

Anti-bullying Policy



Chelsea Community Hospital School

OCTOBER 2025

THIS IS AN ANTI-BULLYING POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING

STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL AUTHORITY,
PUPILS AND PARENTS.

SCHOOL BACKGROUND INFORMATION

- We are a Community Special School providing education for students and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across seven NHS hospital sites they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and CCHS@Ladbroke Grove for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary. All our sites are in central London, England.

TOTAL NO. OF PUPILS

Variable due to hospital admissions

DISSEMINATION

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

November 2018

POLICY REVIEW DATE

October 2025

NAME: Marie Sherlock

DATE: 29/09/2025

Introduction

Many of the children and young people at CCHS have had difficulties in their community and/or at school either as a result of being bullied or behaving in unacceptable ways towards others. It is important that all children and young people who attend the school are able to work on their difficulties so that they can achieve success, without feeling intimidated in any way by the actions of others. Bullying is totally unacceptable at CCHS and we do our utmost to ensure that any incident is dealt with effectively so that it does not recur.

The purpose of this policy is to outline the actions taken by staff to prevent bullying, ways of dealing with incidents of bullying and ways of working with those who bully or are bullied.

It is important to note that staff are constantly updating and extending their expertise in this area through sharing ideas, unit teaching sessions, training days and courses.

What Is Bullying?

1. Deliberately hurtful behaviour.
2. Often repeated over a period of time so that incidents and the threat of future incidents cause distress.
3. A misuse of power, the victim often is, or feels, powerless to resist.
4. Different types:

Type	Aspects
Physical	An unprovoked assault on a person/group or their belonging including pushing, kicking, hitting and extortion.
Emotional	Reduction of a person's self-esteem or confidence through threatening behavior, mocking, taunting or teasing about any feature of their lives.
Social	Ostracism or rejection by a peer group.
Verbal	Using language in a derogatory or offensive manner e.g. name calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.

5. Specific forms:

Cyber-bullying - the use of e-mail, instant messaging, chat rooms, pagers, mobile phones or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Racially motivated bullying - mistreatment of people because of their race, ethnic group, nationality or language. It is particularly serious because when a child is targeted for representing a certain group it sends a powerful message to the wider group. Racist bullying is likely to hurt not only the victim but also other students from the same or similar group and their families. Religiously motivated bullying has a similar effect and is based on mistreatment of individuals and groups linked to their belief system.

Homophobic bullying - occurs when incidents are perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, bisexual or transgender to experience such bullying.

Gender bullying - the mistreatment of people because of their gender, also known as sexual harassment. It is characterised by abusive name-calling, looks and comments about appearance, inappropriate and uninvited touching, sexual innuendoes and propositions.

Bullying linked to disabilities/special needs – mistreatment of people because of their different needs and abilities e.g. learning difficulties, physical disabilities or medical conditions.

All of these are a challenge to our commitment to equal opportunities for all those attending and working at the school.

Children and Young People's Views of Bullying

1. Children and young people do not like bullying and want it to stop.
2. Children and young people often have a wider interpretation than adults of what constitutes bullying. They can often find a single incident of aggression very threatening and would describe it as bullying.
3. Children and young people often feel helpless when they see someone else being bullied.
4. Children and young people find it difficult to tell others that they are being bullied.

Signs of distress – what to look out for

1. Unwillingness to attend the school.
2. Patterns of headaches or stomach aches.
3. Bruises or scratches.

4. Damaged clothing/possessions.
5. Missing possessions.
6. Unusual requests for extra money.
7. Unexpected decline in behaviour/quality of work.
8. Obvious distress with a reluctance to discuss it.

These are signs which may indicate bullying, however the presence of one or more should not be taken as proof of bullying but as a reason to investigate further.

Prevention

Most of our energy is put into having structures in place that help to prevent bullying by modeling and encouraging positive interactions and helping children and young people develop strategies to deal with their anger and upset.

For example:

1. Having rules about how we treat each other and ensuring that children and young people are aware of these.
2. Establishing an atmosphere where children and young people's contributions are listened to and acted on.
3. Modeling polite and supportive interactions between staff and with children and young people.
4. Discussing, role-playing and writing about bullying in various curriculum areas, social skills sessions, assemblies and discussion group.
5. Raising self-esteem and acknowledging and celebrating the differences between individuals.
6. Encouraging children and young people to reflect positively on their own behaviour and that of their peers and give advice. For instance, at the end of sessions and during special time meeting.
7. Rewarding positive interactions and encouraging a culture of supporting and including one another.
8. Helping children and young people develop their skills of negotiation, anger management and play both individually and in small groups.
9. Actively encouraging children and young people, and parents to report incidents.
10. Posters and leaflets.

Responding to Incidents

Our aim is to support children and young people whose experience of peer interaction is negative and unhappy and to challenge those who bully and help them develop other ways of behaving.

a. Witnessing an incident

All incidents of bullying should be challenged.

Verbal – the behaviour should be stopped and labeled as bullying.

Physical – the behaviour should be stopped, labeled as bullying and the bully removed to an area to cool off. At Collingham an extra meeting should be called to give the message that the behaviour is unacceptable.

It is important to remember that incidents of bullying are being witnessed by other children and young people. Although there is a need to label the behaviour as unacceptable it is more important for the children and young people to get the message that staff can keep them safe.

b. **Receiving a report of bullying from a child or parent/carer**

The child or young person should be spoken to by a senior member of staff to ascertain the facts and these should be recorded in his/her liaison record. It is important to praise the child for telling someone. The same member of staff should then speak to the child or young person accused of bullying.

Parents/carers must be informed of any incident of bullying involving their child or young person.

The type of action taken following the initial response will vary depending on the nature of the incident and the needs and abilities of the children and young people involved.

Work with the bully

We aim for children and young people to acknowledge their actions and the effect these have on others. An appropriate consequence will then be decided on; this should be some form of apology plus an appropriate sanction.

Depending on the child's developmental level this will either be decided on in discussion with the child or imposed by a senior member of staff, in consultation with the Case Manager or Family Worker if at Collingham. (See '[Behaviour in Schools – Advice for Headteachers and School Staff](#)' for a range of sanctions).

Longer-term work might involve monitoring behaviour, analysis of ABCs and skills development through individual work and/or goal setting, e.g. anger management, play skills, social skills.

If serious bullying persists a special meeting will be called and ultimately the Headteacher, plus Unit Manager and Consultant at Collingham, may decide to suspend or discharge the bully to ensure the safety and wellbeing of the other children and young people. The safety and wellbeing of all the children and young people will form the highest context in any planning.

Work with the bullied

Children and young people who have been bullied need to be reassured that they can be kept safe at school and praised if they have told someone about incidents of bullying.

Longer-term work might involve skills development through individual work and/or goal setting e.g. Kidscape Zap, play skills, social skills.

Work with parents/carers

For long term children and young people, parents/carers are asked to speak to a member of staff if they have any concerns about bullying. Parents/carers are then informed of any incidents of bullying involving their child. In discussing incidents it is expected that parents/carers will contribute to the thinking about sanctions and preventative work, and support the development of strategies at home.

If a child is working on a particular anti-bullying programme e.g. Kidscape Zap, the content of the programme will be shared with parents/carers.