anti-bullying item. National Anti-bullying Week (November) is addressed.
- Students will be made aware of how their own actions may affect a bullying situation
- Students will have the opportunity to learn to accept the differences which make us individuals
- The school will seek to create a climate in which students themselves actively discourage bullying
- Students will view the reporting of incidents of bullying as being responsible, rather than telling tales
- Members of staff will treat all accusations of bullying seriously
- Children with SEN or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all
- Action will always be taken to deal with reported incidents with the aim of preventing bullying from recurring, see Appendix 1 Bullying issues procedure flow chart for SST and Appendix 2 Bullying issues procedure flow chart for staff
- All parties to an accusation will be informed of any action taken
- The school will ensure that victims are offered support. This might be in the form of a referral to the Student Support worker, a peer supporter or a circle of friend's piece of work with the HLTA
- **School staff will not take action if incidents of bullying that happen outside school. Parents are encouraged to reported to them but the school can only impose sanctions if the students are under the lawful control of the school.**
- For guidance on interviewing students, see Appendix 3
- Serious or complex issues of bullying need sensitive and on-going support, for guidance see Appendix 4
- This policy will be reviewed in consultation with students and parents

- Staff development opportunities in relation to dealing with bullying will always be given serious consideration
- Bullying will be monitored and evaluated to inform the review of this policy
- The bullying survey and other student voice activities will inform the monitoring and evaluation of the policy
- For specific overview of the school's response to poor behaviour, bullying and anti-equality issues refer to Appendix 5 Overview and Causal grid

## **Conclusion**

The effective implementation of this policy will enable all students who attend Chipping Sodbury School to feel safe and secure, both physically and emotionally, throughout their secondary school education. They will also be able to talk openly about incidents of bullying that may occur and develop coping strategies for the future should the need arise.

## **Related policies**

Anti-Equality Policy and Action Plan

Child Protection policy

Safeguarding policy

E-safety policy

## **Related documents and Appendixes**

Appendix 1- Bullying Procedures for SST

Appendix 2- Bullying Procedures for staff

Appendix 3 – Guidance on interviewing students

Appendix 4- Guidance for investigating a serious or complex issue

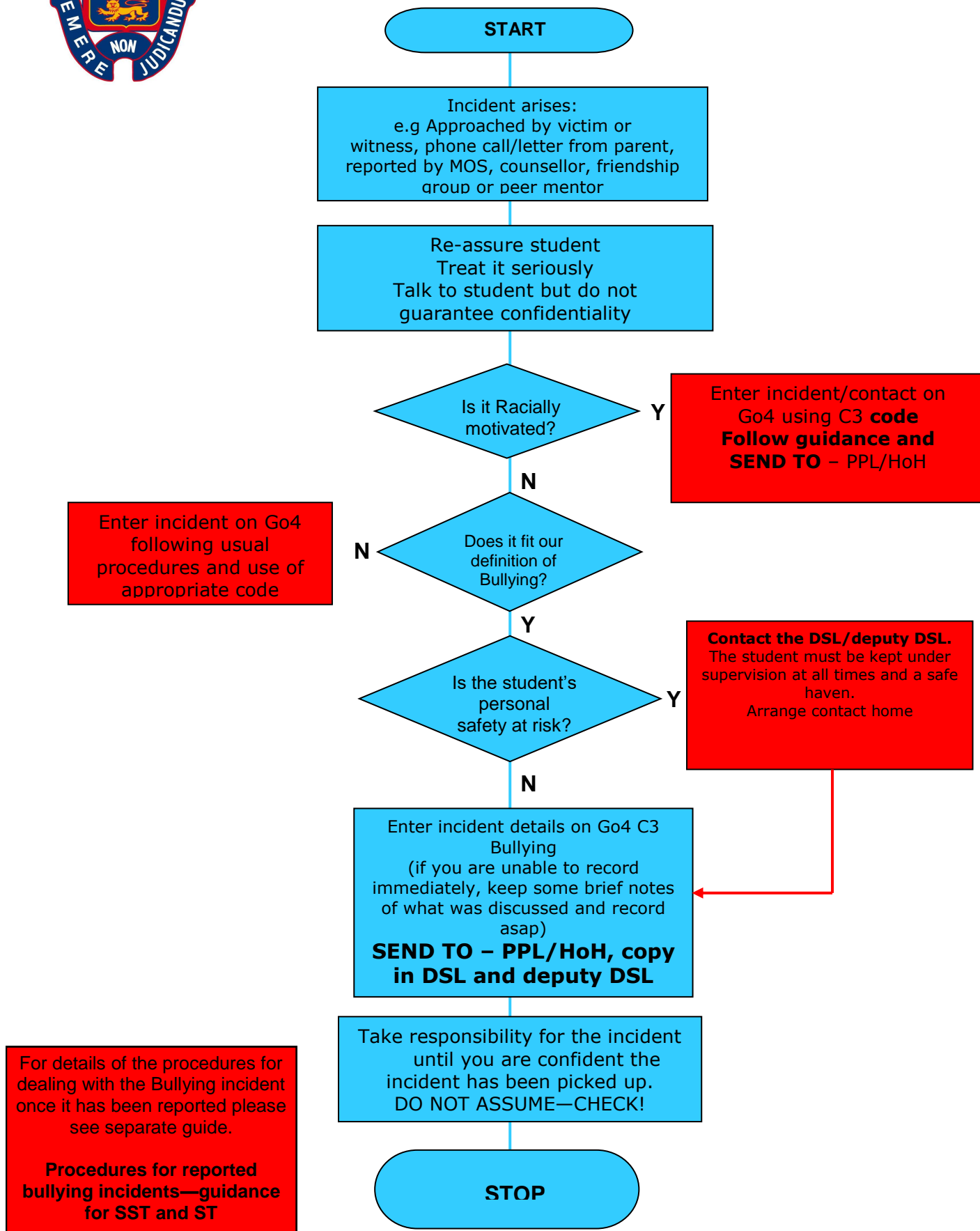
Appendix 5- Overview and causal grid

Student Anti Bullying Leaflet





**CHIPPING SODBURY SCHOOL  
PROCEDURES FOR DEALING WITH BULLYING ISSUES**



For details of the procedures for dealing with the Bullying incident once it has been reported please see separate guide.

**Procedures for reported bullying incidents—guidance for SST and ST**

### Protocol for responding to and interviewing students

This guidance can be applied to any incident resulting in the need to interview a student, such as a behaviour incident, personal issue or child protection concern.

#### Do.....

- **Be accessible and receptive**
- **Listen carefully and ask open questions to clarify the situation. eg “can you tell me what happened” “describe what happened” Think TED – Tell me / Explain to me / Describe to me /**
- **Use mirroring techniques to clarify facts**
- **Take it seriously e.g “This is very serious” “I’m glad you have told me”**
- **Reassure the pupil**
- **Prepare them for the fact that you must involve others**
- **Explain that we can never guarantee confidentiality, but will support them in telling the right people**
- **Make a careful record of what was said using their own words**
- **If in doubt, seek the support of another colleague. E.g a male MOS interviewing a female student**

