

# **Chafyn Grove School Policy Anti Bullying Policy**



## **Anti Bullying Policy (including Cyberbullying and Prejudice-based Bullying)**

**This policy is drawn up following DfE guidance 'Preventing and Tackling Bullying (July 2017).'**

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# Chafyn Grove School Policy Anti Bullying Policy

## 1. School's Code of Conduct

- Treat everyone, whether younger or older, with the same kindness and respect, with which you yourself would wish to be treated.
- Any breach of the law of the land is a breach of school rules.
- No pupil may put the welfare or safety of another in jeopardy through their words or deeds.

## 2. The Policy

Chafyn Grove ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State. ISSR 2014, Part 3, para 7(a)

The whole ethos of Chafyn Grove aims to create an atmosphere of mutual respect and understanding of the needs of others, thus developing a sense of self-esteem and fulfilling an awareness of the importance of tolerance. This is intrinsic in the aims and objectives of the school.

As a community Chafyn Grove recognises that the threshold of tolerance is different for everyone. This Policy recognises the need to respect and support the needs of the individual in this domain.

Physical, verbal or emotional abuse of any member of the community is not acceptable at Chafyn Grove. Incidents are taken seriously, recorded and appropriate action taken.

## 3. A definition of Bullying

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including chat room and text messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating – it can be done physically or through the internet/social media. The results of bullying can lead to severe psychological damage or even the risk of suicide.

Bullying may involve prejudice-based actions or comments that are racist, homophobic, biphobic, transphobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). It may be focused on religion, culture or gender. It could be where a child is adopted or is a carer. Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. It is usually unprovoked and is, by definition, often repeated and can continue for a long period of time. It always reflects an imbalance and abuse of power. Bullying behaviours are aggressive although they may not seem so. These patterns of behaviour damage self-esteem both in the aggressor and the victim.

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All people have the potential to bully others or to be bullied. Bullies are often highly socially competent people, who may provide plausible explanations for their conduct.

Bullying can be carried out by an individual or within the context of a group of people, where individuals have different status, with one being the leader. It is likely that the leader will be quite able and articulate. Repeated teasing should be viewed as bullying. It is, however, not bullying when two young people of about the same size and strength have the odd fight or quarrel. Although this kind of behaviour is not bullying it will still be taken seriously by the school.

At Chafyn children will be taught that bullying:

- Usually goes on for a while, or happens regularly (a repeated act).
- Is deliberate. The person (or persons) want to hurt, humiliate or control.
- Involves someone (or some people) who are stronger in some way than the person being bullied.

They will learn that bullying is not:

- A one-off fight or argument.
- A friend sometimes being or saying something unkind.
- An argument with a friend.

#### 4. Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Sick Bay with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares

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- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

### 5. Preventative Measures

We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on bullying. Our PSHEE (Personal, Social, Health and Economic Education) programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- We discuss the anti-bullying policy, as set out in the pupil planners, at the start of every academic year, as part of the tutorial programme and at other times during the year during PSHEE sessions.
- Other lessons, particularly TPR, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- We encourage our Eights leaders to offer support and assistance to younger and to vulnerable pupils if they suspect they may be being bullied. They are expected to share any concerns with an appropriate adult/teacher.
- Mini 8s (vertical tutoring) sessions allow children across different age groups to support each other, and opportunities to discuss bullying issues.
- The school supports Anti Bullying Week in November, and spends time that week in PSHEE, tutorials and Mini Eights thinking and speaking about supporting children who may be being bullied. We wear Odd Socks to show our support.
- Chafyn Champs allow older children to take some responsibility for younger groups and form strong positive relationships.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- A worry box is available, for children to make a disclosure if they are unable or don't want to speak in the 1<sup>st</sup> instance. This is checked regularly by staff in the health centre.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur, such as the changing rooms. Pupils are supervised when changing before and after games sessions and activities. Staff are alert to inappropriate language or behaviour.

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- At Chafyn Grove where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm through a bullying incident (child on child abuse), this becomes a safeguarding issue and the Designated Safeguarding Lead will treat it as such.

Where bullying outside school is reported to a member of the Chafyn Grove staff, it will be investigated and acted on.

### 6. Staff Awareness

- Staff have received training during staff INSET so they understand the principles of the school policy, their legal responsibilities and what action is needed to resolve and prevent problems of bullying. Staff refer to the information in the pupil planners regularly with their tutees and are aware of the support structure within the school which helps bullying to be tackled. Pastoral issues are discussed as they happen and formally in two weekly meetings. There is a clear chain of command and clear pastoral structures in place for staff to follow.

