

# **Anti-Bullying Policy**



**Chelsea Community Hospital School**

**SEPTEMBER 2021**

THIS IS AN ANTI-BULLYING POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL AUTHORITY, PUPILS AND PARENTS.

# **School Mission Statement**

**The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.**

**We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each student's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.**

**We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.**

## **SCHOOL BACKGROUND INFORMATION**

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across seven NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bawswater Children's Center for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

## **TOTAL NO. OF PUPILS**

Variable due to hospital admissions.

## **DISSEMINATION**

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

September 2021

POLICY REVIEW DATE

September 2023

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Introduction**

Because bullying happens in all sorts of societies, and at all levels, it is important that we make our pupils knowledgeable about bullying and teach them the strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, to enable them to distinguish between what is bullying and what is not.

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”, (DfE “Preventing and Tackling Bullying”, July 2017). Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices, (cyber-bullying), such as the sending of inappropriate messages by phone, through websites, social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet. The rapid development of, and widespread access to technology has provided this new medium for bullying, which can occur in or outside school.

Cyber-bullying is a different type of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories, as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give stronger powers to tackle cyber-bullying providing a specific power to search for and if necessary, delete inappropriate images or files on electronic devices, including mobile phones (see Online Safety Policy).

Where bullying outside school is reported to school staff it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police. If the event

could be criminal or pose a serious threat to a member of the public; adult, child or adolescent, the police should always be informed.

### **Aims and Objectives**

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

Bullying is wrong and damages individual pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Many of the children at CCHS have had difficulties in their community school either as a result of being bullied or behaving in unacceptable ways towards others. It is important that all children who attend the school are able to work on their difficulties so that they can achieve success, without feeling intimidated in any way by the actions of others. Bullying is totally unacceptable at CCHS and we do our utmost to ensure that any incident is dealt with effectively so that it does not recur.

This policy aims to produce a consistent school response to any bullying incidents that may occur including cyber-bullying. It outlines the actions taken by staff to prevent bullying, ways of dealing with incidents of bullying and ways of working with those who bully or are bullied.

It is important to note that staff are constantly updating and extending their expertise in this area through sharing ideas, unit teaching sessions, training days and courses.

### **What Is Bullying?**

1. Deliberately hurtful behaviour.
2. Often repeated over a period of time so that incidents and the threat of future incidents cause distress.
3. A misuse of power, the victim often is, or feels, powerless to resist.
4. Different types:

Type	Aspects
Physical	An unprovoked assault on a person/group or their belongings including pushing, kicking, hitting and extortion. It is not limited to these four actions and may take other forms of physical unwanted behaviour.
Emotional	Reduction of a person's self-esteem or confidence through threatening behavior, mocking, taunting or teasing about any feature of their lives.
Social	Ostracism or rejection by a peer group.
Verbal	Using language in a derogatory or offensive manner e.g. name calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.

5. Specific forms:

**Cyber-bullying** - the use of e-mail, instant messaging, chat rooms, pagers, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and wider audience as people forward on content at a click.

**Racially motivated bullying** - mistreatment of people because of their race, ethnic group, nationality or language. It is particularly serious because when a child is targeted for representing a certain group it sends a powerful message to the wider group. Racist bullying is likely to hurt not only the victim but also other students from the same or similar group and their families. Religiously motivated bullying has a similar effect and is based on mistreatment of individuals and groups linked to their belief system.

**Homophobic, Biphobic and Transphobic (HBT) bullying** - occurs when incidents are perceived to be homophobic, biphobic or transphobic by the victim or any other person. People do not necessarily have to be LGBTQ+ or from that community to experience such bullying.

**Gender bullying** - the mistreatment of people because of their gender, also known as sexual harassment. It is characterised by abusive name-calling, looks and comments about appearance, inappropriate and uninvited touching, sexual innuendoes and propositions.

**Bullying linked to disabilities/special needs/physical or mental health conditions** – mistreatment of people because of their different needs and abilities e.g. learning difficulties, physical disabilities, mental health or medical conditions.

All of these are a challenge to our commitment to equal opportunities for all those attending and working at the school.

### **Children and Young Peoples' Views of Bullying**

1. Children do not like bullying and want it to stop.
2. Children often have a wider interpretation than adults of what constitutes bullying. They can often find a single incident of aggression very threatening and would describe it as bullying.
3. Children often feel helpless when they see someone else being bullied.
4. Children find it difficult to tell others that they are being bullied.