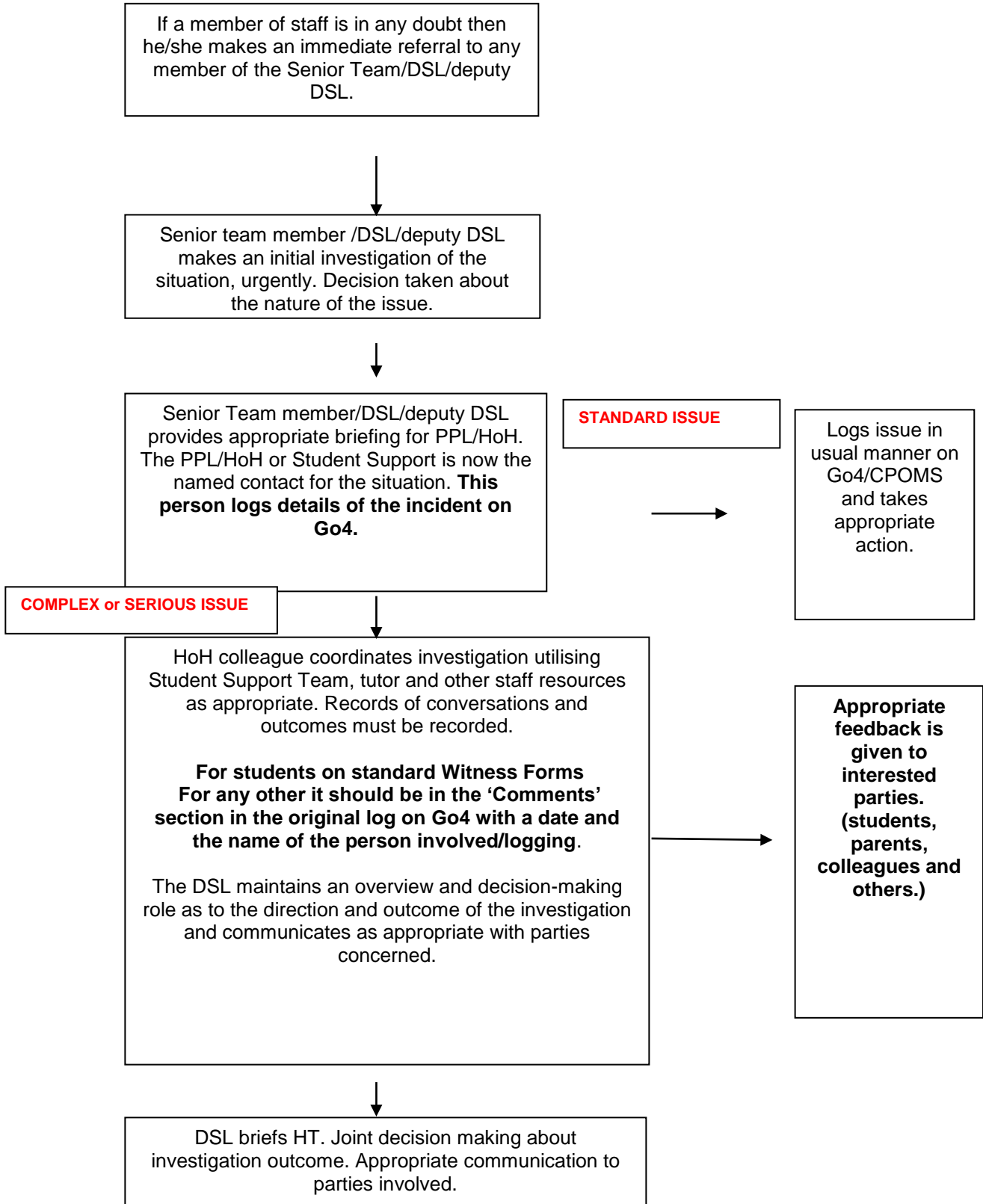
#### Don't....

- **Interview pupils in public**
- **Jump to conclusions**
- **Try to force the pupil to disclose – let them talk**
- **Speculate or accuse anybody**
- **Ask any leading questions whatsoever or any questions requiring YES/NO answers**
- **Make promises you cannot keep**
- **Try to solve everything yourself. When the facts are established pass on more serious concerns**

