



### Cambridge House Community College

Name of policy	Anti Bullying policy
Policy holder	Whole School Pastoral Lead
Review period	Annual

Date	Amendment/ review	Section/ page	Staff responsible
22.09.22	Full review		Harry Ainscough
08.12.22	Full review		Concha Cruz





## School Policy for Conflict Resolution between Students

This policy should be read and used in conjunction with the following documents:

- Safeguarding and Child Protection Policy
- Exclusion Policy (Section 13 of the Pastoral policy)

### Rationale

This policy is based on the principle that all members of the school community have the right to enjoy their lives in a safe and caring environment, free from disruption, violence, and any form of harassment. Our mission is to prepare each student to become a global citizen who can shape the world. We uphold a culture of developing skills and attitudes that enable every student to flourish academically and personally.

Tension between children from time to time is natural and it is normal and inevitable that students will disagree and not everyone will be friends with everyone they meet; however, we expect high levels of mutual respect and of personal integrity. We will not tolerate unkind, disrespectful, or bullying behaviour.

Members of staff investigate all forms of conflict and are committed to dealing proactively where behaviour is not within our set of expectations. We acknowledge that sometimes it might not be an intention to cause distress and hurt, but that this can be a consequence of a student's actions. We expect students to respond positively to the clearly articulated expectation to be respectful of one another but understand that this might need reinforcement and practical explanation, especially for younger students.

The following statement underlines the school Anti-bullying Policy.

"Bullying will not be tolerated at this school. It is everyone's responsibility to prevent it happening, and with this in mind, additional guidelines as to how we will proceed in dealing with incidents of bullying are included in this policy."

CAMBRIDGE HOUSE works to promote a common understanding of what constitutes bullying – and what doesn't, through assemblies, lessons (e.g. PHSE, drama), restorative counselling and other sources of information for students, such as posters.

### Definitions

In all Globeducate schools we define bullying behaviour as repeated, intentional, malicious actions or words, which either directly or via other media cause distress, or make others feel unhappy, intimidated, humiliated, or insecure.

#### **Bullying is not:**

- Falling out between friends after a quarrel or disagreement
- A disagreement where both sides express their views

Bullying hurts another student or group physically or emotionally. It can cause psychological damage and may be motivated by prejudice against particular students on grounds of race, religion, culture, sex, gender, gender identity, sexual orientation, SEN/disability, or because a child is adopted.

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Bullying can be carried out directly and indirectly through cyber-technology, often through social media, and may include photographs or video. We acknowledge bullying is damaging to those who experience it and those who perpetrate it and that there are criminal laws which apply to harassment and threatening behaviour or communication.

Bullying can become a safeguarding/child protection issue and in these circumstances, cross reference should be made with the school's policy on Child Protection and Safeguarding. Students and their parents must be aware of the school's responsibility to involve other statutory agencies where there is evidence of a crime having been committed or where child protection issues are involved.

### **Forms of bullying include:**

**Physical** - being punched, pushed, or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they do not want to.

**Verbal** - name-calling, sarcasm, teasing, insulting, making threats, spreading rumours, making comments which are racist, sexist, or homophobic in nature or which focus on special educational needs, disabilities or religious or cultural differences. Gender reassignment and transphobic bullying is also included.

**Emotional** - excluding, isolating, or ignoring, tormenting, being unfriendly, graffiti, chastising, teasing, name calling, making gestures, mimicking, mocking, being indifferent, spreading rumours, passing messages, and whispering.

**Sexual** - unwanted physical contact or comments of a sexual, sexist, or homophobic nature.

**Electronic or 'cyber' bullying** - bullying of any of the above types which makes use of electronic forms of communication e.g., messaging, posting offensive materials on the internet, sending pictures/video-clips, silent calls or abusive messages, emails, chat rooms, instant messaging and the use of personal websites or online personal polling sites.

**Encouraging others to engage in bullying** - manipulating a third party to tease or torment someone is considered to be bullying and it can involve complicity that falls short of direct participation.

Students who are aware of bullying taking place but who choose not to report it may be considered associates of the bully.

### **Procedures for managing allegations of conflict or bullying behaviour**

Allegations of bullying or behaviour that falls short of our expectations will often initially be raised with a student's tutor. The tutor should inform the Head of Year for the child and/or the Designated Safeguarding Lead, and ensure that the affected student feels safe and has been listened to. Other individuals involved in the incident should be interviewed separately.

We regard our students as individuals and acknowledge that they do not always want the same response when they raise concerns about unkind or disrespectful behaviour or make allegations of bullying. We make clear that the person they are talking to cannot keep what they are told to themselves and that they will have to share the information with other people in the school. Concerns raised by one child against another must be substantiated through investigation.