### **Signs of distress – what to look out for**

1. Unwillingness to attend the school.
2. Patterns of headaches or stomach aches.
3. Bruises or scratches.
4. Damaged clothing/possessions.
5. Missing possessions.
6. Unusual requests for extra money.

7. Unexpected decline in behaviour/quality of work.
8. Obvious distress with a reluctance to discuss it.

These are signs which may indicate bullying, however the presence of one or more should not be taken as proof of bullying but as a reason to investigate further.

### **Roles and Responsibilities**

#### **The Role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks them to conduct an investigation into the case and to report back to a representative of the governing body.

#### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher and Senior Leadership Team (SLT) ensure that all pupils know that bullying is wrong, and that it is unacceptable behaviour in our school. The Headteacher/SLT will use a range of appropriate opportunities and forums, e.g. community meetings, individual meetings, focus group meetings, curriculum etc., in which to discuss with pupils the behaviour and consider why it was wrong and ways in which it can be addressed.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school ethos of mutual support and praise for success, so making bullying less likely. A school environment where pupils feel they are listened to and also understand that their views matter, each and every one of them, has a very positive impact on behaviour. A school environment where pupils feel that they are important and are part of a welcoming school will actively support positive behaviour.

#### **The Role of Staff**

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Records of all incidents are kept on the CCHS database.

If staff witness bullying behaviour they do all they can to support the pupil who is being bullied. If a pupil is experiencing bullying over a period of time, then, after consultation with the site manager and the Headteacher, the pupil's parents and carers are informed.

Staff actively support anti-bullying strategies by teaching pupils directly about safeguarding issues and cyber-bullying. Information is regularly sent to parents and carers to further develop parental awareness of safeguarding issues on the internet and mobile devices. Parent meetings give opportunities to discuss internet safety. At CCHS we also work with all the hospital Trusts' policies to support the safeguarding of pupils using the internet and mobile devices.

We keep a record of any bullying incidents on Incident Report Forms and these are kept on file in the school office. If any adult witnesses and act of bullying it should be recorded on the Incident Report Form and the SLT should be informed as soon as possible.

If, as members of staff, we become aware of any bullying taking place between pupils we deal with the issue immediately. This may involve counselling and support for the victim of the bullying. It will also involve time spent talking with the pupil who has bullied, to help them understand that this behaviour is unacceptable.

- We explain why the action of the pupil was wrong and we endeavor to help the pupil change their behaviour in future
- If a pupil is repeatedly involved in bullying behaviour we inform the SLT/Headteacher
- We then invite the pupil's parents/carers into the school to discuss the situation
- When deemed necessary, when for example initial discussions have proven ineffective, the Headteacher may contact external support agencies such as Social Care.

Staff members will attend training, which enable them to become equipped to deal with incidents of bullying and behaviour management.

Staff members attempt to support all pupils in their class and to establish a climate of trust and respect for all. At CCHS we acknowledge that our pupils all have very different needs, skills and abilities. By praising, rewarding and celebrating the success of all our pupils we aim to prevent incidents of bullying.

### **The Role of Parents and Carers**

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact the school immediately, and they will be directed to the member of the SLT responsible for the site their child is attending.

Parents and carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **How we seek to prevent bullying behaviour**

Most of our energy is put into having structures in place that help to prevent bullying by modeling and encouraging positive interactions and helping children and young people develop strategies to deal with their anger and upset. As a school we seek to support, acknowledge and reward positive behaviour interactions within the CCHS community; pupils, staff parents and our wider working colleagues. This approach is underpinned by other policies, e.g., Behaviour Policy and Communication Policy. In addition, we work hard to ensure that we are a 'telling' school, whereby children and young people understand the importance of speaking up and are equipped with the skills to do so.

### **How we set an ethos of being a 'telling' school**

A 'telling' school is one where students do inform staff when bullying is taking place. If pupils who feel they are being bullied are to tell us about the bullying, we must work together to create an atmosphere of trust. Pupils who feel they are being bullied must know that their concerns will be taken seriously and recognise that investigations can take time.

