

## **ANTI-BULLYING POLICY**

### **Introduction to Neston High School's Anti-Bullying Policy**

It is important that this policy is seen as being part of the whole school policy on the management of behaviour, safeguarding and the welfare of students, which encompasses issues such as health, safety and bullying. There are certainly links between our work in this area and such things as our policies on behaviour and discipline, exclusions and racism.

However, there are some aspects of bullying that make it essential that we have a separate and distinct policy. We need to be sure that we have in place the means to detect any examples of systematic bullying, and also any individual who becomes a victim of bullying. It is only if we do this successfully that we can hope to deal with and hopefully resolve these incidents. In addition we need to be able to demonstrate and justify the steps that we have taken, if and when we are asked to do so. All forms of bullying will be challenged and if the behaviour does not change, sanctions will be taken along with peer support, counselling and mediation.

Any form of bullying behaviour will not be tolerated, but this policy is not about punishing: it is about changing attitudes and encouraging respect for each other. It is about acknowledging everyone's right to feel safe, secure and happy and equally their responsibility to ensure the safety and happiness of others. At Neston High School, we hold dear the view that every child matters and we will not tolerate bullying or intimidation in any form. It is only by all of us working together that we will achieve this aim, but it is something well worth doing as the whole of the community at Neston High School will benefit.

SDO

## **NESTON HIGH SCHOOL - ANTI BULLYING POLICY**

### **Rationale**

- Every member of the school community is entitled to feel valued and respected.
- Every member of the school community is entitled to feel safe and secure.
- Every member of the school community should be encouraged to express their thoughts, fears and concerns without embarrassment.
- Every member of the school community has a responsibility to work towards these aims by showing concern for others.

### **STATUTORY REQUIREMENTS**

“Schools have a duty to protect children from harm. Designated staff should be properly trained”.

(Children’s Act 1989 Sections 3, 63, 87. Circular 4/88 D004/88 Working Together HODH DES 1991, D910/91).

The Children Act 2004 (Section 11) places a statutory duty on schools to safeguard and promote the welfare of students and under the Education Act 2002, bullying is a safeguarding issue for children and young people. Being safe from bullying and discrimination is a key aspect of the Working Together to safeguard children agenda and the need to tackle bullying has been identified as a key priority in the Children and Young People’s Plan, the Cheshire Anti-Bullying Strategy identified in the LSCB Strategy Plan and Working Together to Safeguard Children 2014.

### **Guidelines**

#### **Sustaining an Anti-Bullying Ethos**

- There will be an agreed definition of bullying. In addition there will be examples of the types of behaviour, which are considered to be bullying. To ensure that the policy and the examples are accessible to all, staff and students will be involved in such a way that they can be understood by all members of the school community.
- The school will make every reasonable effort to provide an environment where students feel safe and secure at all times of the school day.
- All members of the school community will be consulted in the development of the anti-bullying policy and the results of these consultations will be used to inform future actions.
- Students will be encouraged to speak out.
- All members of the school community will be encouraged to take an active role in fostering a positive anti-bullying ethos within the school.

## **Strategies**

- All staff and students will be made aware of behaviour, which is considered to be bullying.
- When incidents of bullying are reported they will always be taken seriously.
- There will be clear guidelines for the procedures to be followed for all concerned. These guidelines will be communicated to all members of the school community and will be readily understood by all.
- A wide range of strategies addressing the problems of both victims and bullies will be in place to deal with any incidents of bullying along with intervention strategies.
- There is regular supervision of areas of the school where there might be particular opportunities for bullying to occur. A project on a master plan for the development of the school grounds in partnership with Groundwork Wirral considered the nature of activity in areas around the school establishing safe and quiet areas in consultation with school council and various teaching groups.
- Parents are informed of the school's policy on bullying through the school prospectus, bullying pamphlet and at the initial meetings between staff and the parents of the new students. The anti-bullying leaflet will be launched each year to coincide with national anti-bullying week.
- Where appropriate other agencies will be involved to provide the support and care needed to resolve difficulties.

## **Parents and the Wider Community**

- Parents of all students involved in any incidents of bullying will be informed at the earliest possible moment.
- The School will attempt to inform the wider community of our policy and encourage them to support it.
- We will organise workshops for parents to come and discuss issues of bullying and preventative approaches.

## **Staff Training**

- All staff will have access to appropriate safeguarding training.
- It is the responsibility of all staff to support students who have been bullied: both the victims and perpetrators and to ensure that all incidents are reported to the Head of House using the specified form at the end of this policy.