**During the investigation, staff members will ascertain from an 'affected party' if they wish to be:**

- heard but not want action taken
- heard and require advice or support or require support (see appendix 1)

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- heard and require immediate intervention and action by staff

Wherever possible, the affected student's wishes will be respected, and they should feel empowered by the school's actions to ensure that appropriate action will be taken to end the unacceptable behaviour or threats of bullying. Where direct intervention or action by staff is required, this will be explained to the student concerned.

The parents of students who are either affected parties or perpetrators of substantiated bullying will be fully informed of actions taken to ensure the ongoing support of their children; however, they are not invited to attend meetings between students or to observe any other discussions that take place.

## Reporting incidents of conflict

Students can raise their concerns about unkind or disrespectful behaviour or make allegations of bullying, in a variety of ways:

By talking to:  
their tutor  
any member of staff they trust  
school nurse or school counsellor  
a senior student or prefect

## Tracking and recording incidents of conflict and bullying

All allegations of bullying behaviour or serious conflict are discussed with the Designated Safeguarding Lead or a Head of Year, who will record the incident and investigation. This enables a consistent and coordinated response, as appropriate, while retaining the ability to deal with instances of bullying on a case-by-case basis. It also enables the school to maintain a record of all instances where a conflict between students has been investigated. Senior staff can identify trends and respond accordingly.

All substantiated allegations of bullying are reported to the Senior Leadership Team for review.

## Strategies for preventing bullying and conflict

Globeducate schools use a range of measures and initiatives to promote a safe and caring school environment where difference and diversity are celebrated. Stereotypes are challenged by staff and students across the school. We promote an atmosphere in which 'telling' is safe and acceptable. As a community, we recognise and celebrate international days relating to tolerance and anti-bullying.

We place importance on offering support and assistance to younger and to vulnerable students. We also provide in-service training which allows staff to understand and identify bullying, appreciate its consequences, understand where and when bullying is most likely to take place.

The catering, maintenance, and administrative staff are all encouraged to share concerns directly with teachers or a member of the Leadership Team, should they witness incidences of poor behaviour or suspect that bullying is taking place within the school.

We receive feedback from our students through channels such as questionnaires, tutorials, personal social and health education (PSHE) lessons, school councils and other teams to determine whether students believe that bullying is an issue for the school. We use their feedback to help develop the ways we deal with incidents of bullying





and in turn shape future school policy.

Our IT department monitors the school's network and internet access. Certain sites are blocked by our filtering system and all students and staff have to sign the IT/ICT Acceptable Use Policy to indicate that they have read and understood its terms. The document lays down the way in which the computer network and associated technology should be used. The school imposes sanctions for the misuse, or attempted misuse of digital technology, including the internet.

We offer guidance on keeping names, addresses, passwords, and other personal details safe, through ICT and PSHE lessons, e-safety presentations, and assemblies. These sessions explain what cyber-bullying is, the law in relation to digital safety and how to report cyber-bullying, as well as the importance of maintaining the same standards of online behaviour as in other aspects of one's personal behaviour.

## Proactive Classroom Management

Every member of staff should adopt a positive culture towards differing opinions, lifestyles, and attitudes to ensure that students see that discriminatory behaviour is not acceptable.

If members of staff see signs of tension or witness unkind behaviour, they should challenge the behaviour in a non-threatening manner on the spot, e.g., "that was nasty", "that was unnecessary" "why is that funny?" Teachers must ensure they record incidents along with any action they have taken, including verbal reprimands. We expect teachers to have in place an 'open door' policy with students – confrontations may not be reported if the teaching staff does not appear approachable or if students worry they will not be taken seriously.

## Support and Sanctions

Any sanctions will be applied fairly, consistently, and reasonably, considering any special educational needs or disabilities and the needs of vulnerable students. Regard will be paid to the individual circumstances in each case of all students involved, including the age of students, their ability to understand the consequences of their actions and previous behaviour. It may be necessary to draw up a welfare plan / risk assessment to support students concerned.

Depending on circumstances, a range of sanctions and support strategies may be utilised including:

- Reflective practice sessions to reinforce to the 'aggressor' that their behaviour is unacceptable
- Where appropriate, the students will be reconciled through restorative practice
- 1:1 intervention sessions with the school counsellor or pastoral tutor
- Raised awareness of unintentional distress or hurt caused, resulting in modified future behaviour by the 'aggressor'
- Acknowledgement of intentional distress or hurt caused, resulting in modified behaviour and cessation of actions that fall short of the school's behaviour expectations
- An offer of genuine apology, either verbally or in writing, by the aggressor and its acceptance by the affected party
- A period of internal exclusion
- Entry on a school behaviour log for the aggressor in order to dissuade against repetition or retaliation

In serious or repeated cases of bullying:



- A fixed term exclusion
- Permanent exclusion from school / boarding

We would expect to see in an 'aggressor' an acceptance of the seriousness of the situation, the need to avoid unkind behaviour and to demonstrate respectful behaviour at all times. In addition, we would ensure that the 'aggressor' is aware that any repetition is likely to be considered as bullying and would lead to more serious sanctions.

