



# GREAT SANKEY HIGH SCHOOL

## Anti-Bullying Policy

Senior Leader Responsible: Mr P Masher

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## Great Sankey High School Mission Statement

The Great Sankey learning community provides excellent teaching and learning with passion and purpose, based on core values, devised with our students. Working in a warm and welcoming, yet purposeful environment, our mission is for everyone to be happy and inspired by their school experience. We empower students to harness their own creativity, to raise their aspirations and to achieve their potential. Working together, they gain confidence and pride to take their place in our community.



<b>Great Sankey High School Values</b>	<b>How this policy addresses these values</b>
Achievement is for all: be inspired by your school experience.	<i>At Great Sankey High School we are committed to working with our students, staff, governors and parents/carers to ensure that our school community is a place where bullying is not tolerated and that each individual is given the best opportunity to be inspired, engaged and successful. (Page 5)</i>
Enjoyment for all: be happy and encouraged to participate.	<i>We are committed to creating a safe and secure environment where all students are able to reach their full potential, academically and socially, by feeling safe, happy and confident that an adult will listen and offer support when it's needed. (Page 5)</i>
Well-being: feel safe, be supported and have a champion.	<i>Through our House system, we have developed a culture of trust where all students are supported and have access to a member of staff who is there to champion their needs. We encourage all members of Great Sankey High School to report any bullying or negative behaviour (Page 8)</i>
Personalised Learning: receive regular feedback on your progress and next-steps guidance.	<i>Having satisfactorily resolved the matter, the Head of House/ SLT / Safeguarding team should ensure that the situation is monitored closely. The victim and the perpetrator should be spoken to at regular intervals and given feedback to ensure that the matter is resolved fully.(Page 12)</i>
High Standards and Expectations: seek challenging, meaningful and manageable learning.	<i>We expect all students to uphold the highest standards of behaviour and, through our Pastoral support and Personal Development programme, for students to understand the impact of their actions on other people; developing their empathy and other associated traits. (Page 11)</i>
A pride and place in our community: take responsibility and act as role models and good citizens.	<i>As members of the Great Sankey High School community, we all have a responsibility to ensure that any bullying type behaviour is reported and tackled appropriately. We are committed to working together with our students, staff, governors and parents/carers to ensure that our school community is a place where bullying is not tolerated.(Page 9)</i>
Life-long learning: have guided future pathways and develop independence and wider employment skills.	<i>From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community. (Page 12)</i>
Mutual respect: be polite, tolerant of others and celebrate diversity.	<i>All students, from the day of their admission, will be made aware of our core values, highlighting our 'Mutual respect: be polite, tolerant of others and celebrate diversity' value which supports our zero tolerance approach to all forms of bullying, and the concept of our being a "Telling School". (Page 10)</i>
Confidence: develop resilience, self-belief and aspiration.	<i>From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community. (Page 12)</i>
Shared vision: have a voice and access to leadership opportunities.	<i>We also check the effectiveness of our systems and support through a range of student voice activities to gauge how our students feel in:</i> <ul style="list-style-type: none"> <li>• <i>being heard</i></li> <li>• <i>being able to report bullying and get help</i></li> <li>• <i>being confident in the school's ability to deal with the bullying</i></li> </ul>

**Great Sankey High School agree with the DFE definition of bullying as:**

*'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.*

At Great Sankey High School we are committed to working with our students, staff, governors and parents/carers to ensure that our school community is a place where bullying is not tolerated and that each individual is given the best opportunity to be inspired, engaged and successful. All are welcome in our school community; embedded through our core values, we celebrate diversity in a meaningful way across the whole school community.

**We believe that:**

- Bullying is repetitive and persistent and usually experienced as part of a continuous pattern
- The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- We must investigate all incidents of bullying and take action where necessary, supporting both the victim and the bully at all times.
- Children who display bullying behaviour must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times; including derogatory and prejudicial language of a homophobic, racist or xenophobic nature.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children have the right to feel safe and confident that any reported incidents will be dealt with effectively by all responsible adults / staff within school.
- It is important to focus upon preventing bullying behaviours in school through pro-active work in addition to a focus on our core values. Each member of our school community is expected to uphold our high expectations of positive behaviour and mutual respect for all in our school community.
- Our young people are to take ownership in being the instigators of positive social change.
- Each and every child has the right to feel safe in school and to feel supported by staff, academically and emotionally; feeling assured that they have a champion - an adult who will never give up on them.

**1. Aims and Objectives:**

The aim of this anti-bullying policy is to provide a working document which gives clear guidance to students, staff, governors and parents on our strategies to prevent and, where necessary, respond to bullying in working with the victims and perpetrators.

Our objective is to ensure the safety and well-being of all students by encouraging both high standards of behaviour & discipline in conjunction with an active promotion of positive individuality and tolerance towards each other. We are committed to creating a safe and secure environment where all students are able to reach their full potential, academically and socially, by feeling safe, happy and confident that an adult will listen and offer support when it's needed.

**1.1 Who can be bullied?**

According to the NSPCC; *'any child can be bullied for any reason. If a child is seen as different in some way, or seen as an easy target they can be more at risk.'*

This may be because of their:

- race
- gender
- sexual orientation
- Special Educational Need / Disability

Or it could be because they:

- appear anxious or have low self-esteem
- lack assertiveness
- are shy or introverted.

The NSPCC also state that perceived popular or successful children can also be bullied, sometimes because others are jealous of them. Sometimes a child's family circumstance or home life can be a reason for someone bullying them. Disabled children can experience bullying because they seem an easy target and less able to defend themselves.

Bullying can happen anywhere, however, depending on the environment, some vulnerable groups may be at an increased risk. Whilst here at Great Sankey, we champion every child in our care whilst acknowledging that some groups are more vulnerable than others and may be more susceptible to negative or bullying behaviour.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted, their caring responsibilities, special educational needs or a disability. It might be motivated by actual differences between children, or perceived differences.

### **1.2 Identifying and supporting all students, particularly vulnerable children**

We work closely in school to identify and monitor particularly vulnerable groups, in particular minority ethnic groups, travellers, refugees, LGBT students, mid-year admissions, children in care, young carers, teenage parents and those with additional needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these students through our Pastoral system, led by our Deputy Headteacher and Heads of House, in conjunction with our SENDCo, Pupil Premium & Looked After Child Mentors and the wider Safeguarding Team. Where necessary, we will provide students with additional support, for example; peer support through our Peer Mentor scheme, buddying up students in class, Mentoring with staff and any other additional support which is required, available and decided upon on an individual basis.

The aim of this support is to ensure that all students take a pride and place in our school community and are inspired by their school experience, which enables them to fully engage with school life, both inside the classroom and with the extra-curricular provision available.

We have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a member of staff that knows the student well, asking the Pastoral Team to provide support, providing formal counselling, engaging with parents, referring to Local Authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Expectations of appropriate behaviour are made explicit to every student, from the start of our transition programme in Yr6-7 and throughout their time as members of GSHS, focusing on our core school values and expectations. We actively promote and encourage *'Mutual Respect'*, where all members of our school community are expected to demonstrate tolerance towards each other and celebrate diversity, which will, in turn, contribute to every student taking a *'Pride & place in our community'*; not accepting prejudicial behaviour.

Through our House system and assemblies programme, which is built around our core values, and PSHE schemes of learning, we foster a whole school community approach which aims to develop a shared awareness and understanding. This ensures that a consistent approach to bullying will be taken; all members of the school community sharing responsibility for preventing and combating bullying. We also reinforce positive reminders during national awareness initiatives, such as anti-bullying week, and more local / regional initiatives such as the WISE UP programme.

### **1.3 Intervention - Discipline and tackling underlying issues of bullying**

We will apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

### **1.4 How bullying differs from 'falling out' or an 'isolated incident'**

It is not classed as bullying when:

- There is no intention to hurt or harm i.e. behaviour is thoughtless or accidental
- There is a one off fight / argument between pupils of equal stature or strength.
- There is a good reason why a student(s) cannot be included in a group activity.

If it is determined that there has not been a bullying incident, but a student's behaviour has nevertheless been inappropriate, the school's Behaviour for Learning policy should be followed with suitable sanctions applied.

