

## **Preventing Bullying Policy**

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# 1 Introduction

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Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive students can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up. It is clear that certain jokes, insults, threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child be best able to benefit from the opportunities available at the school. The Cavendish School is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the ethos, values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

As such, everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care to ensure our students are protected from harm, and this includes bullying.

This policy has been co-written with the pupils at The Cavendish school.

## 1.1 Principles

We at The Cavendish School will:

- ∞ Have a consistent approach to any bullying incidents that occur.
- ∞ Raise awareness of bullying and promote positive relationships based on mutual respect.
- ∞ Seek to involve all stakeholders in the implementation and monitoring of this policy.
- ∞ Promote positive action to prevent bullying through our PSHE and pastoral programme, related activities and through curriculum opportunities.
- ∞ Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- ∞ Provide appropriate training for both staff and students to support the implementation of the policy across the Academy.
- ∞ Ensure fair treatment and promote respectful attitudes for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds, bearing in mind the principle of equity versus equality.
- ∞ Pay due regard that our pupils with SEND may be at higher risk of peer group isolation and can suffer a disproportionate impact of bullying.
- ∞ Be aware that our pupils all have difficulties with communication and it is important that staff are aware of changes to behaviour or mood.
- ∞ Be mindful that injuries may not be consistent with their SEND but could be related to incidents of abuse or bullying.
- ∞ Reflect on pupils' historic context including past experiences of bullying and how that should impact on managing their current experiences.

## 1.2 What is Bullying?

Bullying is defined as **persistent, deliberate attempts to hurt or humiliate someone**. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of bullying. Bullying is repetitive, meaning either that an individual conducts the same pattern of bullying behaviour towards different children or that one or more children are targeted to bear the brunt of repeated bullying behaviour from an individual or a group. Bullying can be carried out physically, verbally, emotionally or through the use of technologies. It is important to bear in mind the presentation of pupils' needs when reaching judgements about bullying.

Bullying can include persistent, deliberate attempts to hurt or humiliate someone through:

- ∞ Emotional - Excluding and tormenting others
- ∞ Physical - Pushing, kicking, hitting, punching or any use of violence
- ∞ Racist - Racial taunts, graffiti, gestures

- ∞ Sexual - Sexual harassment in any form is bullying e.g. unwanted physical contact, sexually abusive comments
- ∞ Homophobic - Because of, or focussing on, the issue of sexual orientation
- ∞ Verbal – Name calling, sarcasm, spreading rumours, teasing. Humour/banter must be appropriate and accepted by both sides for it to be regarded as such.
- ∞ Cyber - All types of communication technologies, such as e-mail, texting, messaging and social networking
- ∞ Prejudice - On the grounds of different interests (or difference/inferior economic status) i.e. students can be bullied for being interested in things considered 'uncool' by a group or 'in-crowd', including prejudice against students with SEND.
- ∞ Sexting.
- ∞ Imbalance of power
- ∞ Demeaning the views and beliefs of others

Bullying in any form is unacceptable. It can occur in any school institution, even the most caring and is always unacceptable and will be dealt with. The Cavendish School (TCS) is strongly committed to ensuring that bullying does not take place, however we understand that bullying does happen and therefore we are dedicated to dealing with any bullying that takes place effectively.

### **1.3 Roles and Responsibilities**

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying. The Head of School is ultimately responsible for the well-being of all pupils and staff. All staff, pupils, parents and governors (anti-bullying Governor link is Julie Bailey) should be made aware of the policy alongside awareness being raised of the issues associated with bullying in the school

#### **1.3.1 Staff**

All staff will:

- ∞ Treat each other respectfully
- ∞ Foster in our students' self-esteem, self-respect and respect for others
- ∞ Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- ∞ Be alert to signs of distress and other possible indications of bullying.
- ∞ Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- ∞ Report suspected cases of bullying to appropriate class teacher or Assistant Headteacher of phase.

#### **1.3.2 Students**

We expect our students to:

- ∞ Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- ∞ Intervene to protect the student who is being bullied, unless it is unsafe to do so.
- ∞ Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying without acting or reporting it will be regarded as offering tacit support for the bully and effectively joining in with the bullying, bearing in mind that pupils can report incidents anonymously using the Sharps system if needed.

Anyone who becomes the target of bullies should:

- ∞ Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- ∞ Not use bullying tactics themselves as retaliation

#### **1.3.3 Parents**

We ask our parents to support their children and the school by:

- ∞ Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- ∞ Taking appropriate responsibility for the use and misuse of technology, including social media
- ∞ Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- ∞ Advising their children not to retaliate violently to any forms of bullying.
- ∞ Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour

- ∞ Informing the school of any suspected bullying, even if their children are not involved;
- ∞ Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth.
- ∞ Speaking respectfully when talking to all members of school staff

### 1.3.4 Leadership and Governors

Leaders and Governors will monitor and analyse all incidents of reported bullying Termly to allow for review of the effectiveness of this policy. This policy will be reviewed and updated at least annually or more often in the case of low impact or ineffectiveness detected.

### 1.3.5 Outside of School

Where issues of bullying take place out of TCS and the school is made aware of this, then it would be necessary to act on that information to ensure the positive welfare of students in the school. It may be that parents (or other agencies such as the police) are contacted to pass on information that has been given to the school. It may also, on occasion, be necessary to take some action in school to ensure good conduct of students.

The Cavendish School e-safety guidance also sets out how students can keep safe when online or using electronic media and how the College may respond in instances involving inappropriate use of such media.

