



**Central Lancaster
High School**

Anti-Bullying Policy 2021-22

Committee:	Full Governing Body
Last Reviewed:	March 2022
Accepted by Governors:	15 March 2022
Next Review:	September 2022

Central Lancaster High School promotes a safe learning environment where everyone feels able to enjoy school and achieve, where success is recognised and rewarded. Bullying is not tolerated at Central Lancaster High School and we aim to eliminate it so that all pupils can fulfil their potential.

Philosophy

We believe that for everyone to benefit from our learning community, Central Lancaster High School should be a place where pupils, staff, helpers, families and other visitors are made to feel welcome, secure and comfortable, where everyone is treated with kindness and respect in an atmosphere free from intimidation.

We believe that all children and young people have the right to protection from harm, neglect and abuse and that their wellbeing is of paramount importance. Central Lancaster High School aims to ensure good relationships between, and good behaviour towards, all members of its community and that learning and personal development takes place in a climate of trust, safety and confidence.

Central Lancaster High School has a system of rewards, which aims to motivate and encourage pupils as well as helping to build individual self-confidence and self-esteem. Central Lancaster High School values everyone's unique contribution to our community.

Everyone has a responsibility for safeguarding and promoting the wellbeing of all pupils and all staff have a duty of care, to ensure our pupils are protected from harm.

Principles

Central Lancaster High School will:

- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Promote a positive anti-bullying culture and raise awareness of bullying via a Bullying Champion.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and pupils to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

Definition of Bullying

We define bullying as a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It involves an imbalance of power between the perpetrator and the victim. **'Deliberate, persistent behaviour that causes another person/s upset.'**:

- Deliberate means that the person involved chose to make the decision to upset someone.
- Persistent means that it happens on more than one occasion.
- Bullying can be physical, verbal, written, emotional, discriminatory, relational aggression and/or electronic.

Bullying includes victimisation and harassment as a consequence of the protected characteristics of the 2010 Equality Act which includes racism, sexism, homophobia, biphobia and transphobia.

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

Types of Bullying

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour.
2. It is repeated over time.
3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Persistent bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to being a member of an identified vulnerable group

The School will not tolerate the following behaviour, they will be monitored, investigated and dealt with:

- **Bullying outside of school:** This is unacceptable and will not be tolerated.
- **Derogatory language:** Derogatory or offensive language is not acceptable and will not be tolerated.
- **Prejudice based incidents:** A prejudice-based incident is unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

Roles in incidences of Bullying:

It is necessary to identify and deal with roles played in any incident of bullying:

- **The Bully (perpetrator):** The instigator of the bullying, or active participant in it.
- **The Victim:** The person that is targeted by the bullying.
- **The Negative Bystander:** A person who witness the bullying whose behaviour supports the bully, for example through laughter etc.
- **The Inactive Bystander:** A person who witness the bullying but does nothing.

- **The Active Defender:** A person who actively supports the victim, through asking them to walk away or at times tackling the bullying.

How will Bullying be reported?

Although we work hard to ensure that every member of the school community is treated with kindness and respect and feels safe and happy in the school, to eliminate bullying, we recognise that on occasions incidents of bullying may occur. In these circumstances it is important to remember that we are a **'telling'** school.

We take all reports of bullying very seriously. Pupils can report bullying in any of the following ways:

- Tell a member of staff.
- Tell someone at home who will contact school.
- The anti-bullying reporting box at reception, anti-bullying email and ringing the school direct.
- Tell a friend who will pass the information to a member of staff or to their parents/carers.

All members of the community have responsibility to eliminate and report bullying:

- **The Senior Leadership team and Principal** - have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.
- **Staff** - all staff have a duty to challenge bullying, (including homophobic, biphobic and transphobic (HBT) bullying, and derogatory language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. The pastoral staff will take the lead in dealing with allegations of bullying.
- **Parents and Carers** - have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying to school.
- **Pupils** - should treat others with kindness and mutual respect; they should not take part in any kind of bullying and watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying – they should offer support to the victim and either encourage them to or report it themselves.

How will we respond to bullying incidents?

- If a pupil is found to be persistently unkind or deemed to be involved in bullying, the pastoral team, with support from the Senior Leadership Team, will investigate the situation and determine what the actions/sanction will be taken and will notify parents/carers.
- Support will be offered to the target/victim of the bullying from the most appropriate person - this could be pastoral team, subject teacher, pupil support officer, school nurse or external agency support.
- In addition to consequences, a decision will be made on what interventions will be put in place going forward to ensure that persistent unkindness/bullying does not continue. Dependent on the level of severity this might include:
 - Loss of social time
 - Detention
 - Mediation / Restorative approaches
 - Referral for counselling / victim support
 - Written or verbal apology
 - Parent/carer interview leading to parental assistance in applying support or strategies or deterrents as necessary

- Continued monitoring of victim/bully individually
 - Internal Isolation
 - Fixed term exclusion
 - Permanent exclusion
- Similarly, staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
 - After an agreed period, the situation will be reviewed; the victim and the perpetrator will discuss the matters with the pastoral team who will decide if any further actions / interventions are required.
 - If necessary, the school will use the most serious sanctions to ensure that the cruelty and pain caused by bullying does not ruin the lives of our pupils and our staff.

How do we seek to eliminate bullying?

- We challenge the root of all bullying problems, unkindness, by addressing any unfriendly or harsh comments, including those that are made indirectly. Our school vision is that everyone should feel that they belong in our community and that they are respected members of it.
- We are transparent and clear to all stakeholders how they can report bullying and how it will be dealt with.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Assemblies explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Form time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in developing school-wide anti-bullying initiatives through consultation.
- We work with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

How do we monitor Bullying?

- Staff will record the bully incidents on our reporting system CPOMS.
- Staff will proactively respond to the bully from the most appropriate person this could be a member of the pastoral team, subject teacher, pupil support officer, school nurse or external agency support. Restorative justice is a system that can be used to resolve bullying issues.
- Daily checks undertaken of the anti-bullying box and dedicated anti-bullying email.
- The Assistant Principal (DSL), with overall responsibility for behaviour, will monitor daily the reported incidents and this information will then be analysed and appropriate actions monitored.
- The Assistant Principal will produce termly reports summarising the information which will be reported to SLT, the AIB and the Bay Learning Trust.

Training

The Principal is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The Principal and Assistant Principal are responsible for monitoring the policy on a day to day basis. The Principal and Assistant Principal are responsible for monitoring and analysing the recorded data on bullying. Any trends are noted and reported to the AIB and the Bay Learning Trust.

Evaluating and reviewing

The Principal is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report. If further improvements are required, the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation.