



Chipping Campden School
INSPIRE • EMPOWER • EXCEL

Anti-Bullying and Anti-Hate Policy

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References:

- Keeping Children Safe in Education, September 2022
- www.gov.uk
- Bullying at School
- Sexual Violence & Sexual Harassment between Children in Schools & Colleges, Sept 2021
- NSPCC Learning CASPAR briefing 2021
- Gloucestershire Constabulary Hate Crime information
- UKCIS: Sexting in schools and colleges 2016 guidance
- [Harmful sexual behaviour framework | NSPCC Learning](#)
- The Key for School Leaders

Relevant Policies:

- Responsible Use of ICT
- Attendance
- Behaviour
- Safeguarding and Child Protection
- Complaints
- Confidentiality
- E-Safety
- Health & Safety
- RHSE
- SEND
- Equal Opportunities



Position and values

This policy will help staff to achieve the vision of the school, which is that the “staff and governors at Chipping Campden School will be inspired to learn and empowered to excel”. This will ensure that the school promotes an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment Chipping Campden School will continuously work towards preventing acts of bullying, hate, harassment and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school’s ability to educate children and a child’s ability to learn. If such a case arises, the staff at Chipping Campden School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- Keep all other children safe, happy and confident

1. Clarification of terms

Definition of bullying

There is no legal definition of bullying, however it is usually defined as behaviour that is: aggressive in nature, intended to hurt someone physically or emotionally, repeated or has the potential to happen repeatedly. Bullying involves a real or perceived power imbalance.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

It takes many forms and can include physical assault, teasing, making threats, name calling and cyber-bullying. Chipping Campden School recognises that bullying thrives in cultures where name-calling, unwanted touch, rumour-mongering and disrespect goes unchallenged. All staff have a responsibility to promote a zero-tolerance culture.

Definition of harassment

Harassment has a legal definition in the **Equality Act 2010** and may be summarised as unwanted conduct related to a protected characteristic which has the purpose or effect of violating the dignity of an individual, or creates an intimidating, hostile, degrading, humiliating or offensive environment for the individual. Protected characteristics are as follows:

- age
- disability



- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At Chipping Campden School we have a simplified working definition of harassment as 'unwanted attention that makes you feel uncomfortable.'

Definition of cyber-bullying

Cyber-bullying is the use of technology to harass, threaten, embarrass, intimidate or target an individual for the reasons stated above. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. Online bullying can take many forms:

- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Definition of Hate Crime

Hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

At Chipping Campden School we aim to 'Make the invisible, visible'. This means identifying the potential for Hate crimes within school and promoting positive relationships linked to British Values of tolerance and personal liberty.

Sexting/ sharing nude or indecent imagery

Sexting relates to sending indecent images, videos and /or written messages with sexually explicit content. It is illegal in the UK to publish or download a sexual image of someone under 18 even when it is the child him/herself who created and posted the material online. The school will follow



the UKCIS: Sexting in schools and college 2016 guidance in relation to incidents of sexting. Parents are asked to monitor their child's use of social media outside school and take appropriate steps to prevent bullying.

Actions NOT considered to be bullying

- Not liking someone
- Feeling left out
- Accidentally bumping into someone
- Making other pupils play things a certain way
- A single act of telling a joke about someone
- Arguments
- A single act of the expression of unpleasant thoughts or feelings regarding others
- A single act of harassment, aggressive behaviour, intimidation, or meanness may not be treated as bullying dependent upon the context

Child on Child abuse

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff should recognise that children are capable of abusing their peers. All staff should be aware of safeguarding issues from child on child abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim;

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead team will make their own judgements about each specific case and will use this policy guidance to help.

Chipping Campden School takes a zero-tolerance approach to child on child abuse. Students are encouraged to report abuse by speaking with their Tutor, Pastoral Year Lead or a trusted adult



within the school. Students are aware that they can report electronically via the SHARP system. Students are encouraged to speak with their parent/ carer who can contact the school on their behalf if they are anxious about reporting in person or electronically.

Staff at Chipping Campden School recognise that even if there are no reported cases of child on child abuse, this does not mean that child on child abuse is not happening within the school and all staff are encouraged to be vigilant and respond to and report any concerns they have. Staff are aware that the alleged perpetrator is likely to have considerable unmet needs, as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must seek to address their needs.

The following statement is at the heart of our approach at Chipping Campden School: Keeping Children Safe in Education (KCSIE), 2023 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of child on child abuse and sets out how allegations of child on child abuse will be investigated and dealt with'. The best interest of the child will be at the heart of our decision making.

Sexual Violence and Sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead.

The DSL will follow the KCSIE Guidance 2023 around sexual violence and sexual harassment with specific consideration of the following options:

- Managing internally
- Early Help
- MASH referral
- Reporting to the police

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse
- comments about sexual reputation or performance

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up



- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Upskirting: where someone takes a picture under a person’s clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

2. Roles and responsibilities

The Education Act 2011, Education and Inspections Act and Equalities Act 2006 all make reference to a school’s legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, Chipping Campden School has developed this anti-bullying and anti - hate policy, a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Principal or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits or after school clubs the school has direct responsibility to ensure children feel safe and secure.

The role of governors

The governing body supports the Principal in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint as set out in the school’s Complaints Policy which can be accessed from the school’s website.

The role of the Principal

It is the responsibility of the Principal to implement the school’s anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Principal will report to the governing body the effectiveness of the anti-bullying policy on request, to the governing body

The Principal will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Principal will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.



The role of the Vice Principal (Pastoral)

Bullying that is so extreme that a pupil suffers, or is likely to suffer, significant harm is a Child Protection concern and will be handled as such by the Vice Principal with relevant external agencies, as required. Sexting/ sharing nude or indecent imagery, and upskirting should always be referred to the DSL who will work with the team of DDSL and follow the UKCIS: Sexting in schools and college 2016 guidance.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying and anti-hate policy.

All Tutors will routinely attend meetings with the relevant Pastoral DoL, which will equip them to identify bullying and to follow school policy and procedures regarding behaviour management. All staff undertake safeguarding training which equips them to notice any changes in behaviour and pass on concerns.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere.

Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The person dealing with the incident will need to collect all the relevant information and then provide the Principal with a copy in order that he/she can decide on an action. All cases are individual and various strategies will be employed by the Principal to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied. Any discipline must take account of special needs or disabilities that the pupils involved may have. All staff support pupils with managing relationship conflict.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Principal, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Principal being involved in such incidents, reports will be given immediately to the chair of governors who will also take formal action where necessary.

Staff who might be concerned about potential repercussions of reporting bullying or hate instances among staff should take guidance from the school's Whistleblowing Policy, which is available online or through the HR Department.



Similarly, where it has been deemed that a member of staff has been bullied/intimidated by a child, the Principal, with the support of the Governing Body, will deal with the matter; formal action will be taken where necessary.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's tutor, in the first instance. If they are not satisfied with the action taken they should contact the relevant Pastoral Year Lead.

Parents/carers have a responsibility to support the school's anti-bullying and anti-hate policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the Home/School Agreement. If bullying involves a crime, advice should be taken from the Police.

It is never acceptable for parents to bully or harass a member of staff.

The role of pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know; the children are taught several strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Pupils are encouraged to celebrate diversity in a meaningful way.

Pupils are expected to follow the CCS principles and report instances of bullying which are directed towards them, or where they observe other students potentially being bullied. Reports can be made in person, or via the SHARP system.

3. Cyber bullying

Chipping Campden School has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The Acceptable Use policy is displayed prominently in all ICT classrooms and is explained and discussed with pupils in assemblies, Life Learning and Computer Science classes.

4. Reporting, sanctions and monitoring

How to report bullying

1. The SHARP system can be used by students and parents to report bullying and any other welfare concerns.
2. An email can also be sent directly to the school office, for the attention of the relevant Form Tutor or Pastoral Year Lead.
3. Alternatively, a phone call can be made to the school office requesting a return call from the Form Tutor or Pastoral Year Lead.
4. The Pastoral Year Lead has overall day-to-day responsibility for dealing with reported incidents and will forward details to relevant members of pastoral staff and record on SIMS.



Incidents, resolution and monitoring will be discussed at line manager meetings with Pastoral DoLs, Head of Main School and the Vice Principal (Pastoral). The expertise of the Pastoral Managers may be called upon to undertake investigation and restorative work.

5. Alternatively, any member of staff can be approached to report incidents of bullying, and they in turn will report to the Form Tutor/Pastoral Year Lead.

Procedures

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Form Tutor and Pastoral Year Lead must be informed immediately
3. A clear account of the incident needs to be recorded in writing either by the victim or the member of staff recording the victim's verbal statement
4. The Pastoral Year Lead will arrange for interviews for all concerned and will record the incident on SIMS.
5. Parents will be kept informed.
6. Subject teachers will be kept informed and asked to monitor the situation
7. A range of sanctions may be used, as appropriate. These sanctions could include: behaviour points, verbal or written warnings, restrictions of break and lunchtime activities, time spent in internal, suspension, and in the event of persistent bullying, lengthy fixed term suspension or permanent exclusion. Where appropriate the Vice Principal (Pastoral) may inform the police.
8. Incident logs and interventions recorded on CPOMS will be reviewed in Safeguarding briefings and Pastoral Year Lead meetings regularly and at least termly in order to continually improve practice.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

1. Governors, the Principal and relevant staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. The Student Ministries will review the effectiveness of the policy biannually and their views given to the Heads of House/Pastoral DoL.
3. A pupil questionnaire or a student voice exercise will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review
4. Bullying data will be recorded in SIMS and analysed to reflect and re-design further strategies to improve procedures
5. A separate record will be kept of incidents of incidents of sexual harassment and racially motivated bullying to inform Safeguarding Lead team meetings and monitor individuals and any emerging patterns across the school
6. Governors will be kept apprised of incidents requiring outside agency involvement or suspension.



The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

5. Strategies to reduce bullying and harassment

Chipping Campden School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school rules which requires all pupils to be Inclusive, Committed, Considerate and Safe. (CCS)
- the reinforcement of the clear message that violence and hatred has no place at Chipping Campden School
- consultation with the 'Student Voice' on appropriate action
- raising awareness in initiatives such as Anti-Bullying Week and the Diana Award
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff at lunch times and breaks
- a mentoring scheme across Key Stages
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied
- the celebration of all student's backgrounds and cultures through assemblies
- Vice Principal training as a CEOPs ambassador, enabling staff and students' awareness training across the school
- during assemblies and Life Learning sessions to discuss and explore bullying issues with the pupils
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet, iPads)
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Vice Principal. Action will be taken and recorded
- effective recording systems with centralised recording on SIMS
- work with multi-agency teams including police and children's services as appropriate
- contact with the parents of both the child being bullied and the bully
- have zero tolerance towards any non inclusive language
- the young person who has been harmed and the young person who has displayed harmful behaviour will be offered intervention to support their needs to prevent repetition



Useful websites

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.childline.org.uk

www.kidscape.org.uk

www.each.education

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.com

www.beyondbullying.com

www.childnet-int.org

www.cyberbullying.org

www.chatdanger.com

www.thinkuknow.co.uk

www.gov.uk – Disrespect No Body campaign

www.restorativejustice.org.uk

www.victimsupport.org.uk

www.changingfaces.org.uk

<https://diana-award.org.uk>