## 1.4 How issues of bullying may be followed up

If bullying is found to occur it must always be dealt with. When staff are aware of this they must always follow it up, either directly or through referral to the Assistant Headteacher for the relevant phase. It is usually the case that issues of bullying or potential bullying would be highlighted to the Head of School. Where verbal and/or physical bullying occurs, the consequences would be in line with the Behaviour Policy. Appropriate consequences will be used for any other forms of bullying.

The aims must always be:

1. To stop the bullying
2. To support the victim
3. To change the behaviour of the person bullying
4. To bring some form of **peace or** reconciliation between the offender and victim

## 1.5 Action to be taken when bullying is suspected:

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken: -

### 1.5.1 We support the victims in the following ways:

- ∞ By offering them an immediate opportunity to talk about the experience with the students and an appropriate member of staff
- ∞ Informing the victims' parents
- ∞ By offering continuing support when they feel they need it
- ∞ By taking steps described below to prevent more bullying

### 1.5.2 We also use consequences and try to help the person bullying in the following ways:

TCS understands that it is often the case that a perpetrator of bullying is a victim in other ways and that the bullying behaviours is often a symptom of an underlying issue.

- ∞ By talking about what happened, to discover why they became involved
- ∞ Informing the parents of the offending behaviour
- ∞ By continuing to work with the offending student in order to correct their bullying activities and attitudes
- ∞ By taking steps described below to prevent more bullying
- ∞ By working with students to achieve restorative justice

- ∞ Working proactively through discussions, observation and in conjunction with the safeguarding teams to identify and monitor for any underlying causes
- ∞ Assessments where appropriate from the therapeutic team to discover any causes for these behaviours

### **1.5.3 Steps for a student involved in bullying:**

- ∞ They will be warned officially to stop offending and appropriate consequences will be given, depending on the individual circumstances
- ∞ The parents of the offending student will be informed
- ∞ If they do not stop bullying they may be isolated within School during break and lunchtime or excluded for a fixed period
- ∞ If they then carry on despite intervention work to support understanding of the consequences of their actions, then they will be recommended for a longer fixed period of exclusion
- ∞ As with any persistent poor behaviour, an escalating scale of support and consequences will be used
- ∞ Issues involving bullying will be logged and these logs will be reviewed to check for patterns and trends

## **1.6 Curriculum Support – Actively promoting a bullying free culture**

The Preventing Bullying Policy is supported across the curriculum in a number of subject areas and in cross curricular initiative ways, including:

- ∞ Zones of regulation and Think Social curriculums
- ∞ Class/tutor based activities
- ∞ PSHE work
- ∞ Assembly programme
- ∞ As part of the curriculum inquiry framework
- ∞ Citizenship curriculum e.g. Pupil Council
- ∞ Work with external agencies and theatre companies
- ∞ The College works with appropriate external agencies, for example Kite Trust, to support the development of knowledge and to raise awareness about issues with homophobia. The Kite Trust is a local support and education organisation addressing homophobia.
- ∞ People should try to call others by their preferred pronouns/titles if they know them. Children should be taught about a range of genders to prevent pronoun abuse.

## **1.7 Implementation of this policy takes into account the following principles of good practice.**

- ∞ The self-esteem of children and young people is promoted
- ∞ Projects involve the active commitment of more than one member of staff
- ∞ Confidentiality is observed by all
- ∞ Clear objectives and ground rules are established for all aspects of the project through discussion and agreement
- ∞ Criteria are established for selecting peer supporters
- ∞ Parents are informed about the project and their children's participation
- ∞ Consequences should be based around logic and trust.
- ∞ Regular communication with parents about incidents.
- ∞ Staff will work within government laws and guidance.

## 2 APPENDIX A- ADVICE FOR STUDENTS & PARENTS

### created by the School Council

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#### WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

##### **Remember that your silence is the bully's greatest weapon!**

1. Generally, it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.  
OR
2. Tell your parents and ask them to call the school. Your class teacher or Phase Assistant Headteacher will do their best to help you.  
OR
3. Tell an older student whom you trust, they will help you to get help.
4. If you are being bullied, stand up to them.
5. Don't retaliate – you just put yourself in the wrong and make it worse.
6. Don't go and talk to the bully about it – even if your intentions are good, you will fuel the situation and make it worse. Talk to someone you trust, for example, a teacher or parent, or ask an older student you trust to talk to them for you.
7. If it's online, remember – screenshot or record, block and report.
8. Always be careful about your social media – consider what you join, who you 'friend' and whether you know them in person. Be wary if you don't.
9. Use the SHARPs system – it really works.

#### IF YOU KNOW SOMEONE IS BEING BULLIED:

1. TAKE ACTION! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel unhappier and on their own.
2. If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
3. Do not be, or pretend to be, friends with a bully.
4. Don't get involved in discrimination towards someone else – don't pile in.
5. Be careful about casual jokes and banter – people might find it offensive and they might not feel they can speak up. If you're not sure if they're finding something funny – ask them nicely! But don't forget that someone listening or overhearing your jokes and banter can still get upset. Be aware of your audience and if in doubt – always be kind.
6. You can use the SHARPs system to report the incident anonymously if needed.

#### THE FOLLOWING ADVICE WILL BE GIVEN TO PARENTS

1. Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
2. If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
3. It is important that you advise your child not to fight back. It can make matters worse!
4. Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
5. Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.
6. Keep a record of what happens. If the incidents are repeated, you will be able to list them.
7. Make sure your child knows you are there for them and you are listening to them.