### 7. Our response

- All reported incidents are recorded and investigated at once. We always monitor reported incidents and the Deputy Head notices if there is a pattern or common element to any pupil incidents or upsets. Any complaints are recorded in a single central register with the Deputy Head.
- We have a strong and experienced pastoral team of Tutors, Pastoral leaders, and head of Boarding who support the Deputy Head and are aware of how to handle any incidents as an immediate priority and are alert to possible signs of bullying. All members of our teaching staff have received INSET in bullying prevention and response.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and Instigators.
- Parents are involved both by being encouraged to read advice in the planner and if there are any specific concerns involving their child.
- A member of our pastoral team may refer a pupil to an ELSA (Emotional Literacy Support assistant) or another specialist agency, such as a counsellor, if they feel extra support may be needed. Chafyn currently has two trained ELSA staff members (September 2025). Parents would always be consulted and involved in the process.

### 8. Procedures where bullying has been reported:

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.

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- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events (or the staff member will write the account but ask victim to read it to ensure accuracy)
- The Instigator, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events (or the staff member will write the account but ask victim to read it to ensure accuracy)
- The incident should be recorded in order to evaluate the effectiveness of the approach we adopt and to enable patterns to be identified.
- All tutors of children involved, and Head of Boarding (if applicable) should be informed. In serious incidents, the headmaster should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. He/she will be offered support to develop a strategy to help him or herself. Restorative Justice may be used to help the victim and the alleged instigator start to rebuild a positive relationship.
- The alleged instigator will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed.

This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures. The Deputy Head has received 'Restorative Justice' training, and this may be used if the victim agrees.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases and only after the Headmaster has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Chafyn Grove School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

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### 9. Pre-Prep (children aged 3-7)

- In Pre-Prep the Golden Rules underpin the expectations for behaviour and are referred to in all aspects of school life to reinforce good choices.
- Our assemblies reflect the Golden Rules and revisit on a cycle the values we hold as a whole team in the department.
- We use a worry box to collect concerns the children may have. This is checked weekly and entries responded to by a key adult.
- Children are encouraged to do an 'emotional check in' to share their feelings, the method may differ between classes, pom poms or faces. If a concern is raised children's feelings are responded to by a key adult.
- Pre-Prep use weekly circle time is to explore common themes such a bullying and support the children to have to tools to articulate if this happens. Pupils may be supported with visuals, a familiar adult and social stories to unpick events.
- In PSHE children explore a range of topics, including bullying and are equipped with the age appropriate correct language to articulate their needs.
- Pre-Prep use NSPCC materials to support pupils to understand what to do if they are not comfortable.
- Adults support pupils by using TED principles Tell / Explain / Describe when dealing with incidents to ensure an accurate account is collected.

### 10. Boarding

- The boarding team act *in loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the Head of Boarding and parents/guardians and would always make contact if they were worried about a pupil's well-being.
- The boarding house displays advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans. We also have an independent Listener. Their contact information is in every dorm.
- All pupils have access to a telephone helpline in the meeting room, enabling them to call for support in private.
- We encourage older pupils to offer support to the younger boarders. Specifically, we have a Y8 Head of House, who is voted for by the children and may be the first port of call. We also use the Chafyn Champs and Mini Eights systems for this.
- We have never allowed any initiation ceremonies designed to cause pain anxiety or humiliation.



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- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

### 11. Our Behaviour and Discipline Policy outlines what is expected in terms of pupil behaviour.

Bullying is unacceptable and would be likely to enter a child at level 4 of the disciplinary scale (See Behaviour and Discipline policy). Bullying will not go unpunished and could lead to exclusion if the matter was serious or persistent.

### 12. Cyberbullying: A definition

Mr Bill Belsey, the creator of the web site: <http://www.cyberbullying.org> defined this unpleasant phenomenon in the following terms:

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

Cyberbullying can involve Social Networking Sites, like Snapchat, Instagram and Myspace, emails and mobile phones, used for SMS messages and as cameras.

### 13. Cyber bullying Preventative measures

In addition to the preventative measures described above, Chafyn Grove:

- Aims to teach our pupils how to keep themselves from harm when using technologies as well as offering them protection when they are in school.
- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- Pupils sign an agreement agreeing to the terms of use of our IT Department, which is in the pupil planner.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers "privacy settings" and blocking and removing contacts from "buddy lists." There is also guidance on the school website.
- Offers age-appropriate advice about grooming, internet sites containing violent or adult content and the dangers of sharing personal information or pictures.
- Teaches guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

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Pupil mobile phones are not permitted in school.

All traffic on our computer system is monitored by Smoothwall and any violations are reported to the Deputy Head and the DSL, who follow them up with the pupil concerned.

