

Anti-bullying and hate policy



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

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| Person responsible: | Mr J O'Connell |

Contents

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|-------------------------------------|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Definitions and scope | 2 |
| 4. Roles and responsibilities | 4 |
| 5. Procedures | 5 |
| 6. Monitoring arrangements | 6 |
| 7. Links with other policies | 6 |

1. Aims

Churchdown School Academy expects the whole school community to treat other people with courtesy and respect. Everyone has the right to a safe environment where education is the primary focus. The school regards bullying as unacceptable, and all allegations of bullying will be taken seriously and pursued.

2. Legislation and guidance

This document meets the requirements set out in [the Education \(Independent School Standards\) Regulations 2014](#), as amended; Preventing and tackling bullying advice (July 2017); and Cyberbullying: advice for head teachers and school staff (November 2014).

This policy complies with our funding agreement and Articles of Association.

3. Definitions and scope

3.1 Bullying

Bullying is contrary to the values held at the school and will not be tolerated in any form. Every member of the school community has the right to stay and feel safe and bullying prevents this. Bullying is the intentional hurting, either physically or emotionally, of one person by another repeated over time. Bullying behaviour is deliberate, repetitive and/or persistent. Bullying is often motivated by prejudice against particular groups, for example on the grounds of race, gender, sexual orientation, special educational needs or disabilities.

Bullying can be either actions taken by one person against another or by a group against another person or persons. These actions may take place face to face or via social media (cyberbullying). Bullying can take place at any time in or out of school. It can be physical, verbal, emotional or psychological, sexual, cyberbullying or prejudice based. It is harmful to all those involved and can affect not only young people, but also adults who can be subjected to threatening or intimidating behaviour. It is unacceptable in whatever form it takes and will be assertively challenged at the school.

Bullying causes fear and distress for the victim and may distract them from their schoolwork. It may also affect other pupils who witness it, and it can harm the atmosphere in the entire school.

We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the to the police.

Types of bullying may include:

- Name calling/taunting/mocking
- Pushing/shoving/hitting/kicking/biting
- Spreading malicious gossip or rumours
- Harassment (including following people and displaying intimidating body language)

- Writing insulting graffiti about another person on property, furniture or buildings
- Exclusion from social groups
- Verbal pressure to conform
- Using personal knowledge of another person to provoke a reaction
- Making unpleasant comments about another person's family or friends
- Taking belongings/defacing the property of others
- Extortion
- Intimidation
- Incitement
- Homophobic
- Cyberbullying (see below)
- Sexting

3.2 Cyberbullying

Cyberbullying is the use of information and communications technology, particularly mobile phones, email, social websites, text messages, cameras, and the internet, deliberately to upset someone else.

Cyberbullying has been defined by the Anti-Bullying Association as taking the following forms:

- Text messages: unwelcome texts that are threatening or cause discomfort.
- Pictures or video clips taken using camera phones or digital cameras and sent to others via phone or over the internet to make the victim feel threatened or embarrassed.
- Mobile phone calls which are silent or contain abusive messages or statements. This could also take the form of stealing another person's phone and using it to harass others to make them believe the victim is responsible.
- Threatening e-mails often sent using a false name or somebody else's name.
- Chatroom bullying: menacing or upsetting responses to another person in a web-based chatroom.
- Instant messaging: unpleasant messages sent as children conduct real time conversations online.
- Bullying via websites: use of defamatory blogs, personal websites, community-based websites (e.g. Facebook, Snapchat, Instagram, Twitter, Messenger and WhatsApp).

Online and prejudice-based bullying will be addressed in the same way as any other form of bullying but may also lead to the involvement of external agencies.

3.2.1 Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents may be familiar with generative chatbots such as ChatGPT and Google Bard.

Churchdown School Academy recognizes that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes' where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with this policy.

3.3 Signs of bullying

It is not always easy to tell whether someone is being bullied. Pupils who feel under pressure may find it hard to talk but there may be changes in behaviour, such as nervousness or demands for attention. Pupils may also be unwilling to attend school.

3.4 Vulnerable groups

It is recognised that certain groups of pupils within the school community could be more vulnerable to bullying than others and staff should be vigilant regarding this in their dealings with pupils. Such groups are likely to include LGBT+ pupils, children in care, Gypsy, Roma and Traveller children, pupils from a religion, race, or culture (including alternative sub-cultures) that is a minority within the school context, pupils with disabilities and pupils with Special Educational Needs, or mental ill-health.

The school has a duty under the Equality Act 2010 in relation to pupils with protected characteristics (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation) to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school is committed to complying with this duty and supporting its pupils to prevent and address any incidents of bullying.

4. Roles and responsibilities

4.1 Governors

- Will have an overview of all aspects of anti-bullying work across the school.

4.2 Leadership team

Mrs N Roberts-Moore (Assistant Headteacher) and Mr J O'Connell (Senior Deputy Headteacher) are the named members of the Leadership Team responsible for co-ordinating anti-bullying work at the school and:

- Will discuss anti-bullying work at least once a year, in advance of the report to the governing board.
- Will provide training for all staff on strategies to deal with issues of bullying.
- Have overall responsibility for ensuring that parents and pupils are aware of anti-bullying procedures.
- Will ensure that appropriate staff attend relevant training in specific and up to date strategies.
- Will provide annual report for governors on issues and developments relating to bullying both locally and nationally.
- Will liaise with the school's ICT department to ensure e-safety within the school in conjunction with the Designated Safeguarding Lead (DSL).