## **Responsibilities**

- All students have a responsibility to help victims of bullying by talking to them and by saying no to bullying. They should try to tell the bullies (with support where necessary) why what they are doing is wrong and should tell a teacher, member of staff or peer mentor so that something can be done about it.

- Parents can support children by listening to their concerns and reassuring them that the matter will be dealt with. Concerns should be discussed with the students' tutor, Head of House or Pastoral Learning Mentor so that action can be taken, support put in place and the situation is dealt with effectively.
- Students who are the victims of bullying can deal with the situation by telling someone: a friend, peer mentor, teacher or parent.

## **Sanctions**

Sanctions may include:

- Verbal reprimand to student
- Meetings with parents/carers
- Temporary removal from class
- Withdrawal of privileges
- Other disciplinary measures (detentions)
- Internal isolation
- Short term exclusion

Restorative approaches may include:

- Small group pastoral support
- Problem solving circles
- Circle time
- SEAL (Social and Emotional Aspects of Learning) work
- Meetings with victims, bullies and staff
- Counselling

## **Monitoring**

- Incidences of bullying will be monitored regularly and recorded (using the Cheshire form at the end of this policy) so that the school can respond in an appropriate way and report cases to the Local Safeguarding Children Board in line with policy.
- All aspects of the policy will be reviewed on a regular basis. This will be done:
  - a) By student questionnaires
  - b) Internally by the Pastoral and Curriculum review meetings
  - c) By School Council, Parents and Friends Forum and Trustees
- The Deputy Headteacher (student support and guidance) will have the ultimate responsibility for the implementations of the Anti-Bullying Policy.

## **AGREED DEFINITION OF BULLYING**

For the purposes of the School Policy, the definition of "Bullying" accepted by the Local Education Authority will be the agreed definition for Neston High School.

**“Bullying is a behaviour which can be defined as the repeated attack, physical, psychological, social or verbal in nature, by those in a positive power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification.”**

Bullying can take a variety of forms such as:

- **Physical:** pushing, kicking, hitting, pinching or any other forms of violence.
- **Verbal:** name calling (due to weight, height, appearance, family etc); sarcasm, spreading rumours; threats, eg. To obtain money or possessions.
- **Emotional:** excluding (eg. From friendship groups); tormenting (eg. Hiding books or possessions); ridicule or humiliation.
- **Racist:** racial taunts, due to beliefs, skin or colour; graffiti, offensive gestures.
- **Sexual:** unwanted physical contact, abusive comments, hate crimes, homophobic and transphobic abuse.
- **Online/cyber:** sending abusive texts or emails; making offensive comments (and encouraging others to do so) on internet websites/chatrooms.

Any sort of behaviour which makes another person feel upset, frightened or unhappy will not be tolerated at Neston High School.

As agreed in the policy such a definition must be made accessible to all members of the school so that they fully understand those types of behaviour that constitutes “bullying” behaviour. Such definitions should be arrived at by consulting with the students. This process was undertaken and the agreed list of “Bullying Behaviour” is now communicated to students and parents through the anti-bullying leaflet distributed to all students.

Regular work needs to be done to ensure that students maintain their awareness of these unacceptable types of behaviour. Regular assemblies raise the profile and student planners contain guidance on the issue with the logo “It’s Good To Talk” serving as a reminder. Other whole school approaches to anti-bullying include Personal Development, Citizenship, Break out Days, use of the School Council/student voice, parent/carer involvement and support and an ethos/culture that supports the development of social and emotional skills.

### **Student Planner**

The Student Planner is used as a way of raising awareness with Parents of our approach to the questions of bullying. The following pages are included:

- A page outlining the community code highlights the **RIGHTS** and **RESPONSIBILITIES** of students. These are intended to “mirror” each other e.g., the right to be treated with respect is “mirrored” by the responsibility to treat others with respect. Thus the question of “Bullying Behaviour” is firmly placed within the “Whole School Approach” to the way we expect all members of the school community to work together. Parents/carers were asked to sign this page of the diary (published in staff handbook and posted in tutor rooms).
- A page outlining a structured way in which a student could and should act if they think that they are being bullied.

- A page signposting students to websites and sources of support if they feel they need to talk.