## Early Years Settings

Our youngest children are encouraged to behave towards each other with kindness and consideration. We model and embed our school ethos and personal learning goals from Pre-School onwards and expect our children to behave accordingly. They should respect everyone and learn to value differences and diversity. Any concerns are quickly raised and addressed. We explain to children why some forms of behaviour are unacceptable and can be hurtful to others using and, though very rare, any instances that need to be referred to senior staff will be communicated to parents.



## Appendix 1: Giving advice to students

### Managing conflict

Staff members may explain conflict to students with a tone of:

*'It's okay to not get on with some people – we can't always be friends with everyone we meet. Sometimes you might not like someone when you first meet them, but you might find that as time goes on you start to like them more. Try not to judge someone before getting to know them!'*

*'We can't choose how we feel, but we can choose how we act. If you don't really like someone it is still possible to get along with them without being good friends.'*

**Some ideas on how to minimise conflict may be:**

- Always treat others as you would like to be treated yourself.
- Be open minded. Don't listen with pre-conceived ideas - consider other people's opinions and points of view.
- Stay calm and in control – take a deep breath, mentally remove yourself from the situation  
When someone else is being 'picked on' or is in distress, tell the aggressor their behaviour is not acceptable, then walk away (take the affected party with you) and report it to a member of staff.
- Don't argue back or become aggressive
- Learn the difference between aggressive, passive, and assertive – be assertive
- Watching and doing nothing may suggest you support the aggressor. This is especially the case in cases of cyber-bullying. Even if you are a bystander, or if you belong to an on-line group or use social media, YOU become involved!

### Are they really friends?

Friends are different from family or classmates. This is because you choose who you are friends with, and they choose you.

**Friends should never:**

- put you down
- make fun of you, your religion, sexuality, or culture
- put you in danger or make you feel unsafe.

Sometimes friends fall out. Usually they make up again soon, but things can sometimes be more serious, and you may need support from a trusted adult in school to help you resolve these issues.

Childline also has some good advice for managing friendship issues!

<https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/friendships/>



### **Advice on combating cyberbullying:**

- Always respect others - be careful what you say online or what images you send
- Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person.
- What you think is a joke may really hurt someone else  
Always ask permission before you take a photo of someone
- If you receive a rude or nasty message or picture about someone else, do not forward it, (You could also be breaking the law!)

### **Think before you send**

- It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website.
- Don't let anyone know your passwords and change them regularly
- Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher, parents, or future employer to see that photo?
- Only give your mobile number or personal email address to trusted friends.
- Don't retaliate or reply. Replying to nasty messages, particularly in anger, is just what the aggressor wants.
- Save the evidence. Learn how to keep records of offending messages, pictures, or online conversations  
Take screenshots.
- Tell an adult (e.g. a parent, your tutor / teacher)
- Stand up for your friends - if you see cyber-bullying going on, report it to a member of staff (and your parents) and on-line reporting tools embedded into the programs or apps you are using.

## **Appendix 2 Strategies for Prevention**





### **Education and awareness of rights through:**

- raising awareness of bullying behaviour with staff through training;
- teaching young people about positive relationships;
- teaching young people how to resolve conflicts amicably.

### **Developing an inclusive and positive ethos in school through:**

- encouraging tolerance and respect;
- an expectation of positive behaviour and personal responsibility;
- creating a culture where bullying and discrimination is unacceptable;
- encouraging peer support/mentoring programmes;
- considering how pupils are grouped.

### **Proactive information strategies and campaigns through:**

- information technology;
- paper leaflets;
- use of assemblies;
- theme week: (sock day)

### **Enabling young people to have a voice through:**

- encouraging and supporting young people to talk to an adult if they are being bullied or if they know bullying is happening;
- ensuring young people know who to talk to within the school;
- talking about behaviours and their impact on others through restorative approaches, nurturing environments and health and wellbeing programmes;
- building resilience in young people through programmes;
- involvement in 'House system' and School Values programme;
- class discussions/topic at assembly;
- 'worry boxes';
- team building activities.

### **Teach through an anti-bullying programme/solution focussed resolution. Involve Pupil Council. Police involvement or engagement:**

- class discussion with community police officers or schools liaison officers;
- information and/or advice;
- discussion of consequences of bullying behaviour.