### **1.5 Types of Bullying**

Bullying can be perpetrated in different ways:

- **Emotional**; being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical**; pushing, kicking, hitting, punching or any use of violence
- **Verbal**; name-calling, sarcasm, spreading rumours, teasing
- **Cyber**; all areas of internet and social media, such as email, chat room misuse and social networking sites including inappropriate messaging, passing on messages or sharing of personal information
- **Mobile**; threats by text messaging & calls
- **Technology**; misuse of equipment i.e. camera & video facilities

### **1.6 The imbalance of power**

As referenced in the DFE guidance on Preventing & tackling bullying (July 2017); *'Many experts state 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.'*

### **1.7 The continuing rise of cyber-bullying**

DFE guidance on Preventing & tackling bullying (July 2017) highlighted; *'The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.'*

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. *'This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.'*

*If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.'*

We promote the positive use of technology and social media through our Personal Development / PSHE programme and encourage all students to behave online in the cyber world as they would be expected to behave physically in the real world.

Where necessary we will signpost / support students and / or parents to the Police and / or CEOP to report malicious online behaviour of a bullying nature.

### **1.8 How can students report being bullied themselves or tell the school about their concerns for another student?**

We encourage all members of our school to fulfil our approach of being a 'telling school'. If we are not aware of any issues then we are powerless to challenge any negative behaviour. Through our House system, we have developed a culture of trust where all students are supported and have access to a member of staff who is there to champion their needs. We encourage all members of Great Sankey High School to report any bullying or negative behaviour, whether directly involved or as a witness to a bullying incident, by the following means;

1. Telling a member of staff with whom the student feels comfortable to make a disclosure.
2. Telling a parent who should contact the relevant Head of House/ Form Tutor as a matter of urgency.
3. Reporting it online, anonymously if they so wish, using the GSHS SHARP system.
4. Telling a Peer Mentor / Student Leader who will respond appropriately and share the details with a member of staff.

We ask parents / carers to share any concerns with us as part of our duty of care for their child and, likewise, we will share our concerns with them to support all members of our community as effectively as possible. This may mean that we as a school may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

Bullying can go un-noticed unless staff are aware of the symptoms and / or informed of potential issues. To ensure our staff are fully equipped, and as part of our safeguarding training programme, we complete an annual 'Tutor Training' session in which areas such as anti-bullying are covered to ensure each member of staff is aware of the pivotal role they play observing our young people on a day to day basis.

**1.9 Potential signs and symptoms** as described from [www.kidscape.org.uk](http://www.kidscape.org.uk). We recognise that the following change in behaviours may suggest someone is being bullied. However, we also recognise that the list is not exhaustive or a checklist for concern.

- Limited progress
- Easily distracted
- Cries easily
- Disruptive behaviour
- Aggressive behaviour
- School phobic
- Secretive
- Fearful

- Possessions ‘damaged’ or ‘missing’.
- Disturbed sleep
- Bed-wetting
- Head and stomach aches
- Problems with concentration,
- Changes in behaviour and attitude
- Truancy
- Bullying other children
- Asking for more money than usual or stealing money
- Withdrawn or changes in their usual behaviour patterns or attitude
- Distressed or emotional and finds it hard to articulate their feelings
- Changes in their eating patterns
- Changes in their online activity
- Shows evidence of self-harming or even for extreme cases potential suicide
- Is unusually tired without a reasonable explanation
- Has unexplained bruises or marks on their body, (some may refuse to change for PE)
- Repeatedly comes to school without dinner money or a packed lunch
- Seems afraid to be alone and requires more adult interaction.

### **1.10 Do we prioritise tackling / preventing one type of negative behaviour over another?**

As highlighted in the DFE guidance on ***‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’*** (July 2017);

*‘Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.’*

### **1.11 What about bullying outside of the school premises?**

Also highlighted in the DFE guidance on ***‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’*** (July 2017);

*‘Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.’*

*Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.’*

### **1.12 Support for staff who are bullied:**

It is important that schools take measures to prevent and tackle bullying among students. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The DFE have published a separate advice note which provides advice for Headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

## **2. Roles and Responsibilities:**

As members of the Great Sankey High School community, we all have a responsibility to ensure that any bullying type behaviour is reported and tackled appropriately. We are committed to working together with our students, staff, governors and parents/carers to ensure that our school community is a place where bullying is not tolerated.