### **Safeguarding is everyone's responsibility.**

If you need someone to talk to about any concerns, you can visit the following websites:



**Kooth** provides an online counselling service for young people aged 11 – 19.

It is a safe online place where you can:

- get help, advice & support with anything that's causing you stress, hardship or embarrassment
- find out about local services, events & news
- write your blog or magazine articles



**NSPCC** – Cruelty to Children must stop. This is for anyone who is worried about a child's safety – you too can contact the NSPCC for advice.



**Childline** You can contact Childline on 0800 1111 or go online if you need to talk. This could include information about different types of abuse, neglect, family relationships, mental health and much more.

### **In School**

If you or someone you know is worried or in difficulty you can talk to your:

Tutor

Head of House

Progress and Learning Mentor

Senior Staff

Teachers

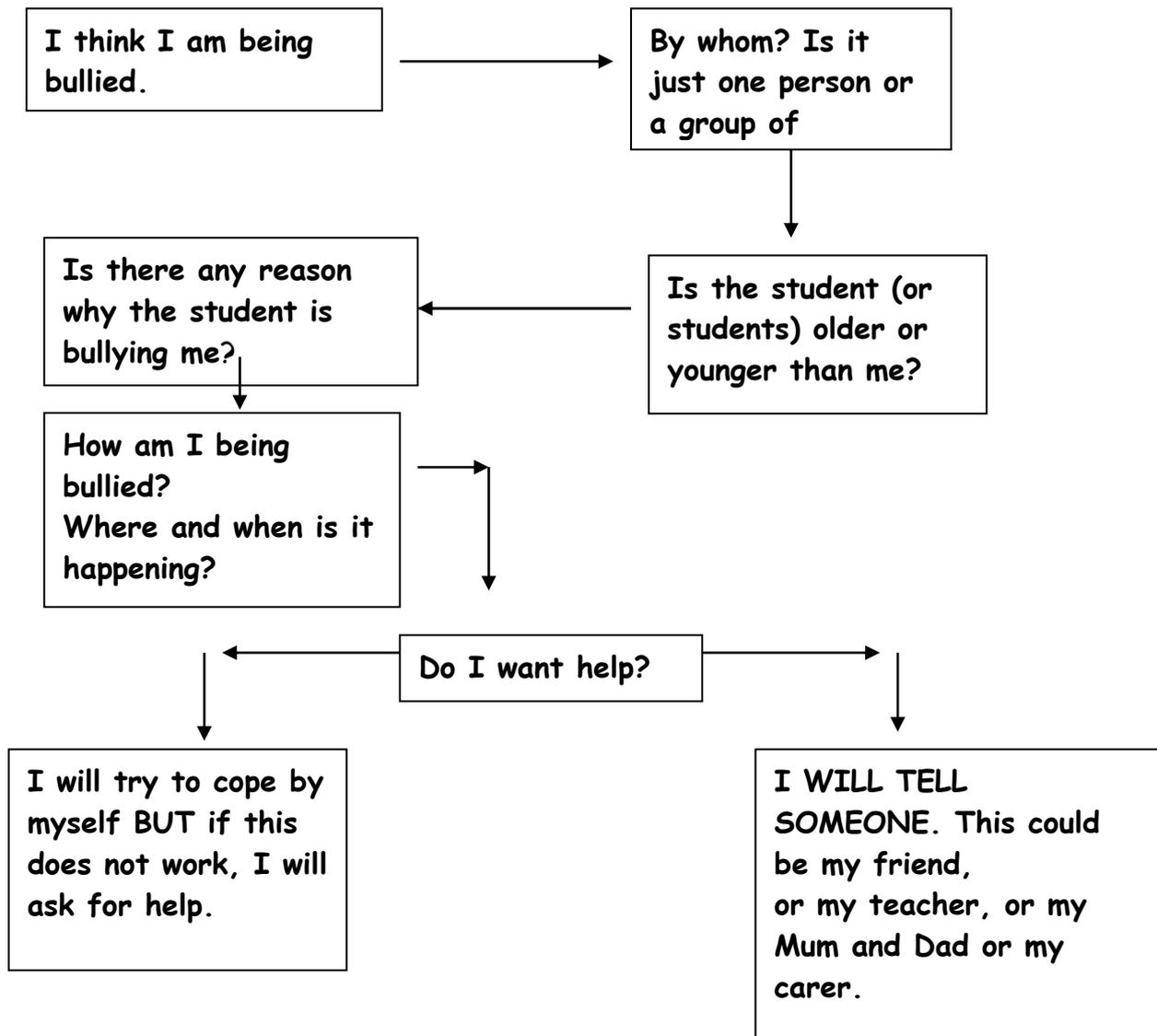
Learning Support Assistant

A trusted adult in school

## WHAT TO DO IF YOU THINK YOU ARE BEING BULLIED

If you think that you are being bullied then this chart will help you decide what to do. Look carefully at each question and write down the answer on a sheet of paper.

