

A8: ANTI BULLYING POLICY (also applies to International Study Centre)

Anti-Bullying Policy

Review due September 2025

Document Quality Control

Version:	Author:	Date:	Reviewed by:	Date:
September 2024	Moira Simpson	2 September 2024	Mr. R Baum	9 September 2024

Document Quality Control

Document Version:	Reason for Review:	Reviewer:	Date:	Checked/ approved by:	Date approved:
May 2022	NMS Sept 2022 16.3 added. New Ethos and Aims added.	M Simpson	25.05.2022	M Hartland	27.05.2022
May 2023	Annual Review "Behaviour and discipline in Schools" (2022) updated	M Simpson	26.04.2023	M Hartland	22.05.2023
January 2024	Executive Director signature added	M Simpson	31.01.2024	M Hartland	31.0.2024
September 2024	Lesley Moncada now DSL, Academic Mentors now Mentors, Support for Students updated	M Simpson	02.09.2024	R Baum	13.09.2024

This policy has been drawn up with reference to the advice for headteachers and school staff issued by the Department for Education entitled "Behaviour and discipline in Schools" (September 2022) and should be read in conjunction with the following Chase Grammar School policies

- A4 Policy to promote good behaviour and to set out the sanctions for misbehaviour
- A6 Safeguarding Policy

Introduction

Lesley Moncada, Assistant Principal/DSL has overall responsibility for monitoring bullying to ensure Chase Grammar School meets its duty of care towards its students, and that it considers the impact of bullying on individual children. At Chase Grammar School, staff are trained to be aware and vigilant of the vulnerability of certain students to prejudice based bullying because of a protected characteristic.

1.1. Aims and Ethos

The mission statement of the school, which includes our aims and ethos, is as follows:

"We reach out to provide excellence in individualised education, to nurture, extend and enrich young people to develop into the global citizens and leaders of the future."

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Notes on the Mission Statement

1. **“excellence”** – Academic excellence has long been an aim of the school, and has been demonstrated in recent years as students have gained places at Oxford University and shown great progress during their time here at Chase Grammar School and Chase Grammar School International Study Centre
2. **“individualised”** – We pride ourselves on our ability to offer a high quality of individualised attention to our pupils, including high quality individualised academic monitoring and interventions, high quality individualised pastoral care, and high quality individualised personal development
3. **“extend”** – Students are challenged to aim for their Silver or Gold targets in curriculum subjects and to achieve Bronze, Silver and Gold visas in their Chase Passport
4. **“global citizens”** – Students come to Chase Grammar International Study Centre and Chase Grammar School from all round the world. We aim to broaden the minds of all pupils to promote global understanding and responsibility.
5. **“leaders”** – Our Student Leaders play an important part in the personal development of pupils and contribute to our overall provision

“Expect to Achieve”

The positive ethos of the school is encapsulated in our ethos of “Expect to Achieve”, which highlights five key guidelines:

1. Be proactive and participate
2. Extend and enrich yourself
3. Communicate clearly
4. Be considerate and kind
5. Make the right choices

1.2. Definition

The NSPCC defines bullying as follows:

“Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.”

It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there’s no escape because it can happen wherever they are, at any time of day or night.” <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying#cyberbullying>

Chase Grammar School treats bullying seriously. We find the definition of “repeated unkindness” helpful when explaining what we consider bullying to be. It is entirely unacceptable to view bullying as “banter” or as a part of growing up or as a means of “toughening up” young people.

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1.3 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)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the Medical Centre 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, experiencing nightmares
- 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 members of staff.

1.4. Preventative Measures

The issue of bullying is raised in assemblies, Mentor time and through the school's Wellbeing programme.

There are specific opportunities for pupils to raise matters of concern:

- Questionnaires
- Anti-Bullying assemblies
- With Mentors
- With support staff
- With Heads of Houses
- With Boarding Staff
- Listening Service
- With any of the DSL/DDSLs of the school

Appendix A shows the range of support available to students.

Other preventative measures include:

- RS, English & Drama lessons often highlight the issue of bullying and reinforce the message that bullying is wrong and unacceptable.

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- All pupils have access to a telephone and helpline numbers are displayed in the school and boarding houses.
- Part of the student leadership programme includes a “buddy” system for new pupils to help them settle in to life at Chase Grammar School.
- The school policy relating to bullying applies at all times not just during term time.
- All staff are mindful and vigilant of the fact that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often. (NMS 16.3)
- Potential victims are identified and mentoring or support measures put in place.

1.5 Parental Involvement

Parents (of both victims and perpetrators) are involved at an early stage where there are concerns about bullying. Depending on the seriousness of incidents, this will be by phone call or face-to-face meeting.

