



# Anti-Bullying Policy

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|---------------------------------------|----------------|
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This policy applies to Chatham Grammar (CG). The policy refers to students as a generic term to cover all pupils and students being educated at Chatham Grammar under the University of Kent Academies Trust.

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### 1. Statement of Intent - Anti-Bullying strategy

We are committed to providing a caring, friendly and safe environment for all our students. Chatham Grammar has a zero policy towards bullying. If bullying should

occur, all students should be able to raise this and know that incidents will be dealt with promptly and effectively.

## 2. Bullying

### a) Definition of bullying

Bullying can be defined in a number of ways. We follow DfE (Department for Education) guidance, which states:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences”

“Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online”

(DfE Preventing and tackling bullying, July 2017)

### **Bullying has been described by students as:**

- Name calling
- Spreading rumours
- Teasing
- Physical abuse e.g. hitting, pushing, pinching or kicking
- Having personal possessions taken e.g. bag or mobile phone
- Receiving abusive text messages/e-mails/IM (Instant Messaging) and social networking sites such as Facebook, Instagram and Twitter
- Being forced to hand over money  
Being forced to do things they don't want to do
- Being ignored or left out - excluding others.
- Being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin

### **b) Specific examples of bullying**

Racist bullying – an incident, which is perceived to be racist by the victim or any other person. This can be in the form of:

- Verbal abuse, insults, name calling, racist jokes, offensive verbal behaviour
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Bringing to the Academy racist leaflets, comics or magazines
- Inciting others to behave in a racist way
- Offensive graffiti or other written insults, even against food, music, dress or customs
- Refusing to co-operate in work or play
- Humiliating and/or ridiculing

(Taken from Macpherson Report 1999 and Bulliesout.com)

Gender bullying – this is generally characterised by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendos and propositions
- Pornographic material, graffiti with sexual content
- In it's most extreme form, sexual assault or rape

Sexual orientation bullying – can happen even if the students are not lesbian, gay, bisexual or transgender. Just being different can be enough. This can be in the form of:

- Use of homophobic language
- Looks and comments about sexual orientation or appearance

SEN or disability – These students are often at greater risk of bullying. This can be characterised by:

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing students.

Indirect Bullying - This type of bullying can be very subtle making it harder to identify:

- Being ignored or left out
- Spreading rumours
- Manipulations
- Gossiping about a person
- Telling lies about someone

## Cyber bullying

There are different types of cyber bullying which are becoming increasingly common across the country. Cyber bullying utilises modern communication methods to bully

- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks
- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort
- Sending offensive, rude and insulting messages. Nasty or humiliating comments on posts, photos and in chatrooms
- Repeatedly sending messages that include threats of harm, harassment, intimidating messages or engaging online activities that makes a person afraid for his or her safety
- Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them
- Chat room bullying involves sending menacing or upsetting responses to young people when they are in a web-based chat room
- Bullying through instant messaging is an Internet form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites
- Using sexting text/images as a form of retaliation or as a means to publicly humiliate and cause extreme embarrassment by the use of social media platforms

There is not a specific law which makes cyber bullying illegal, but it can be considered a criminal offence under several different acts including Protection from Harassment Act (1997), Malicious Communications Act (1988), Communications Acts (2003), Obscene Publications Act (1959) and Computer Misuse Act (1990).

**NB - (DfE Preventing and tackling bullying, July 2017)** The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

### c) The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

### Age Restrictions for Social Media Platforms

| 13  | 14       | 16       | 17             | 18   | 18   |
|---|----------|----------|----------------|------|--|
| Twitter<br>Facebook<br>Instagram<br>Google<br>Snapchat<br>Pinterest<br>Tumblr<br>Reddit<br>Secret | LinkedIn | WhatsApp | Vine<br>Tinder | Path | (13 with parents permission)<br>YouTube<br>Keek<br>Foursquare<br>WeChat<br>Kik<br>Flickr |

- **Parents/Carers** - are responsible ensuring that their son/daughter adheres to the age restrictions for Social Media Platforms. Any incidents resulting in underage use of Social Media Platforms may result in not being investigated by the Academy
- **Chatham Grammar** - where a clear link can be established that Cyber bullying has impacted on the learning and well-being of students at the Academy then we will follow the usual Anti-Bullying Policy and Behaviour and Suspensions Guidance to determine the appropriate sanction
- **Police** - If the cyber bullying or bullying is extreme and potential criminal offence, the Police will be contacted. For example, sharing explicit images

### 3. Anti-Bullying strategy

Chatham Grammar strategies:

1. Raising the profile and recognition
2. Establishing coping strategies and clear procedures
3. Creating a secure environment
4. Dealing with incidents and sanctions

### **3 a) Strategies to reduce bullying**

The Academy will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies Including;

- Assemblies
- Co-operative group work
- Encourage circle of friends
- The support group approach/no blame approach
- Peer Mentoring
- PSHE programmes
- Mediation/Restorative Justice

Chatham Grammar believes:

- We are proactive and not reactive towards any bullying issues
- Students are taught to respect and appreciate diversity both in the Academy and the wider community
- All students have their own designated Personal Tutor, who they meet with daily
- All students are aware of the appropriate methods of reporting bullying issues via the Support App, Refer Now and Value Your Voice emails or via their Personal Tutor or Head of Year
- Bullying is undesirable and unacceptable
- Bullying is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of the Academy community will be listened to and taken seriously
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- Young people should be involved in decision making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

### **4. Objectives**

- To ensure all parents/carers and students have access to the Academy Anti-Bullying Policy
- To maintain and develop effective listening systems for students and staff within the Academy
- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills necessary to deal with bullying

- To communicate with parents/carers and the wider Academy community effectively on the subject of bullying
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information and where appropriate shared with relevant organisations

## 5. Procedures and dealing with incidents – a whole Academy approach

Role of students in recording a bullying incident

- Report incident to either your Personal Tutor or Head of Year
- Email academy through our student support system at [safeguardingcg@universityofkentacademiestrust.org.uk](mailto:safeguardingcg@universityofkentacademiestrust.org.uk)
- Use the Support App on your iPad or scan the QR codes around the building for support.