Follow the arrows.



## **POSSIBLE INTERVENTION STRATEGIES**

Below are a number of strategies that staff can suggest to students as a way of helping to deal with a bullying situation. They will have to be explained and in many cases will need to be practised.

**N.B. Whatever strategies are tried, the member of staff MUST follow it up and check how effective (or not) it has been. Also they MUST still report the incident.**

- 1. Be assertive not aggressive:** If the person being bullied acts in an aggressive way, then this can make the matter worse. Practice in speaking in a positive manner can help. Perhaps the help of the drama teacher could be sought?
- 2. Call for help:** Ask for help from anyone around. This is where the “by-stander” intervention comes into place. Work encouraging all students to take an active part in helping others will be a part of the ongoing work which will be carried out throughout the year. If outside school then draw the attention of any adult, e.g. a shopkeeper.
- 3. Escape:** Rehearse getting out of situations, without losing face and then talk to an appropriate person. If possible ask for “bystanders” to help you escape.
- 4. Saying NO:** Everyone can learn to do this but it does take practice. Remember though not to be aggressive. Rehearse this in groups.
- 5. Broken Record:** Choose a simple sentence and repeat it, e.g. “No I don’t want to”. Again this must be practised so that it can be said with confidence. A variation of this is to add another sentence to the “Broken Record”.
- 6. Fogging:** This means being vague and not allowing yourself to react. Bore the bully by agreeing with what they say. Use words like “possibly” or “probably” or “You think so”. This last one is useful for name calling. (Again practice will help).
- 7. Positive Self Talk:** Role play walking through groups of people saying things about themselves that they like. This acts as a barrier to the bullying. It is not walking away but it is also not ignoring. Look the bully in the eye, but do not smile. This is in fact a non-verbal challenge.
- 8. Walking away:** This is not quite the same as “Escape”. Practise in groups – “No I don’t want to”, and then walk away to the side. This is better than backing away.
- 9. Tell Parents/Carers:** This should be encouraged so that everyone can work together.

The above are some suggestions that can be tried. There are others such as avoiding places where bullying can take place or always staying with others.

The more we can build up the self-esteem of our students the more we will be able to help them cope with any incidences of bullying. Many people are bullied but are not damaged by it as they learn to cope. **It is very important that these incidents are reported in the normal way.**

The ones who cannot cope on their own are the ones that we will have to support, by encouraging them to develop a positive self image of themselves, and to understand that it is not their fault. It is a myth that they do not have strategies – in fact they frequently have **more** strategies: the problem is that they do not work for them. Any ways of building self-esteem are therefore an essential part of any work against bullying.

If a member of staff would like to try some of the “problem solving” approaches to bullying then obviously this could be done with the agreement of the Head of House and some training would be made available. The Pastoral Learning Mentors also have a key role to play in this area.

All the suggestions above are ways of working with the individual as the victim of bullying. They are important in the short term and are essential as a way of supporting the individual. Equally work with an individual “bully” is also essential. However working with the individuals involved on its own will not have much effect on the attitude of the “bystander”. This is clearly much more difficult. Below are some of the ways in which we hope to achieve this.

- Raising and maintaining the awareness of both staff and students of the importance of the role of the bystander – to do nothing is to condone.
- Work to help raising the self esteem of some of our students e.g. adopting a charity and helping others in the wider community.
- Encouraging students to respect each other
- Working with students in groups e.g., Quality Circles and Circle Time
- Encouraging students to report incidents of bullying
- Lessons such as Personal Development and Drama will obviously play a key role in all these areas, but all staff should take every opportunity to underline the messages that we are trying to give.

OFSTED has acknowledged the work done by the pastoral staff and that Neston is a caring school where students are respected as individuals. It is this aspect that we aim to develop and encourage in our Anti-Bullying Policy.

## **Prevention Strategies**

### **TEACHING STYLES THAT HAVE INFLUENCES ON BULLYING**

These notes are based on the advice from recent literature on the topic of anti-bullying.