1.6 Procedures for dealing with bullying

Any suspicion of bullying (i.e. **repeated unkindness**) should be reported within 24 hours to one of the School’s DSLs for investigation (see Appendix B: Expression of Concern Form)

- Any witnessed bullying must be challenged and dealt with immediately.
- Any witnessed bullying must also be reported to the DSL/DDSLs within 24 hours, using the Expression of Concern form, and treated as a potential safeguarding issue.
- The DSL/DDSLs will record all concerns and make decisions about how best to deal with reported bullying incidents
- Students should complete a written account of any incidents on an Incident Form

Students use the school’s Incident Form to give a written account of incidents. These are passed to the School’s DSL team for consideration, action and recording. Serious cases are dealt with according to the school’s behaviour policy (A4), and are recorded on the DSL’s list of concerns.

Where necessary, external agencies would be involved in serious cases of bullying.

At Chase Grammar School, the threshold for treating a bullying incident as a child protection concern would be when there is reasonable cause to believe that a child is suffering or likely to be suffer significant harm.

1.7 Recording

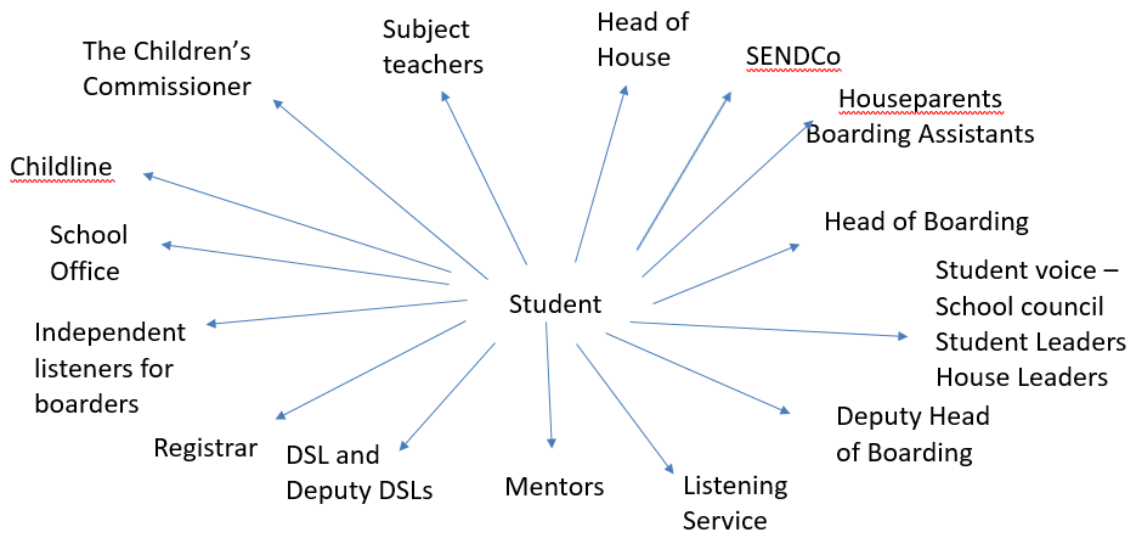
Incidents of bullying are recorded on the “Bullying, Racism, Homophobia, Extremism and Sexual Harassment and Sexual Violence Log” maintained by the DSL/DDSL.

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Appendix A

Appendices

Appendix A – Support available for students at Chase Grammar School



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Appendix B - Expression of Concern

Staff should complete this section only.

This form should be used to record safeguarding concerns relating to Children and/or Vulnerable people. All the information must be treated as confidential and reported to the Designated Safeguarding Lead or the Designated Deputy Safeguarding Lead in their absence.

The form should be completed at the time or immediately following disclosure, but after all necessary emergency actions have been taken. Please complete the form as fully as possible.

Your Name:		Position:	
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Expression of Concern			
Student's Name:		Date & Time:	
Date of Birth:		Year Group:	
Reported By:			

Context:			
Report:	<i>Who? What? (Use pupil's actual words if it was a verbal disclosure) Where? When? Any witnesses? What is pupil's view? Any other relevant information? Distinguish clearly between fact and opinion.</i>		
Print Full Name:		eSignature:	
Date:		Time of completion of report:	

WHEN COMPLETED PASS TO M. Simpson / L. Moncada / S. Swainston/ S. Norton/ Z.Roe/N.Moncada or M Pearson immediately

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Authorised by Richard Baum, Director of Operations Achieve Education and Advisory Committee Member

Signature:  Date: 9.9.24