### **2.1 Head teacher / SLT responsible for Pastoral Care**

- Dissemination of policy to whole school community
- Effective implementation of policy



- Staff training and awareness raising
- To ensure all adults who work with pupils are aware of school policy and work within its framework
- To monitor, review and evaluate the effectiveness of the policy
- Report to governors on request
- Liaise with the LA to ensure the best practice
- Monitor types and categories of bullying
- Liaising with the LA to ensure the best advice available and ensuring that the school policy is in line with National and Local guidelines

## **2.2 Governors**

Support Head teacher/ SLT in following guidelines

- Governing Body will review the Anti-bullying policy on a regular basis, as highlighted on the cover of this document.
- They also review the impact of the schools anti-bullying work by reviewing the number and type of bullying incidents reported through the Headteacher's reports.
- This will allow for the Designated Safeguarding Governor to work closely with the Safeguarding / Pastoral teams to highlight targeted anti-bullying work / areas which need to be addressed.

## **2.3 Parents**

If parents are concerned that their child is being bullied, or is bullying other students, they should let the school know of these concerns as appropriate. Parents also have a responsibility to support our school community in the following:

- Supporting key messages being given to pupils and where appropriate attend meetings and contribute in a positive way to actions aimed at solving any problems- including taking part in consultations about the policy
- Being aware of materials/resources used
- Being aware that the primary role in student awareness of bullying and the reinforcement of the value of good behaviour and tolerance is a shared responsibility between home and school.

## **2.4 Staff Responsibilities**

- To model our core values as part of their everyday practice
- To be aware of the content of this policy and act vigilantly in recognising the signs / symptoms of potential bullying.
- To tackle low level disruption and the use of offensive language.
- To challenge bullying behaviour of any nature if recognised.
- To listen to all parties involved in any incidents of negative / bullying type behaviour
- To investigate incidents promptly and as fully as possible and take appropriate action or to refer to Form Tutor/Head of House/SLT as appropriate
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote the use of interventions which are least intrusive and most effective.
- To deliver and support curriculum / pastoral initiatives to promote positive behaviour / anti-bullying at GSHS.

## **2.5 Procedures in dealing with potential / actual bullying issues**

All students, from the day of their admission, will be made aware of our core values, highlighting our '*Mutual respect: be polite, tolerant of others and celebrate diversity*' value which supports our zero tolerance approach to all forms of bullying, and the concept of our being a "Telling School".

All staff are also aware of the above expectation alongside our Safeguarding / Anti-bullying policies and are vigilant in recognising the signs / symptoms of potential bullying.

To uphold our value of *'High Standards and Expectations: seek challenging, meaningful and manageable learning'*, we expect all students to uphold the highest standards of behaviour and, through our Pastoral support and Personal Development programme, for students to understand the impact of their actions on other people; developing their empathy and other associated traits.

We encourage all students to inform us if they, or others, are being bullied. Through our core values across the whole school, our Pastoral support and our Personal Development programme, we actively promote to our students the importance of feeling safe in school and how they can ensure others around them also feel safe.

If a report of bullying is made, the following procedure should be adhered to:

- We must be as receptive as possible to all such reports, however trivial they may at first appear. All staff must be vigilant and sympathetic to any situations which may indicate that a student is being bullied.
- As part of our Student Leadership programme, including Head Boy & Girl, House Captains and, crucially, our Peer Mentors, selected students will also be designated, and given appropriate training, to enable them to be approached by students who feel they are bullied / have observed bullying behaviour.
- When a potential case of bullying is disclosed, it must be reported through our CPOMS Safeguarding system or reported directly to a Head of House / member of the Safeguarding team. Any disclosure by a student must be taken seriously. It is not for that member of staff to decide if the disclosure is worth passing on.
- In the first instance, unless there are particular, more serious factors involved, a case of bullying should be dealt with using the 'no blame' approach and as discretely and sensitively as possible.
- Staff members should listen carefully and avoid interrupting or asking leading questions. In the case of a student telling a staff member that they are telling them in confidence, it should be explained that you want to help and may have to pass on information to key members of staff in order to do this
- Where there is alleged bullying and a possible threat to the student the member of staff must first ensure the physical safety of the student.
- The Head of House / Safeguarding team should speak to the victim to establish what the problem is and the procedures should be explained quietly and calmly to the student, including that evidence / information will be kept on file.
- The student should write down their account with dates, times, places and names, if possible, using the standard student statement pro-forma. The student should also be asked what they would like to happen next in order that their wishes can inform the decision making process.
- The investigation should then take place, with witnesses and alleged aggressors being interviewed and statements taken. Based on the severity of the issue and if / when appropriate, discuss with the victim and aggressor to establish how the issue could be resolved
- In the case of serious incidents, advice should be sought from the relevant member of the Senior Leadership Team. However, where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' the school's DSL should be informed as a matter of urgency and GSHS Safeguarding procedures followed.
- If allegations are sufficiently supported by the evidence, contact should be made with the parents of all involved including the victim. Parents should be advised how their actions might help the situation.
- If it is established that bullying has occurred, a school sanction should be applied at the discretion of the Head of House / SLT as per the Behaviour for Learning policy, with appropriate parents being informed. The level of sanction should be proportionate to the act and should take into account any previous behaviour of a similar nature. This will help to demonstrate the school's commitment to tackling bullying.
- The details should then be logged on our CPOMS Safeguarding system detailing actions against aggressor and victim support. Any sanctions imposed should be recorded on the aggressors SIMS Behaviour record.
- Where vulnerable groups have been identified as being at increased risk of being bullied, these cases will be discussed at House Concerns meetings / Safeguarding Team meetings.
- In the great majority of cases, when the matter is dealt with openly and fairly, the aggressor will recognise and acknowledge that they are at fault. The victim, too, may also be able to learn from the problem and be able to adopt preventative strategies which will be beneficial for the future.

- Having satisfactorily resolved the matter, the Head of House/ SLT / Safeguarding team should ensure that the situation is monitored closely. The victim and the perpetrator should be spoken to at regular intervals and given feedback to ensure that the matter is resolved fully.
- Information may be shared with subject teachers / associated staff to be extra vigilant / aware of group dynamics until it is clear that the matter is indeed permanently resolved.
- If the problem does persist, or if the Head of House feels that the matter is so serious as to warrant alternative strategies / sanctions, it should be referred to the SLT Lead for action.
- In all cases, parents of both the aggressor and the victim should be kept informed of any problems and the strategies adopted to endeavour to solve them. However, sanctions applied will only be discussed with the parent / carer of the child who is receiving the sanction.

### **3. Effective strategies to prevent and respond to bullying.**

#### **3.1 Prevention of bullying:**

Our school ethos is built upon our core vision and values, which are highlighted at the start of this policy and modelled by all staff, and these are shared with our students and upheld throughout our everyday practice. We have high standards of positive behaviour and expect all students to treat each member of the school community with respect, whilst behaving in a way which demonstrates an understanding of the value of education and a clear understanding of how our actions affect others.

As part of our transition programme and through liaison with local PCSOs, our Safeguarding Team and our House system within school, we proactively gather intelligence about issues between pupils which may provoke any conflict and implement strategies / interventions to prevent bullying occurring in the first place.

Our curriculum, House system and Personal Development programme, including PSHE, offers a variety of activities to promote respect, positive behaviour and tolerance across our community. We have embedded a range of anti-bullying initiatives as a part of our curriculum for all years, alongside the national initiatives such as anti-bullying week.

Where appropriate, our staff actively encourage discussion, group work and co-operative learning as a vehicle to promote and practice inclusion and respect for peers, whether it's a curriculum topic or a specific anti-bullying activity. From our core values, and through our everyday practice, our students are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community.

Bullying must never be kept a secret. Our Personal Development programme, including PSHE & SMSC, alongside our values based assemblies, deal with the issues surrounding bullying and incorporates bullying and its negative effects. Our House system and PSHE lessons also deal with the issues surrounding bullying and students are made aware of the places they can go to seek help and support should they need to.

#### **3.2 Examples of strategies used at GSHS to prevent bullying:**

- Upholding our core values as a school and through our House system. Our values are embedded in all we do, modelled by staff and adhered to by students, and promoted through our zero tolerance approach to bullying behaviour.
- Our Personal Development programme, incorporating PSHE, Citizenship activities and other programmes such as the Duke of Edinburgh's Award, alongside core Religious Studies lessons across all year groups.
- Partnerships with local agencies who deliver 'Risky Behaviour' & 'Relationships' advice as part of our PSHE programme.
- Effective reporting systems – students are aware via the school website, signposts in school, assemblies and PSHE work how and who to report bullying behaviour to.
- Involvement in Anti-Bullying week annually in November and specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Stonewall provider – GSHS acts as a trainer / provider of Stonewall training, with curriculum work provided through PSHE and assemblies.