#### **BULLYING PROMOTING TEACHING includes:**

- The use of sarcasm to deliberately humiliate students
- Having favourites or making scapegoats
- The labelling of students and supporting the idea that some people are “fair game” and some victims ask to be bullied.
- Accepting the definition of bullying as “only a joke” or “high spirits”.
- Supporting the view that it is acceptable to get pleasure out of another person’s discomfort.
- Giving students “ammunition” against another student
- Making personal comments about a student or their families
- Belittling or ignoring any student who attempts to report an incidence of bullying.

#### **BULLYING PERMISSIVE BEHAVIOUR includes: -**

- Officially approving status and power as a means of control
- Acting in such a way as to make it difficult for students to seek help if they are being victimised.
- Not allowing any time to listen to vulnerable students.

#### **BULLYING PREVENTATIVE TEACHING includes:**

- Showing respect for every child as an individual
- Being aware of vulnerable children
- Presenting as a good role model by using power and authority appropriately
- Explicitly stating that bullying is NOT acceptable whenever the opportunity arises.
- Taking every opportunity to reinforce the positive message that everyone has a responsibility to act and that to do nothing is to condone.
- Always being seen to be fair
- Criticising the behaviour and not the child
- Always having high expectations of the students

## **Peer Support Training**

The response to a request for volunteers is always overwhelming and students expressing an interest will be provided training. The intention is that all volunteers will take part and a higher level of training will take place for those that emerge as strong candidates. The students respond very well to problems posed in the training exercises, showing an impressive amount of care, compassion and consideration for the welfare of younger students. This has a marked effect on the attitudes students have towards school, in the settling in of our new intake and in the atmosphere around school in general. This is a major part of the many systems which ensure a high level of care and concern for students in Neston and staff are encouraged to include them in anti-bullying strategies.

## **School Council**

We have a main School Council which consists of 50 members covering all tutor groups in years 7 to 11. The minutes of council meetings will be posted in tutor rooms, to be discussed within tutor groups and issues raised for future meetings. Nominated reps will handle queries about school issues, including safety and relationships, and meetings take place in during a Wednesday lunch time ach week. Representatives from the School Council also meet with the Headteacher and Deputy Headteachers once per term to discuss issues raised during the weekly meetings.

School Council is an excellent vehicle through which students can participate in the running of the school and an opportunity for them to develop the skills involved in active citizenship. It is also a good medium through which we can be sensitive to the atmosphere in school and the feelings and attitudes of students.

## **Vulnerable Groups**

As a school with students who have a wide variety of special needs we have to be particularly aware of the research which shows the increased likelihood of bullying behaviour towards particular students. Therefore, our special needs procedures will include strategies to give additional support to students who are diagnosed with conditions such as autism, ADHD etc. There is also a vulnerable students' register in school available to ensure that all staff are aware of the most vulnerable students in school. (Resources>Staff>Vulnerable Students>2012 – 13) This is updated each term by the House staff and includes all year groups from 7 – 13.

This policy should be read in conjunction with the Behaviour and Discipline Policy.

For use by CCC to collate information for DCSF please complete PART A and return to CYPD, Floor2, Goldsmith House, Chester CH1 1SF, or by email to CYPDSupport@cheshirewestandchester.gov.uk  
For use in your organisation complete PART B – copy to RHU and Head of House for student file.

**PART A**

**Victim Information**

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	School Year	
Is the child Looked After?	<input type="checkbox"/>	Is the child a refugee/ asylum seeker	<input type="checkbox"/>		

**Ethnicity:**

<b>Asian or Asian British:</b>	<input type="checkbox"/> Indian	<input type="checkbox"/> Pakistani
	<input type="checkbox"/> Bangladeshi	<input checked="" type="checkbox"/> Any other Asian background
<b>Black or Black British:</b>	<input type="checkbox"/> Caribbean	<input type="checkbox"/> African
	<input type="checkbox"/> Any other black background	
<b>White:</b>	<input type="checkbox"/> British	<input type="checkbox"/> Irish
	<input type="checkbox"/> Traveller	<input type="checkbox"/> Gypsy/Roma
	<input type="checkbox"/> Any other white background	
<b>Mixed:</b>	<input type="checkbox"/> White and Black Caribbean	
	<input type="checkbox"/> White and Black African	
	<input type="checkbox"/> White and Asian	
	<input type="checkbox"/> Any other mixed background	
<b>Other:</b>	<input type="checkbox"/> Chinese	<input type="checkbox"/> Any other ethnic background

