Anti-Bullying Policy

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Senior Leader: R Wardle

Anti-bullying Policy

1. Values and Ethos

1.1 VISION

Achieving Greatness Together

1.2 MISSION STATEMENT

Great Sankey is a safe, inclusive community providing an environment where excellent teaching and pastoral care empowers all students to be active learners, to celebrate diversity and to realise their potential.

1.3 OUR CORE VALUES

GROWTH ❀ RESPECT ❀ EXCELLENCE ❀ ASPIRATION ❀ TEAMWORK

Growth - Great Sankey High School is a community where everyone is encouraged to develop confidence in their own strengths and abilities in the face of difficult experiences and challenges.

Respect - Great Sankey High School is a community where all staff and students show respect to each other, to visitors, to the environment around us and where we value diversity.

Excellence - Great Sankey High School is a community that strives for excellence, whether it be in or out of school, understanding that by seeking to be the best that you can be, you open the path to success.

Aspiration - Great Sankey High School is a community where students and staff aspire to be the best they can be with the highest hopes for their future.

Teamwork - Great Sankey High School is a community where we all recognise that it is by working together and for each other that great things can be achieved.

2. Definition of bullying

At Great Sankey High School, we are committed to ensuring that our school community is a place where bullying is not tolerated. 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. Through our pastoral system, we develop 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.

2.1 DEFINITION OF BULLYING

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe.

- **Verbal bullying** is the repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others e.g., using hurtful words, discriminatory or offensive language, swear words.

- **Indirect bullying** is the repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g., spreading rumours, purposefully excluding another person, damaging, or stealing someone's property, and cyberbullying.

- **Physical bullying** is the repeated negative use of body contact to intentionally hurt others e.g., kicking, punching, slapping, inappropriate touching, and spitting.

- **Cyberbullying** is the repeated negative use of technology to intentionally hurt others e.g. Posting unwanted pictures or messages, accessing another person's account without permission, creating fake accounts to impersonate or harass someone, and sharing other people's private information online.

- **Indirect bullying**: the repeated use of actions, which are neither physical or verbal to intentionally hurt other e.g., spreading rumours, purposefully excluding another person, damaging, or stealing someone's property and cyberbullying.

2.2 THE LAW

Although bullying 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 will 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 15 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.

Other forms of bullying may also be considered illegal and should be reported to the police. These include:
- Violence or assault
- Theft
- Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails, or text messages.
- Hate crimes.
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Great Sankey High School will work collaboratively with the police in all these instances.

2.3 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 the Local Authority children's social care.

Great Sankey High School will act in accordance with the statutory guidance 'Keeping Children Safe in Education.'

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.

2.4 THE EQUALITY ACT 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force in 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.

Schools have a duty to follow anti-discrimination law. This means we will act to prevent discrimination, harassment, and victimization within Great Sankey High School.

3. AIMS AND OBJECTIVS.

The aim of this anti-bullying policy is to provide a working document which gives clear guidance to students, staff, governors, and parents/carers 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 can 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.

3.1 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.

At Great Sankey High School, 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 including those with protected characteristics, 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.

3.2 IDENTIFYING AND SUPPORTING ALL STUDENTS, PARTICULARLY VULNERABLE CHILDREN AND YOUNG PEOPLE.

Staff at Great Sankey High School work hard to identify and monitor vulnerable groups, in particular minority ethnic groups, travellers, refugees, LGBTQ+ students, in-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 Assistant Headteachers in charge of Key Stages and Year Teams in conjunction with our Safeguarding Team, SENDCO, and designated teachers for Pupil Premium & Looked After Children. 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 extracurricular 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. All students and parents/carers are asked to sign the Code of Conduct to understand their role and responsibilities in upholding the core values, standards and expectations which are central to the success of everyone at the Great Sankey community. We actively promote and encourage 'Respect' as one of our core values, where all members of our school community are expected to demonstrate tolerance towards each other and celebrate diversity, which will, in turn, contributes to our value of 'Teamwork'; not accepting prejudicial or bullying behaviour.

Through our pastoral 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 tailored initiatives such as GSHS' **'It's Not Ok'** campaign.

3.3 POTENTIAL SIGNS AND SYMPTOMS OF BULLYING

Great Sankey High School recognises that the following changes in behaviours may be suggestive that someone is being bullied. However, we also recognise that the lists are not exhaustive, or a checklist. Students exhibiting some of these symptoms may also not be subject to bullying.

- 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
- Truanting
- 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.

3.4 REPORTING BULLYING

Taking a stand and reporting bullying requires a great deal of courage. Bullying can only thrive if it is not reported. Many students believe that reporting bullying will make the situation even worse. Staff are mindful of this concern. Here at Great Sankey High School, we offer reassure that all allegations and concerns will be listened to. We promote our approach that we are a 'telling school'.   If school is not aware of any issue, then we are powerless to challenge any negative behaviour. We encourage all members of Great Sankey High School to report any concerns or bullying, or negative behaviour, whether directly, or indirectly involved. The information shared will be taken seriously and confidentially. Students, in line with the DfE guidance, are encouraged to report all incidents of bullying.

Staff will complete an investigation in a timely, sensitive, and thorough manner. Students making the report will be kept informed of the investigation and this will be fully communicated to stop the bullying.

Students are encouraged to report their concerns to a trusted adult. This can be a parent or carer, or any member of staff. For students who are unable to speak directly to someone, they can report anonymously using the '**It's Not Ok'** form. This is checked daily by a senior member of leadership and then information sent confidentially to the relevant year team to begin investigations. All members of the pastoral team have been fully trained to support and resolve matters involving bullying and to ensure everyone feels safe in school.

3.5 BULLYING OUTSIDE OF SCHOOL PREMISES

Not all incidents of bullying happen within the school premises or are limited to the school day. Sections 90 and 91 of the Education and Inspections Act 2006 state that a school can address pupils' conduct when they "are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops." (Preventing and tackling bullying July 2017)

3.6 DISCIPLINE AND SANCTIONS

Great Sankey High School will take any allegations raised to staff seriously and will investigate in a timely, sensitive, and thorough manner. We will apply sanctions to students who it is clearly shown that their behaviour does not reflect the inclusive, safe environment we wish to promote. Sanctions will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that student(s) may have and considering the needs of vulnerable children and young people. It is also important to consider the motivations behind

the behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child, or young person, may need support themselves.

3.7 HOW BULLYING DIFFERS FROM 'FALLING OUT' OR AN 'ISOLATED INCIDENT'

It cannot be considered bullying when:
- There is no intention to hurt or harm i.e., behaviour is thoughtless or accidental.
- There is a one-off incident e.g., fight or 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 Policy should be followed with suitable sanctions applied.

3.8 SEARCH AND CONFISCATION

The wider search powers, included within the Education Act 2011 gives teachers power to search for, and confiscate. This is also extended to electronic devices, including mobile phones. Within this power staff, with reasonable can delete inappropriate images, or files. Material that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child, or an extreme pornographic image, will not be viewed intentionally by the members of staff but will be given to the police as soon as reasonably practicable, this includes any AI generated or adjusted image.

3.9 INVOLVEMENT OF EXTERNAL AGENCIES

In addition to the power to search, confiscate and delete we will, where necessary signpost support to students, parents/carers. This could include our digital parent hub, or the Police so that a report of malicious online behaviour can be made or those in relation to hate crime or any of the protected characteristics. Parents/carers will be made fully aware of any incidents that may need referral to an external agency.

4. ROLES AND RESPONSIBILITIES

As members of Great Sankey High School all staff have a responsibility to ensure that bullying of any type 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 an inclusive, safe environment, where bullying is not tolerated.

4.1 HEADTEACHER AND SENIOR LEADERS WITH RESPONSIBILITY 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 advise available and ensuring that the school policy is in line with National and Local guidelines

4.2 GOVERNORS

The 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 school's 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.

4.3 PARENTS/CARERS

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:

- Agreeing and upholding the Code of Conduct
- 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.

4.4 STAFF RESPONSIBILITIES

- To model our core values as part of their everyday practice
- To agree and uphold the Code of Conduct
- 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/Year Team/SLT as appropriate.
- To ensure that it is accurately recorded on Bromcom and CPOMs in line with safeguarding processes.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To promote the use of interventions which are the least intrusive and most effective.
- To deliver and support curriculum / pastoral initiatives to promote positive behaviour / anti-bullying at GSHS.

5. PREVENTATIVE AND RESPONSIVE APPROACHES TO BULLYING

Great Sankey High School operates a zero-tolerance approach to bullying. This means that the school recognises the adverse effects of bullying and as a result; it is not tolerated. Therefore, on identifying bullying behaviour the school will address it effectively and promptly with support for victims. We will put measures in place that are fit for purpose and consider the individual circumstances of all parties involved in the situation. We will aim to put the victim at ease, be supportive and put actions in place that have a positive impact.

5.1 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 pastoral 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, pastoral system, and Character Education Programme, including PSHE, offer 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 Character Education Programme, including PSHE & SMSC, incorporates our values-based assemblies, addresses the issues surrounding bullying and incorporates bullying and its negative effects. Our pastoral 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.

5.2 EXAMPLES OF STRATEGIES USED IN THE PREVENTION OF BULLYING.

- Upholding our core values as a school and through our pastoral 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 Character Education 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.
- Our extensive Student Leadership programme – developing positive role models across the whole school Student voice activities – led by our Head Students and the Junior Leadership Team, who have regular timetabled meetings with the Headteacher and SLT to discuss student concerns and / or suggestions for improvement.
- Peer mentoring scheme – Anti-bullying Ambassadors, Wellbeing Ambassadors, Noone Eats Alone initiative, Yr10 -13 Student Leaders who act as 'buddies' and who are deployed by the Pastoral Team 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.

5.3 PROCESS FOR INVESTIGATING CLAIMS OF BULLYING

- We have a zero-tolerance approach to bullying and any proven cases of bullying are dealt with in accordance with our Behaviour 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 considering 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.
- Parents/carers will be informed of the incident to ensure support is provided at home and that they are fully aware of the investigation and its findings.
- 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 Bromcom MIS 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.
- In certain incidents, to safeguard the school, we may seek advice from external agencies, such as the Police, or signpost families in accordance with our duties as a school.

5.4 CYBER BULLYING OUTSIDE OF SCHOOL

The following advice is provided to support children and young people who are experiencing cyberbullying outside of school.

- **Report the person/group** - Tell your family, report it to school. Cyberbullying is never acceptable, and students should report the content (pictures, text, group etc.) to someone they trust and to the social media site. All social networks such as Facebook, Twitter, Snapchat etc have report abuse buttons, as do most mobile phone networks who have teams to deal with abuse. Games consoles also have advice on their websites. Reporting is usually anonymous so the person will not know that you have reported the content.
- **Block the person/group** - Most social media sites will give people the option to block and report the person/group doing cyberbullying. When you block someone, it usually means that the person/group will no longer be able to contact the victim or see any of their content.
- **Save the evidence** - It is important that the victim saves or copies any of the cyberbullying such as texts or conversations they receive so they have evidence of the cyberbullying and can show it to the relevant people.
- **Not reply or answer back** - It may be very tempting to reply to the person or group but don't. Deal with the bully by blocking and reporting the abuse. It is sometimes hard not to write back, but it is always best not to retaliate. Sometimes the people bullying you are looking to get a reaction out of you and answering back can just make it worse.
- **Stay positive** - Although it may feel like you do not have control of the situation, you have.

5.5 ADVICE FOR FAMILIES

The following is guidance for parents/carers whose children are experiencing bullying.

Young people feel they often have to deal with bullying alone, and your child may worry that telling you will make you angry or upset. It's important that you have the tools you need to keep your child safe, happy, and free from bullying.

Your child will be concerned about your reaction, so try to stay calm and make sure you thank them for telling you. It is important that you listen to what your child is telling you and observe their behaviour. Your child wants to know that you believe what they are saying and will support them through this tough time. If they are confiding in you it means that they are asking for help

and support. It is important to talk to your child about how you can take action together to stop the bullying: ask them what they would like you to do. A good first step is to contact us at school and arrange a meeting with your child's form tutor.