- Our extensive Student Leadership programme – developing positive role models across the whole school
- Student voice activities – led by our Head Boy & Girl and Student Leadership Team, who have regular timetabled meetings with the Headteacher and SLT to discuss student concerns and / or suggestions for improvement.
- Peer mentoring scheme – Yr10 Student Leaders who act as ‘buddies’ and who are deployed by Heads of House and who are heavily involved in the transition work from Yr6-7.
- Group work in PSHE and other curriculum based subjects – developing tolerance and understanding of differences
- Parent information events/information and parent focus groups
- Staff training and development for all staff
- Restorative Approaches, Counselling and/or Mediation schemes – developing empathy, ability to work through differences and reduce escalation of issues
- Celebrating success is a fundamental part of our practice and contributes to our positive and inclusive school ethos.

### **3.3 Response / Intervention to bullying incidents:**

- We have a zero tolerance approach to bullying and any proven cases of bullying are dealt with in accordance with our Behaviour for Learning policy to demonstrate that this behaviour is unacceptable.
- Sanctions / disciplinary measures for students found to have bullied another student are applied fairly, consistently and proportionately, taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable pupils.
- We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support or intervention themselves.
- Support for students through our Peer Mentoring programme – our student leaders may provide extra support.
- Counselling and self-esteem work for victims of bullying – where appropriate, a range of internal and external services will be offered to those affected by bullying.
- Support / intervention for perpetrators to help modify attitudes/ behaviour and reduce the likelihood of repeat behaviour.
- Accurate recording which then informs future policy – each bullying incident will be recorded via our CPOMS Safeguarding system and reviewed on a regular basis.
- Communication with parents is paramount to tackling negative behaviour and we will discuss concerns with the parents of the victim and perpetrator to reduce the likelihood of future incidents.

## **4. Monitoring and Evaluation**

The SLT with responsibility for Pastoral Care / Behaviour & Discipline will monitor the number, type and results of incident, in liaison with Heads of House and can be consulted for advice. This information is shared with the Headteacher, Governing body and the Local Authority through the half termly reports on Behaviour & Welfare.

We also check the effectiveness of our systems and support through a range of student voice activities to gauge how our students feel in:

- Being heard
- Being able to report bullying and get help
- Being confident in the school’s ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being supported to rebuild confidence and resilience
- Being aware of how they can get support from others

## **5. Linked documents**

- Safeguarding policy
- Behaviour for Learning policy
- Personal Development policy

- Equality policy

## Appendices:

### Further sources of information for staff and parents:

Whilst a wealth of general information can be found via [www.nspcc.co.uk](http://www.nspcc.co.uk) or [www.childline.org.uk](http://www.childline.org.uk), the following organisations provide support for schools and parents dealing with specific bullying issues and the social, mental or emotional affects caused by bullying.

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

**The Anti-Bullying Alliance (ABA)**: Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

**The Diana Award**: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape**: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

**The BIG Award**: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

**Restorative Justice Council**: Includes best practice guidance for practitioners 2011.

### Cyber-bullying and online safety

**ChildNet International**: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

**Digizen**: provides online safety information for educators, parents, carers and young people.

**Internet Matters**: provides help to keep children safe in the digital world.

**Think U Know**: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**The UK Council for Child Internet Safety (UKCCIS)**: has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT

**Barnardos**: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH**: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

**Metro Charity**: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

**Proud Trust**: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

**Schools Out**: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall**: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

**Mencap**: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

**Changing Faces**: Provide online resources and training to schools on bullying because of physical difference.

**Cyberbullying and children and young people with SEN and disabilities**: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

**Anti-bullying Alliance SEND programme of resources**: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

## **The law and statutory guidance with respect to bullying**

### **THE EQUALITY ACT 2010**

Under the Equality Act 2010, new duties on schools and other public bodies came into force from April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

### **SAFEGUARDING CHILDREN AND YOUNG PEOPLE**

Under the Children Act 1989 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, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

### **CRIMINAL LAW**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication 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.