Appendix 4



CHIPPING SODBURY SCHOOL  
 Procedure for dealing with a serious or complex issue









**Chipping Sodbury School**  
**Overview of school response to behaviour, bullying and equality issues**

Causal issue	School Response	Poor behaviour	Bullying	Anti-Equality (eg race, gender, homophobia, disability discrimination)
<p><b>Physical</b> eg kicking, hitting, pushing, taking and damaging belongings, inappropriate sexual contact</p> <p><b>Verbal</b> eg. name calling, taunting, mocking, offensive comments including those of a sexual nature, threats</p> <p><b>Relationship</b> eg. excluding people from groups, deliberately ignoring, gossiping, spreading rumours</p> <p><b>Cyber</b> eg. inappropriate text messaging, phone calls, use of digital visual images inappropriately, inappropriate use of chat rooms / e-mail / messenger services</p>	<p><b>Reacting and responding</b></p>	<p>Use of school Consequence System C3 and appropriate Interventions</p> <p>Determining details of events at C3 accurately by listening and recording the perspectives of all parties</p>	<p>C3 consequence and appropriate Interventions.</p> <p>Ensure victim is safe and secure</p> <p>Determining details of events including participant roles (assistant to the bullying, reinforcer, outsider – silent approver and defender) accurately by listening and recording the perspectives of all parties.</p> <p>Contact with parents/carers providing a <b>named member of staff</b> who will lead the school response.</p> <p>Person doing the bullying takes responsibility and makes amends</p>	<p>C3 consequence and appropriate Interventions.</p> <p>Ensure victim is safe and secure</p> <p>Determining details of events including participant roles accurately by listening and recording the perspectives of all parties.</p> <p>Contact with parents/carers providing a <b>named member of staff</b> who will lead the school response.</p> <p>Person doing the discrimination takes responsibility and makes amends</p>

Causal issue	School Response	Poor behaviour	Bullying	Anti-Equality (eg race, gender, homophobia, disability discrimination)
<p><b>Remote provocation</b> eg. manipulation and encouragement of others</p> <p><b>Passive Provocation</b> eg. member of a group encouraging poor behaviour, bullying and anti-equality situation</p> <p><b>External factors</b> eg. physical, verbal, relationship or cyber issues from outside school brought into school</p>	<p><b>Prevention</b></p> <p><b>Supporting and Monitoring</b></p>	<p>Regular briefing of students regarding expectations around the 4 school values eg assemblies, tutor programmes, Life curriculum</p> <p>Use of database log of incidents to identify patterns of inappropriate behaviours AND where such patterns indicate a likelihood of a bullying situation, to investigate further as per the adjacent column</p> <p>At a whole year level through ICT database log of incidents</p> <p>All members of the school community to report where there is a concern about others and their welfare AND for school staff to log such concerns.</p>	<p>Regular briefing of students regarding expectations around the 4 school values eg assemblies, tutor programmes, Life curriculum.</p> <p>Student briefings re their understanding of their potential roles in bullying environments.</p> <p>Use of database log of incidents to identify patterns of bullying behaviours and where recurrent further action instigated.</p> <p>Specific monitoring at individual student level through the use of ICT database and by the named member of staff for an agreed period with records kept.</p> <p>Identify immediate and long-term support needs for both parties eg.</p> <ul style="list-style-type: none"> <li>• Friendship group work</li> <li>• Mediation and reconciliation</li> <li>• Anti-bullying counsellor</li> <li>• School counsellor</li> <li>• Support from external agencies</li> </ul> <p>All members of the school community to be vigilant and where there is a concern about others and their welfare AND for school staff to log such concerns.</p>	<p>Regular briefing of students regarding expectations around the 4 school values eg assemblies, tutor programmes, Life curriculum.</p> <p>Student briefings re their understanding of the importance of not being discriminatory towards others.</p> <p>Use of database log of incidents to identify patterns of discriminatory behaviour and where recurrent further action instigated.</p> <p>Specific monitoring at individual student level through the use of ICT database and by the named member of staff for an agreed period with records kept.</p> <p>Identify immediate and long-term support needs for both parties eg.</p> <ul style="list-style-type: none"> <li>• Specific anti-discrimination mentoring</li> <li>• Support from external agencies</li> <li>• School counsellor</li> </ul> <p>All members of the school community to be vigilant and where there is a concern about others and their welfare AND for school staff to log such concerns.</p>

