



Anti-Bullying Policy

# CAPELLA HOUSE SCHOOL

## ANTI-BULLYING POLICY

Governors' Committee Responsible	Pupil Pastoral & Wellbeing
Status	Statutory
Review Cycle	Three yearly
Date written/last review	April 2019
Date of next review	April 2022



Anti-Bullying Policy

## **School Charter:**

Capella House is a place of learning for everyone  
Everyone has the right to be respected and valued

## **Behaviour Principles:**

1. Everyone in the school has a right to be listened to and taken seriously
2. Everyone has the right to get on and work, without distraction or disturbance
3. Everyone has the right to be safe and unafraid
4. Everyone has the right to be treated kindly
5. Everyone has the right to have an enjoyable break time
6. Everyone has the right to have their property respected

The Anti-bullying Coordinator in our school is:

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is:

## **Definition of Bullying:**

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”  
Safe to Learn: embedding anti-bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.



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### **What does bullying look like?**

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types include bullying:

- related to race, religion or culture
- related to special educational needs or disabilities
- related to appearance or health
- relating to sexual orientation
- of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

**There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with effectively.**

Bullying can take place between:

- young people including peer on peer abuse
- young people and staff
- between staff
- individuals or groups

Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After Children, those from ethnic



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and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **Dealing with Incidents of Bullying:**

No bullying is acceptable; all bullying behaviour will always be investigated fully and dealt with effectively by:

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: solution focused, restorative approaches, circle of friends, individual work with victim and perpetrator separately, referral to outside agencies if appropriate
- Referral to the Behaviour & Safety Policy and school strategies and how these may be applied including what actions may be taken if bullying persists
- Follow up, especially keeping in touch with the person who reported the situation, parents/carers
- Support for the victim and the bully.

### **Strategies for Preventing Bullying:**

As part of our ongoing commitment to the safety and welfare of our pupils, we at Capella House School have developed the following strategies both as part of the curriculum and across the whole to promote positive behaviour and discourage bullying behaviour.

For example:

- Restorative Approaches
- Involvement in SEAL including Anti-bullying Unit
- Group work such as Silver Seal and 'Leading the Way'
- Involvement in Healthy Schools
- Anti-Bullying week annually in November
- PSHE/citizenship lessons, circle time, assemblies and drama
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice/school council
- Parent groups
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information



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- Staff training and development for all staff
- Counselling and/or Mediation schemes

### **Anti-Bullying Education**

Pupils should be taught about bullying within the framework of Relationships. Teachers should aim to:

- clarify what is meant by 'friendship'
- consider a range of problems arising from friendship
- consider a range of alternatives in coping with these problems
- consider attitudes towards bullying and being a victim
- consider strategies open to the victim and to the bully
- raise awareness of the school 'Statement on Bullying'

Pupils should be taught about assertiveness as a possible and useful alternative when dealing with difficult situations. Teachers should aim to:

- help pupils to understand that there are a wide range of ways to react to stressful situations
- enable pupils to understand the terms 'aggressive', 'assertive' and 'passive'
- allow pupils to practise assertiveness skills and develop resilience
- organise pupils to work in small groups to encourage personal involvement.

### **General Principles:**

- Bullying is behaviour which causes physical or mental harm to another individual, pupil or adult
- Bullying includes physical assaults, name-calling, ostracism and demands for money or use of personal possession but may take other forms such as cyber bullying
- Anti-bullying education forms part of the school curriculum and includes recognition, school policy, skills and strategies for dealing with bullying
- Bullying will be dealt with in line with the school's Behaviour & Safety Policy
- The school ethos will reflect a strong line against bullying
- Bullying incidents are monitored and reviewed by the Senior Leadership Team
- Pupils and parents will be informed of the school's expectation to foster a productive partnership which helps maintain a bully-free environment.



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### **Developing an Anti-Bullying School Ethos**

- An anti-bullying ethos will be fostered through the anti-bullying education outlines and the enforcement of the school's Behaviour & Safety Policy. This should raise every pupil's awareness that the institution treats bullying seriously and effectively
- A consistent message from teachers and other pupils (for example the School Council) of intolerance to bullying, both in what is said and in what is done, will be delivered
- Pupils will be encouraged to trust teachers, teaching assistants and members of the Senior Leadership Team with confidential information
- Pupils will be confident that disclosures of bullying will be treated seriously and will lead to positive outcomes
- Assemblies, PSHE and citizenship lessons and circle time will be used to spread this message, within the pervasive ethos of 'respect'.

### **Links with other policies**

Acceptable Use Policy – E-Safety Policy

Behaviour & Safety Policy

Child Protection – Safeguarding Children & Vulnerable Adults Policy

Complaints Policy

Confidentiality Policy

Equalities Information & Objectives Policy

Exclusion Policy

PSHE and Citizenship Policy

RSE Policy



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### APPENDIX 1 – LETTER TO PARENT

Date

Address

Dear

As you are aware, the school has a number of policies to promote learning and good behaviour. These policies include the Behaviour Principles, shared by the pupils themselves at the School Council. Unfortunately, I have to inform you that NAME has been referred to me for bullying another pupil for some period of time.

I have spoken to NAME about this but I feel that it is important that you also talk to HER/HIM at home about the wholly unacceptable nature of this type of behaviour.

Although I do not intend to take any further action at this stage, I have explained to NAME that any repetition would be dealt with as a very serious matter.

I enclose a copy of the school's Anti-Bullying Policy but please contact me at the school if you would like to discuss the matter further.

Thank you for your support and co-operation.

Yours sincerely,

Headteacher



## APPENDIX 2 – REPORTING PROCESS

### FLOWCHART

1. Incident(s)
  - ↓
  - a) Reported  
Logged onto Arbor/CPOMS
    - ↓
  - b) Counsellor by staff involved
    - ↓
  - c) Sanctions/consequences (if needed) for bully  
Parents/carers of victim or bully contacted  
(letter or phone call)  
Appendix 1
    - ↓
2. If incidents continue
  - ↓
  - a) Both sets of parents are asked to see the Head
    - ↓
  - b) Strategy developed with consent of both sets of parents/carers
    - ↓
3. If incidents still continue
  - ↓
  - a) Parents/carers contacted again
    - ↓
  - b) SPA referral made for SAFEGUARDING - (additional external help to be sought for bully and victim)
    - ↓
4. If incidents still continue
  - ↓
  - Exclusion procedures may begin with involvement of the Police.



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## APPENDIX 3 - STRATEGIES

### Strategies available to staff include:

- Interview with victim and perpetrator separately
- When appropriate a written apology from bully put in both files
- Apply consequences in line with the school Behaviour & Safety Policy
- Use of Restorative Justice
- Phone call or letter home
- Referral to Senior Management Team
- Referral to school nurse depending on perceived causes
- Referral to External Agencies - or helpline e.g. Childline
- Referral to Single Point of Access as Safeguarding concern
- Follow up interviews
- Fixed term exclusions
- Meeting with parents/carers
- Permanent exclusion