### 14. Sanctions

#### Response to any breach of e safety

In accordance with advice from government agencies, we would follow a procedure in a response to being informed about inappropriate images on a mobile phone. (see Appendix A.)

### 15. Procedures

**Guidelines for action should bullying occur. These guidelines are discussed in tutorials at least annually.**

### 16. Pupils:

Chafyn Grove staff are all adults with whom a pupil can share a problem. Each prep school classroom displays a chart listing all those who are ready to listen and who are familiar to the pupils. A list also contains names of outside agencies to which pupils might go if they prefer. Pupils should be encouraged to:

- Talk to any adult they wish.
- Talk to one of the Eights Leaders who will ensure that the right help is sought.
- Be confident that action will be taken to stop the bullying.
- Be confident in their own self-worth and value to the community.
- Be a good friend, above all when it is known that someone is unhappy or lonely and remember to include everyone in class and in the boarding house, especially where sharing activities or group work are concerned.

Pupils are encouraged to follow these guidelines.

The children are told that if they are being bullied the following responses should help. They are also taught that they can help to stop bullying...

- Explain to the instigator that her words/actions are upsetting; they may not be aware of this. However, if the bullying continues try not to show your feelings.
- Walk away quickly and confidently, even if you don't feel that way inside.
- If you are different in any way, be proud of it – it's good to be an individual.
- The instigator will not stop if they think they can get away with such behaviour. Discuss the problem with your friends and if you think it is serious tell a member of staff or ask your friends to tell a member of staff on your behalf.

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- If the pupil being bullied is in any danger, fetch help. If they aren't, remain with them; your presence may ease the situation.
- If you show that you and your friends disapprove.
- If you give sympathy and support to other pupils who may be bullied. You would like them to do the same for you.
- By being careful about teasing or making personal remarks. If you think they might not find your comments funny don't say them.
- If you know of serious bullying tell someone. The victim may be too scared or lonely to tell.

### 17. Parental involvement

Problem solving approaches to bullying that are school based alone may not always work without the support of the parents. The involvement of parents has been found to be effective in deterring persistent bullying. Parents need to show their children ways of dealing with difficult situations without using violence or aggression. Chafyn Grove believes that making parents aware that their child has been involved in bullying demonstrates the fact that the school takes seriously this matter and seeks to change such patterns of behaviour.

### 18. Parents: If your child is being bullied

Parents along with peers will probably be the first to hear of a bullying incident. They should not dismiss it. Parents should contact their child's Tutor, Head of Year or Deputy Head if they are worried, or the head of boarding if it is a boarding issue. It is essential to stay calm, supportive and find out the facts of the situation. Reassurance will be needed in order to persuade your child that they have done the right thing by telling you. You may find it helpful to have the following checklist at your side to ensure that correct information is passed to school.

- Who was involved?
- Where did it take place?
- How often?
- Why did it take place?
- What form did the bullying take?

When you inform the school of these details you will want to ask what you can do to support the school in the action taken to support your child. You will also want to make a note of the suggested strategy the school intends to take. Stay in touch with the school so that they can be kept informed of how things are improving and to establish further contact if necessary.

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### **19. Parents: If your child is involved in bullying.**

It is important to work with the school to modify the patterns of behaviour which are causing your child to bully. It is helpful to recognise some of the reasons why pupils behave in this way from time to time.

Children sometimes bully others because:

- They are not aware of how hurtful it is.
- They are copying the behaviour of older siblings or people they admire.
- They have a temporary difficulty integrating in their peer group.
- They are bullying others because of encouragement from friends.
- They are going through a difficult time personally and need help.
- They have not yet learnt satisfactory ways for making firm friendships.

### **20. Parents: To stop your child from bullying others.**

- Talk with your child and help them to understand that what they are doing is unacceptable as it makes other pupils unhappy.
- Discourage other members of the family from using aggressive behaviour in order to get what they want.
- Suggest ways of joining in activities with other pupils without bullying.
- Liaise with the school: Head of Boarding, Tutor, head of Year, Deputy Head or Headmaster.
- Make time to have regular chats about how things are going at school.
- Check that your child has identified an adult at school to whom they can go if they have a problem or a worry of any kind.

### **21. Parents: If your child is being bullied by a member of staff.**

The child should confide in an adult at the school. There are posters displayed around the school giving suggestions of who a pupil can talk to. Any allegations or fears expressed will be taken seriously and investigated.

### **22. Parents: If you are not satisfied that the matter has been dealt with.**

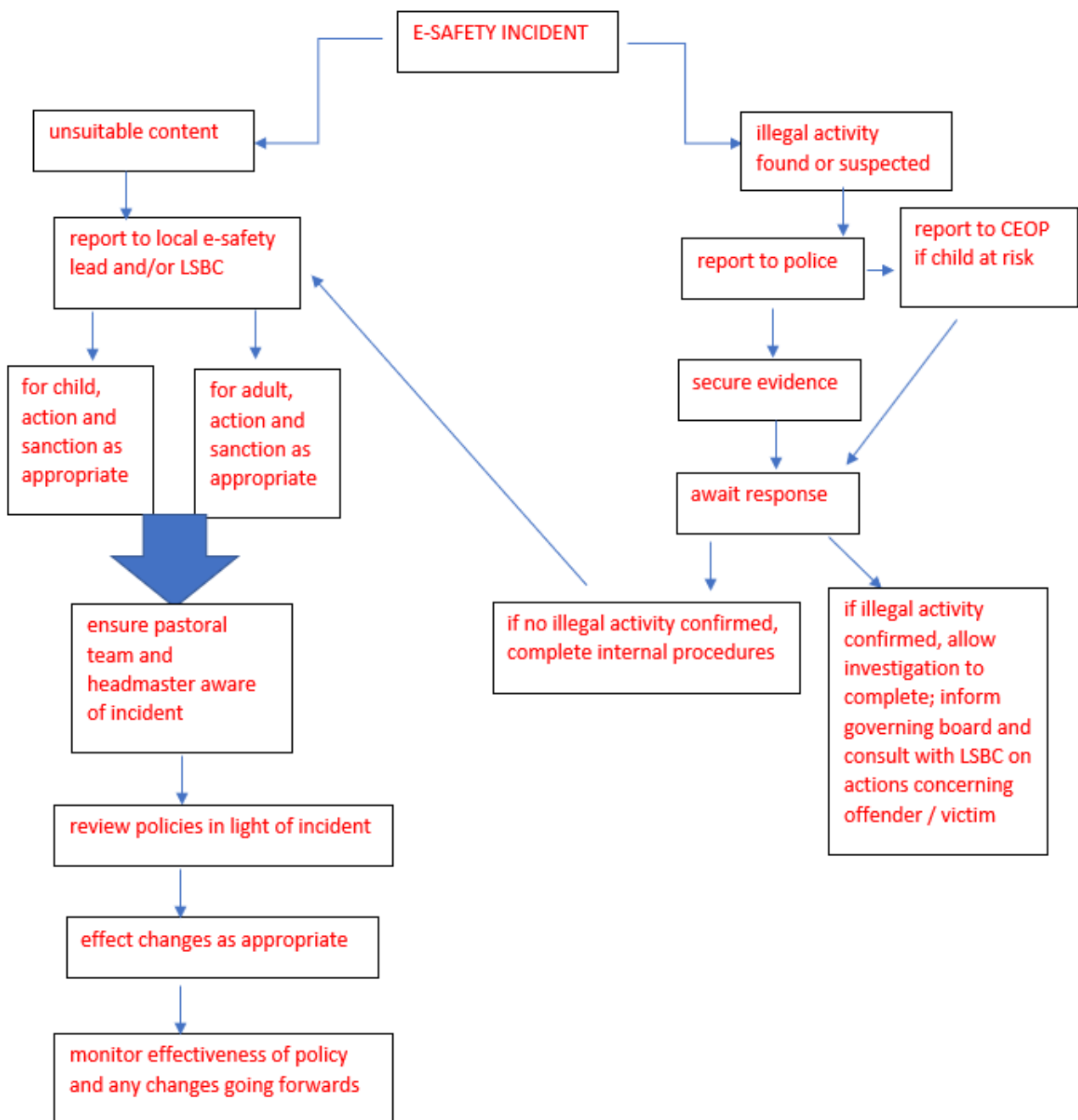
Families who feel that their worries and concerns have not been addressed appropriately might like to consider the following steps:

Make an appointment to discuss the matter with the Headmaster, keeping a record of the meeting.

If you do not feel that your complaint has been dealt with appropriately at this stage, you should follow the complaints procedure, laid out in our Complaints Policy.

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### 23. APPENDIX A



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### 24. Resources

#### Advice for parents and families about bullying

##### Websites:

[Bullying | Parents Guide to Support | YoungMinds](#)

[Advice for parents and carers](#)

[National Bullying Helpline contact information](#)

[Bullying at school advice | Family Lives](#)

#### Organisations that can help

Advisory Centre for Education

1b Aberdeen Studios

22/24 Highbury Grove, London N5 2EA      Tel 0207 354 8321.