We ask that our parents/carers work in partnership with school, taking responsibility for ensuring and encouraging safe use of the internet and appropriate use of social media out of school time. We would like to encourage families to communicate to us, any concerns they might have about their child or others.

Any incident is resolved more effectively if school is alerted quickly, so staff can action intervention. Partnership working with families is essential whether their child is a victim of bullying or a perpetrator. Families can also contact school by the year team on their specific email address to ask that their concerns are addressed and responded to as soon as possible. The school takes every opportunity to explain to and inform families, of the need to use the appropriate definition and shared language when referring to 'Bullying' or 'Peer conflict'.

How you can help your child
- **Reassure** - Reassure your child that they did the right thing in coming forward; young people's imaginations are prone to creating vivid 'worse-case scenarios' which can inhibit them from speaking out. The fact that they've come to you is a big step for them.

- **Listen** - Listen to what they have to say without voicing any judgement; it's important that they feel comfortable with you taking action and that they feel some degree of power over what's going on.

- **Avoid denying access if the bullying is taking place online** – Young people use technology every day for communicating with friends as well as learning and discovering. Taking it away from them can discourage them from speaking out in the future and from accessing external support. Instead encourage them to come to you if they see anything they're uncomfortable with and you can go through it together.

Further information is also available on the Online Digital Hub for parents/carers on the school website.

Bullying can make a child feel ashamed and scared, and they'll be most worried about how you'll react when they tell you. Try to stay calm, reassure them and ask questions about what your child wants you to do to help them. Go through the steps above.

If you need advice from school, please contact us. If there is increased tension between your child and another student or a group of students, we need to know so as we can monitor the situation inside school and act accordingly.

6. MONITORING AND EVALUATION
All incidents of bullying will be reported and recorded on CPOMS. The Safeguarding team will monitor the number, type and results of incidents in liaison with the year teams and can be consulted for advice. This information is shared with the Headteacher, Governing Board and Trustees.

The effectiveness of our systems and support is measured through a range of student voice activities to assess how students feel in:
- Being listened to and heard.
- Being able to report bullying and seek help.
- Being confident in the school's ability to deal with bullying.
- Being aware that steps are being taken to help them feel safe again.
- Being supported to rebuild confidence and resilience.
- Being aware of how they can get support from others.

7. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT BULLYING

If a parent/career is concerned about an incident involving bullying, initial contact should be made with the Year team or SLT Key Stage link. A meeting or phone call will be arranged to discuss the concern. It is hoped all concerns will be addressed in a timely and successful manner through consultation and discussion with the Pastoral leadership team.

In the event of a formal complaint parents/carers are advised to contact the Headteacher and to follow the school's complaints procedure in the first instance.

8. FURTHER INFORMATION

8.1 RELEVANT SCHOOL POLICIES

Great Sankey High School's:
- o Code of Conduct 2023/24
- o Behaviour Policy,
- o Child Protection and Safeguarding Policy
- o Search and confiscation
- o E-Safety Policy
- o Equality and Diversity Statement

can be located here: Policies and Reports | Great Sankey High School

8.2 EXTERNAL AGENCIES OF SUPPORT

Whilst a wealth of general information can be found via www.nspcc.co.uk or 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.

Childline **0800 1111** or **www.childline.org.uk**

Cybermentors – social networking site giving support **www.cybermentors.org.uk**

Anti-Bullying Alliance - **www.anti-bullyingalliance.org.uk** Anti Bullying Alliance Bullying Pack

CEOP – online safety **www.uthinkuknow.co.uk** – keeping safe

Parent Zone - **www.parentzone.org.uk**

Internet Matters - **www.internetmatters.org**

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) offers a national scheme and award for schools to tackle bullying effectively. Restorative Justice Council: Includes best practice guidance for practitioners 2011.

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. The 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 LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia): provides a national freephone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber-homophobia.

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 LGBTQ+ equality in education.

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 differences. 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.

Additionally, the school regularly updates its Digital Online Safety Hub for parents/carers. This contains information on safety and reporting concerns in relation to the key social media sites.