**Type of bullying**

▪ Verbal (e.g. name calling, being ridiculed, intimidation, sworn at, threatening looks)	
▪ Direct Physical (e.g. involving physical contact with the victim)	
▪ Non-verbal (e.g. damage to personal property, gang pressure)	
▪ Cyber bullying (e.g. tormenting)	
▪ Emotional (e.g. tormenting, excluding, spreading, rumours)	
<b>Was bullying thought to be linked to any of the following?</b>	<input type="checkbox"/> Religion <input type="checkbox"/> Race <input type="checkbox"/> Colour <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Sexuality <input type="checkbox"/> Other - please specify

### Action taken (if known)

<input type="checkbox"/> Perpetrator spoken to <input type="checkbox"/> Victim received/still receiving support <input type="checkbox"/> Victim allocated a mentor/buddy/advocate <input type="checkbox"/> Victim parent/carer spoken to	<input type="checkbox"/> Perpetrator parent/carer spoken to <input type="checkbox"/> Whole school/establishment discussion <input type="checkbox"/> Other
Is the victim satisfied with the outcome?	
Are you as an organisation satisfied with the outcome? Please state why / why not.	
Name of person who completed this form	
Organisation Name	



### PART B Victim Information

#### Victim Information

Male  Female  School Year    
 Name of Victim  House  Year Group    
 Name (s) of student involved  House  Year Group    
 Is the child Looked After?  Is the child a refugee/ asylum seeker

#### Ethnicity:

<b>Asian or Asian British:</b>	<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background
<b>Black or Black British:</b>	<input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background
<b>White:</b>	<input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Traveller <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> Any other white background
<b>Mixed:</b>	<input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background
<b>Other:</b>	<input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic background

**Bullying Incident details**

Date and time

Location

Was the incident witnessed -by whom?

Reported to

Please state if incident reported occurred on your premises/whilst the child was in your care or has it been reported to you as a later date/time?

Summary of Incident

**Type of bullying**

<ul style="list-style-type: none"> <li>▪ Verbal (e.g. name calling, being ridiculed, intimidation, sworn at, threatening looks)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Direct Physical (e.g. involving physical contact with the victim)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Non-verbal (e.g. damage to personal property, gang pressure)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Cyber bullying (e.g. tormenting)</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Emotional (e.g. tormenting, excluding, spreading, rumours)</li> </ul>	
<p>Was bullying thought to be linked to any of the following?</p>	<input type="checkbox"/> Religion <input type="checkbox"/> Race <input type="checkbox"/> Colour <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Sexuality <input type="checkbox"/> Other - please specify

**Perpetrator Information (if known)**

Male  Female  School Year

Is the child Looked After?  Is the child a refugee/ asylum

**Perpetrator Ethnicity:**

<p><b>Asian or Asian British:</b></p>	<input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Any other Asian background
<p><b>Black or Black British:</b></p>	<input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other black background
<p><b>White:</b></p>	<input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Traveller <input type="checkbox"/> Gypsy/Roma <input type="checkbox"/> Any other white background
<p><b>Mixed:</b></p>	<input type="checkbox"/> White and Black Caribbean <input type="checkbox"/> White and Black African <input type="checkbox"/> White and Asian <input type="checkbox"/> Any other mixed background
<p><b>Other:</b></p>	<input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic background

**Action taken (if known)**

<input type="checkbox"/> Perpetrator spoken to <input type="checkbox"/> Victim received/still receiving support <input type="checkbox"/> Victim allocated a mentor/buddy/advocate	<input type="checkbox"/> Perpetrator parent/carer spoken to <input type="checkbox"/> Whole school/establishment discussion <input type="checkbox"/> Other
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<input type="checkbox"/> <b>Victim parent/carer spoken to</b>	
<b>Further Notes on Actions taken</b>	
<b>Is the victim satisfied with the outcome?</b>	
<b>Are you as an organisation satisfied with the outcome?</b>	
<b>Please state why / why not.</b>	
<b>Staff making report</b>	<b>Date</b>

**On completion, this form should be passed to the relevant Head of House and to Mrs R Hudson Deputy Headteacher who will email part A to the authority.**

Name of Policy	Anti-bullying
Name of lead member of staff	RHU
Committee & Date of Review	September 2017
Equality Impact Assessments	2107
Date of next planned review	2018
Chairs Signature	