



### **Anti-Bullying Policy:**

<b>Policy Lead:</b>	Mrs Darling
<b>Last Review Date:</b>	December 24
<b>Next review date:</b>	December 2025
<b>Approval needed by:</b>	Local Governing Board

## Policy Aim

The aim of the anti-bullying policy is:

to ensure that all students learn in a supportive, caring and safe environment without fear of being bullied.

- To involve all members of the school community in countering bullying
- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities
- To ensure that there are strategies to minimise the risk of child-on-child abuse and procedures.
- To enable Parents & Carers to feel confident that bullying will be firmly dealt with by the school
- To inform all members of the school community that bullying behaviour will not be tolerated

Congleton High School supports the vision that is embodied in the 2004 Children's Education Act and the Equality Act 2010 recognising that all students have a right to:

- Physical and mental health and emotional well-being
- Protection from harm and neglect
- Education, training and recreation
- Make a positive contribution to society
- Achieve social and economic well-being

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at Congleton High School.

## Links to other policies and guidance

Safeguarding policy (child-on-child abuse)

RBFL policy

Preventing bullying - GOV.UK

Discrimination: your rights: Types of discrimination ('protected characteristics') - GOV.UK

Keeping children safe in education - GOV.UK#

Education and Inspections Act 2006

Equality Act 2010

Behaviour in schools - GOV.UK

## Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

**There are different types of bullying (child-on-child abuse):**

- Physical- hitting, slapping, pushing
- Verbal- name calling, gossiping or threatening someone
- Non-verbal – hand signals or text messages
- Cyber (online)
- Prejudicial/discriminatory based on a protected characteristic
- Sexual
- Relational/social excluding, isolating, ignoring, undermining, controlling and manipulating, hoax, silent or abusive calls

**The following types of bullying are also hate crimes:**

- Racial, sexual, transphobic or homophobic bullying
- Bullying someone because of their disability

**Signs a Child Is Being Bullied**

- Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.
- Some signs that may point to a bullying problem are:
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

**Signs a Child is Bullying Others**

**Kids may be bullying others if they:**

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Have escalating behaviour issues, get lots of consequences
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

*“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place” - Department for Education - Preventing and tackling bullying, July 2017*

**Preventing bullying behaviours** can be possible through a range of proactive measures. At Rossett School, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English.
  - Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.
  - The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
  - Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
  - Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
  - Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
  - Duty points have been carefully considered to ensure there are no ‘dead spaces’ where bullying can take place undisturbed.
  - Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
  - The School Welfare Committee regularly considers new ways to prevent bullying through their whole school projects.
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- External speakers raise awareness of issues such as racism and homophobia.
  - Posters around the school emphasise the importance of diversity in the school community.
  - The Students’ Charter outlines the core responsibilities of students at Rossett School including the responsibility to respect others.
  - Working with the wider community such as the police/children’s services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Rossett School recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

#### **Raising awareness to Prevent Bullying:**

*“A school’s response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place”. - (Department for Education - Preventing and tackling bullying, July 2017)*

Preventing bullying behaviours can be possible through a range of proactive measures. At Congleton High School, we look for every opportunity to prevent bullying type behaviours from happening.

Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English.
- Bullying is addressed through the Personal Development curriculum and is aligned with the standards of the PSHE Association.
- The Form Time and Assembly programmes reinforce British Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Duty points have been carefully considered to ensure there are no 'hidden spaces' where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Congleton High School recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face. Staff are more alert to signs of bullying within groups with protected characteristics.

### Taking Action

All staff at Congleton High School have a duty to act if an incident of bullying is reported or suspected. Inaction is not an option.

Congleton High School has clear strategies for responding to bullying incidents. These link closely to the RBFL policy and safeguarding policy. The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.

The school will support the victim upon finding out about bullying but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

All students must be encouraged to report an incident of bullying or suspected bullying, whether it involves themselves or others- Upstander NOT Bystander

**Parents/Carers** can report bullying of their child or someone else's in the following ways:

- Contacting their child's Form Tutor by email, telephone, meeting)
- Contacting their child's Support Officer

## Implementation

The following steps should be taken by staff when dealing with incidents:

- If bullying is suspected or reported, the member of staff who has received the disclosure will deal with the incident immediately.
- A clear account of the incident must be recorded on CPOMS and logged as child-on-child abuse
- Any statements made by the student should be signed and dated and uploaded to CPOMS.
- Where the bullying involves students from more than one Tutor Group, the Year Team Leader/Safeguarding team will interview all concerned and will record the incident as above.
- Form tutors/Year Team Leaders/Safeguarding Team/Senior Team will be kept informed and will deal with the students concerned with appropriate strategies.
- The subject teachers may also be informed.
- Parents/carers will be notified.
- Consequences will be applied as appropriate
- A report to the police will always be considered and actioned as appropriate
- Behaviour/bullying contracts will be drawn up and shared with all involved
- Changes to class groups and social areas will be considered as appropriate

### **Students who have been bullied will be supported by:**

- Being given the opportunity to discuss the incident with their Form Tutor or member of staff of their choice.
- Being offered SEMH support
- Involving external agencies as appropriate
- Offering reassurance to the student that there will be action.
- Offering continuous support.
- Updating them on steps taken throughout the process
- Keeping families updated
- Putting behaviour contracts in place
- Protecting social spaces as appropriate
- Being given help to restore self-esteem and confidence through SEMH support

### **Students who have bullied will be helped by:**

- Discussing what happened.
- Being given help to discover why the student became involved.
- Being given the opportunity to acknowledge the wrongdoing and the need to change.
- Informing parents or guardians to help change the attitude of the student
- Being offered SEMH support

A 'Repair and Restore' meeting will be offered as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by staff. This may not be appropriate in every situation.

### **Helpful Links:**

The websites listed below offer direct links to other sources of information for parents and young people.

[Helping Children Deal with Bullying & Cyberbullying | NSPCC](#)

[Information and advice about all forms of bullying](#)

[Bullying | Get help and advice | YoungMinds](#)

[Bullying | Teenage Helpline](#)

[Bullying and advice on coping and making it stop | Childline](#)

[Advice for parents and carers](#)