4.3 Teaching and support staff

- Staff should always listen to and deal with any bullying that they become aware of using the range of procedures outlined below, whilst using their professional judgement about the best course of action in each individual case. They should use the resources available on the school intranet as and when appropriate.
- Staff have a responsibility to pass on details of bullying incidents to heads of year, a member of the school's leadership team or any other member of staff as appropriate.
- The head of year will normally liaise with parents over incidents of bullying. Staff have a responsibility to teach about bullying, its effects, and strategies for dealing with it via the PSHCEE and ICT curriculum.
- All staff should reinforce the school's expectations of pupils in helping to prevent bullying arising or escalating.

4.4 Pupils

- Victims of bullying should always report bullying to a member of staff or someone else who will report it for them and to their parents. A pupil may seek advice from the school counsellor.
- Pupils should always report any bullying that they suspect, know about, or have witnessed to a member of staff.
- Pupils can 'Report a problem' under the Student section on the school website at <https://churchdownschool.sharepoint.com/sites/Students/SitePages/Report-a-problem.aspx> The information will be sent directly to their head of year.
- Pupils should encourage the victim to tell someone.
- Pupils should show their disapproval of bullying and tell the bully to stop if it is safe to do so.
- Pupils, supported by a member of staff, may form a friendship group for the person being bullied to make sure they are not isolated if appropriate.

4.5 Parents

- Parents have a responsibility to report any incidents of concern and to work co-operatively and supportively with the school to resolve issues between pupils, accepting the use of both punitive and preventative measures against bullying to achieve a long-term solution to the problem.
- Parents who are concerned that a pupil (whether their own child or another pupil) may be being bullied should always report it to a member of staff.
- Parents of pupils who are bullied on the way to or from school should refer the matter to the school and / or to the local police.
- Parents should understand that the school may pass on information obtained concerning bullying or violent situations to the police if requested, but that it is the victim that must make any report to the police.

In the case of Cyberbullying parents are encouraged to keep copies of any text from a computer or phone texts and inform the police. They should also inform the school so that any continuation of the situation within school can be dealt with effectively.

5. Procedures

Procedures for dealing with issues of bullying and conflict at the school are outlined below. Our procedures combine preventative and punitive approaches. Staff are expected to use their professional judgement in deciding on the best action for each case individually.

5.1 Prevention of bullying

The school attaches a lot of importance to being pro-active in dealing with any bullying issues and the following procedures are in place with this in mind:

- Training of staff and raising awareness by including 'anti-bullying' in staff induction procedures and on an on-going basis through CPD sessions.
- Inclusion at several different stages of the PSHCEE syllabus.
- Assemblies focusing on the issue of types of bullying.
- Focused input during 'Anti-bullying Week' each November.
- Involving parents to ensure that they are clear that the school does not tolerate bullying and ensuring that parents are aware of who to contact if they believe that their child is being bullied.
- Implementing an **ICT and internet acceptable use** policy. It is not acceptable for pupils to bully anyone either on the school's computers or at home. The school monitors its network and pupils are educated in the safe use of digital technologies.
- The school will provide support for pupils who are bullied. This may include asking the pastoral team to provide support; providing counselling; or making a referral to Child and Adolescent Mental Health Services. The school may also offer counselling to the perpetrator where appropriate to seek to change their behaviour.
- The school will do all it can to ensure that bullied pupils continue to attend school. This may include using separate on-site provision that provides respite for bullied pupils whilst maintaining their education.

Work within the curriculum and during the annual National Anti-Bullying Week

Staff will raise awareness of bullying and strategies to prevent it during anti-bullying week, through the tutorial system and in PSHCEE. Work is also done on relationships across the curriculum through ICT lessons and during the annual National Anti-Bullying Week.

Work with the local police and children's services

For certain complaints about bullying, the local police will be informed and/or involved in the process. This collaborative work enables the school to deal effectively with issues within school which have arisen due to matters outside. Our work with the police is an integral part of our extended school service and this policy has been fully endorsed by our community liaison officer.

A bullying incident should be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, staff must discuss this with the school's Designated Safeguarding Lead and their concerns will be reported to Gloucestershire local authority's children's social care in accordance with the school's **Child protection and safeguarding policy**.

5.2 Communication

Communication about the school's anti-bullying work occurs through the following:

- the school newsletter
- the school website
- assemblies
- induction evening for Year 6 pupils and parents
- information evenings for parents
- parents' evenings
- staff CPD
- pastoral briefings
- head of year meetings

5.3 Disciplinary sanctions

The school will implement disciplinary sanctions for bullying behaviour in accordance with its **Behaviour policy**. Disciplinary sanctions will be applied fairly, consistently and reasonably. Staff may discipline pupils for misbehaving in school and where reasonable outside the school's premises. Disciplinary sanctions may extend to exclusion in the most serious cases. Staff will consider the reasons behind bullying to establish whether the perpetrator may themselves need support. Staff have search powers to seize and confiscate prohibited items in accordance with our **Child protection and safeguarding policy**.

5.4 Criminal law

Bullying is not a specific criminal offence in the UK, however, some types of harassing or threatening behaviour could be a criminal offence. Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If staff believe that an offence may have been committed, they should contact the police.

5.5 Reports

A confidential record is kept by the headteacher of all bullying incidents. This record will be made available to the board of governors to enable them to monitor the number of incidents and identify any patterns to assist the leadership team in making improvements.

6. Monitoring arrangements

This policy is reviewed annually and is compiled in consultation with staff, pupils, parents, and the board of governors and is in line with national guidelines. At every review, the policy will be approved by the leadership team.

7. Links with other policies

- Child protection and safeguarding policy
- Attendance policy
- Behaviour policy and statement of behaviour principles
- Suspension and permanent exclusion policy
- ICT and internet acceptable use policy
- SMSC British values policy