In CCHS we make it as easy as possible to report bullying by:

1. Promoting an open and honest ethos that ensures all members of the school community know and agree with our stance on bullying
2. Having rules about how we treat each other and ensuring that children and young people are aware of these.
3. Establishing an atmosphere where children and young peoples' contributions are listened to and acted on.
4. Modeling polite and supportive interactions between staff and with children and young people.
5. Discussing, role-playing and writing about bullying in various curriculum areas, e.g. PSHE, in social skills sessions, community meetings, assemblies and discussion group.
6. Raising self-esteem and acknowledging and celebrating the differences between individuals.
7. Encouraging children and young people to reflect positively on their own behaviour and that of their peers and give advice. For instance, at the end of sessions and during special time meeting.
8. Rewarding positive interactions and encouraging a culture of supporting and including one another.
9. Helping children and young people develop their skills of negotiation, anger management supported by interactions such as play, team work and discussion.
10. Actively encouraging children and parents to report incidents.
11. Posters and leaflets created by children and young people through the curriculum.

### **Responding to Incidents**

Our aim is to support children and young people whose experience of peer interaction is negative and unhappy and to challenge those who bully and help them develop other ways of behaving. Classes in CCHS are generally much smaller with the pupil teacher ratio being such

that incidents of bullying within these settings are more likely to be visible. As a staff we are also aware of the impact of cyber bullying which can be a possibility at any time and in any place.

### **How to deal with bullying and who to tell**

Each year in the autumn term we teach our pupils to take the following action if they feel they are being bullied:

- If you feel able to, then let the person who is bullying know that their behaviour is not appropriate and ask them to stop.
- If the bullying doesn't stop, tell someone in school, learning assistant, teacher, mentor, any member of staff who will initiate action to sort out the problem.
- Use the [bullying@cchs.org.uk](mailto:bullying@cchs.org.uk) email to report your concerns discreetly.
- In addition, all pupil logins will have a 'Report Bullying' button located on desktops linking to an age-appropriate reporting form.

#### **a. Witnessing an Incident**

All incidents of bullying should be challenged.

Verbal – the behaviour should be stopped and labeled as bullying.

Physical – the behaviour should be stopped, labeled as bullying and the bully removed to an area to cool off. The Collingham Gardens, Lavender Walk and Bayswater sites of CCHS will respond to episodes of bullying by holding an extra meeting to give the message that the behaviour is unacceptable.

**It is important to remember that incidents of bullying are being witnessed by other children and young people. Although there is a need to label the behaviour as unacceptable it is more important for children and young people to get the message that staff can keep them safe within the school.**

#### **b. Receiving a report of bullying from a child or parent/carer**

The child or young person should be spoken to by a senior member of staff to ascertain the facts and these should be recorded in his/her liaison record. It is important to praise the child or young person for telling someone. The same member of staff should then speak to the child or young person accused of bullying.

**Parents/carers must be informed of any incident of bullying involving their child.**

The type of action taken following the initial response will vary depending on the nature of the incident.

### **The Need for gathering Evidence**

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

### **How we deal with incidents that cross the inside/outside school boundaries**

Where incidents that happen outside the school are clearly having a detrimental effect on the life of the school we will investigate these and in conjunction with parents/carers, other community services involved and the local police take appropriate action.

### **Work with the bully**

We aim for children and young people to acknowledge their actions and the effect these have on others. An appropriate consequence will then be decided on; this should be some form of apology plus an appropriate sanction.

Depending on the child or young person's developmental level this will either be decided on in discussion with the child or young person and imposed by a senior member of staff, in consultation with the Case Manager or Family Worker if at Collingham or Key Teacher for pupils at Bayswater. (See 'Guidance for the management of children's behaviour' for a range of sanctions).

Longer-term work might involve monitoring behaviour, analysis of ABCs and skills development through individual work and/or goal setting, e.g. anger management, play skills, social skills or with the therapeutic team.

If serious bullying persists a special meeting will be called and ultimately the Headteacher, plus Unit Manager and Consultants at Collingham Gardens and Lavender Walk, may decide to suspend or discharge the bully to ensure the safety and wellbeing of the other children. The safety and wellbeing of all the children will form the highest context in any planning.

### **Work with the bullied**

Children and young people who have been bullied need to be reassured that they can be kept safe at school and praised if they have told someone about incidents of bullying. This consideration also applies to children or young people who have experienced bullying within another education setting from CCHS.