Guidance for parents/carers

Signs to look for if your child has been bullied:

- Behaviour changes
- Withdrawal
- Not wanting to go to school
- Lots of non-specific illness
- Belongings missing

If your child has been bullied:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them immediately
- Make an appointment to see your child's Personal Tutor
- Explain to your child's Personal Tutor and/or Pastoral Manager the problems your child is experiencing
- Email the Academy at [safeguardingcg@universityofkentacademiestrust.org.uk](mailto:safeguardingcg@universityofkentacademiestrust.org.uk)

When talking with teachers about bullying:

- Try to stay calm and bear in mind that members of staff may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.

- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the Academy intends to take.
- Ask if there is anything you can do to help your child or the Academy.
- Stay in touch with the Academy and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Contact the Head of Year to voice your concern and discuss a way forward
- Make an appointment to discuss the matter with the Principal and keep a record of the meeting
- If this does not help, there is a formal complaints procedure on the Academy website which will guide you through the next steps

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's Personal Tutor and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others
- Regularly check with your child how things are going
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Supervise their access to the internet and social messaging sites
- Check exactly when a threatening message was sent and keep it
- Where necessary report incidents to the police

Sanctions

Students who are victims or perpetrators will be encouraged to participate in Mediation or Restorative Justice meetings to try and resolve issues.

However, for those individuals who persistently bully, the full force of the Academy's disciplinary sanctions will be applied including internal suspension, fixed term suspensions and permanent exclusions where applicable.

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Sanctions and interventions will be decided on a case-by-case basis with every effort taken to stop and prevent any further bullying or incidents perceived as such.

## **6. Confidentiality**

Academy staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students.

Child protection procedures must be followed when any disclosures are made.

It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing or if the student is thought to be in danger of immediate harm
- The student's age, maturity and competence to make their own decisions

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carers.

An underlying principle in supporting students in our academy is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the Academy cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate and where confidentiality can be maintained.

## **7. Support for students who experience bullying**

### If you are being bullied:

- Tell an adult or somebody you trust what has happened straight away
- Get away from the situation as quickly as possible
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

### After you have been bullied:

- Tell a teacher or another adult you trust within the Academy
- Tell your family
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you

- Keep on speaking until someone listens and does something to stop the bullying. §  
Don't blame yourself for what has happened

When you are talking to an adult about bullying be clear about:

- What has happened?
- How often it has happened
- Who was involved?
- Who saw what was happening?
- Where it happened
- What you have done about it already

If you experience bullying by mobile phone text messages or e-mail:

- Tell a friend, parent or teacher
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent
- Do not delete any messages. These messages will be needed

For contacts and details of where to seek help outside the Academy see useful website addresses at the end of this policy.

It is vital that both victim and alleged perpetrator are kept informed of outcomes and accurate records for all students involved.

It is important that accurate records are kept to show persistent issues arising between groups of students or on-going issues.

Also repeat bullies will receive stronger sanctions than one off incidents.

It also needs to be considered, where the same student is frequently seen as a 'victim', what measures can be put into place to support them.

The use of Mediation/Restorative Justice is encouraged wherever possible.

## **8. Monitoring arrangements**

This policy will be evaluated and updated where necessary annually by the Vice Principal for Inclusions. The views of students and staff will be used to make changes and improvements to the policy on an ongoing basis.

## **9. Dissemination of the policy**

This policy will be shared via the Academy website; hard copies are available from the Academy reception on request. All stakeholders are invited to give their views on this policy.

## **10. Useful Websites**

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beat-bullying have developed the Cyber mentors peer support programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for Academy staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

### **Cyberbullying:**

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Childline **Help and advice about a wide range of issues**, <https://www.childline.org.uk/>

### **LGBT:**

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Educate and Celebrate: An LGBT charity that is committed to making schools LGBT friendly

### **SEND:**

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

## **11. Flow diagram for when bullying is reported.**

**What happens if a report about bullying comes in?**

**Report Received**

from the a student, their peers, staff, parent or carers



**Student reassured**

Meet with the student to reassure the issue will be taken seriously and consider any safeguarding issues.  
Listen to the student non judgementally and record the incident on the bullying log and complete front sheet.

Parents/carers of student informed.

Teachers of students notified and added to the 'blue heart'

*Bromcom-support events and quick note updated and CPOMS*



**Collection of evidence and student voice**

Collect statements from those involved or any witnesses from the information provided.

Consider any other evidence - screenshots/posts etc.

Parents of students involved informed for information at this point.

*Information added to case file*



**Actions/follow up if appropriate on a case by case basis**

Restorative justice and mediation to be explored.

Education around the nature of the incident/behaviours displayed.

Risk Assessment.

Sanctions considered (see Behaviour and Anti-bullying Policy)-*logged on Bromcom*

Additional support for wellbeing, anger management, ELSA, peer mentoring.

Safeguarding referral considered.

Regular communication and updates with parents/carers.

*All interventions and communications to be added to Bromcom*