Longer-term work might involve skills development through individual work and/or goal setting e.g. Kidscape Zap, play skills, social skills.

### **Work with parents/carers**

For long term children parents/carers are asked to speak to a member of staff if they have any concerns about bullying. Parents/carers are then informed of any incidents of bullying involving their child. In discussing incidents, it is expected that parents/carers will contribute to the thinking about sanctions and preventative work, and support the development of strategies at home.

If a child is working on a particular anti-bullying programme e.g. Kidscape Zap, the content of the programme will be shared with parents/carers.

### **Monitoring and Review**

This policy is monitored on a day-to-day basis by the Headteacher and the SLT. The Headteacher reports any incidents of bullying to the Chair of Governors.

### **Links with Other School Policies and Practices**

This policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Keeping Children Safe in Education Policy
- E-Safety (Online Safety), Acceptable Internet Usage and Remote/Online Learning Policies
- Curriculum Policies
- Local NHS Trust protocols that support positive behaviour management

### **Links to Legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Equality Act 2010
- The Pupil Act 1989
- Keeping Children Safe in Education 2021
- The Education Act 2002

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Pupilline: [www.pupilline.org.uk](http://www.pupilline.org.uk)
- DfE “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting pupil and young people who are bullied: advice for schools” March 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:  
<https://www.gov.co.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- NDCS: [www.ndcs.org.uk](http://www.ndcs.org.uk)

### **Cyberbullying**

- Pupilnet International: [www.pupilnet.com](http://www.pupilnet.com)
- CEOP: [www.ceop.police-reporting/](http://www.ceop.police-reporting/)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## SEND

- DfE: SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### The Process

#### Witnessed by staff

- Immediate intervention by staff & discussion with both parties.

#### Next Steps Considered

- Recorded on database.

#### Monitored and reviewed by relevant member of staff, teacher LM, LA.

- Follow-up as required. Inform DSL at [safeguarding@cchs.org.uk](mailto:safeguarding@cchs.org.uk)

### Process when stories match

### Person involved in bullying behaviour

- Person involved in bullying behaviour spoken to
- Informed of possible sanctions such this behaviour
- Inform SLT and record on the database

### Support for person experiencing bullying

- Support offered during vulnerable times, e.g. break times, lunchtimes, end of school
- Support and reassurance with reporting repeated behaviour
- Both sets of parents informed and the incident recorded on database and the Central Behaviour Record. Form is available in individual site folders. Form completed and saved in site folder and sent to school admin for recording in the CBR. This will be brought to the Governors meeting each year.

#### Process when stories do not match

- Witnesses: other pupils, staff need to be sought and interviewed
- Form is available in individual site folders. Form completed and saved in site folder and sent to school admin for recording in the CBR. This will be brought to the Governors meeting each year.
- All additional evidence gathered
- Information shared with SLT.

#### Support for person experiencing bullying

- Difficult time for this person
- Essential that investigations are seen to be thorough and fair.
- No one will report bullying if they feel that investigations are rushed or not dealt with properly.

#### Investigations will continue until a satisfactory conclusion is reached

- Situation is reviewed regularly and parents updated
- Outcome recorded in the CBR

# CCHS Bullying incident report form

Incident details			
Date of incident		Time of incident	
Location / event			
Where did the incident occur?	<input type="checkbox"/> Sports playing area	<input type="checkbox"/> Classrooms	<input type="checkbox"/> Toilet
	<input type="checkbox"/> Other (specify):		
Nature / type of incident			
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written		
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – kit taken or damaged		
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will / hazing		
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos		
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):		
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin	
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation	
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances	
	<input type="checkbox"/> Religion	<input type="checkbox"/> Sports ability	

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				
* Gender: <b>F</b> – Female / <b>M</b> – Male / <b>NB</b> – Non-binary / Another – please write in				
* Role: <b>V</b> – Victim / <b>R</b> – Ringleader / <b>A</b> – Associate / <b>B</b> – Bystander				

<b>Brief summary of incident(s)</b>

<b>Action taken</b>
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.
Overall (include details if incident was referred on)
With each individual involved (noted on page 1)

<b>Declaration</b>	
Form completed by (print your name)	

Your signature	✕
Today's date	