

Principle:

We are committed to providing a school environment in which all students feel happy and safe. All forms of bullying will be investigated and acted upon. The school makes it clear to students that bullying is unacceptable. Everyone has the responsibility to work together to stop bullying.

In line with the Equality Act 2010, Sale High school is committed to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Purpose:

- To create a culture of intolerance of bullying.
- To make sure that students, parents, staff and governors understand what is meant by bullying and know how to report it
- To put in place systems for dealing with incidents of bullying quickly, consistently, effectively and sensitively

The school will:

- Where bullying is reported to school staff it will be investigated and acted on. This also applies to bullying that occurs off the school premises, such as on school or public transport, outside the local shops, or in a town centre.
- Use the curriculum, assemblies and form time to inform students on bullying issues
- Provide guidelines on what is considered bullying behaviour
- Ensure robust systems are in place for recording and following up bullying related incidents
- Provide relevant training for key staff

Evaluation

- Through student voice
- Through termly analysis of incidents
- Through monitoring students attendance and achievement

Linked policies: School Behaviour and Discipline, Equal Opportunities, Teaching and Learning, SEN, Inclusion

Guidance:

- 1) What is Bullying?
- 2) Reporting and Recording
- 3) Bullying. Preventative Action

Anti-Bullying guidance

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is the school's first priority but emotional bullying can be more damaging than physical.

Bullying is the use of aggression with the intention of hurting another person.

Bullying is anything that results in pain or distress to the victim

Physical: pushing, kicking, hitting, punching or any use of violence

Emotional: being unfriendly, excluding, tormenting (eg hiding property) threatening gestures

Racist: racial taunts/graffiti, gestures, mimicking

Sexual: unwanted physical contact or sexually abusive comments

Homophobic: because of, or focusing on the issue of sexuality

Verbal: name calling, sarcasm, spreading rumours, teasing

Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to bullying and may be targeted by bullies.

Cyber: All areas of internet, such as email and internet chat room misuse, mobile threats by text messages and calls, misuse of associated technology ie: camera/video

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.

Guidance

Reporting and Recording Bullying

- Students and staff will be encourage to report all bullying via the Bullying Concern form
- All reported incidents will be investigated
- Incidents will be logged on CMIS as confirmed bullying if supported by evidence
- Repeat offences could result in the involvement of the police
- Where appropriate, restorative practice will be used
- Parents of both victim and bully will be informed

Preventative Action

- Action Against Bullying Protocol
- Agreed school charter
- Curriculum time in PSHE, Drama and English
- Anti-Bullying Week
- Staff vigilance
- Supervision during break and lunch
- High profile is also maintained through:-
 - Form time
 - Teaching and learning
 - Assemblies
 - Signed charters in each form room
 - Prefect training
 - Staff training
- Early reporting facilities provided through the sharp system

Sale High School: Action Against Bullying Protocol

A concern/incident of bullying is witnessed or reported



The member of staff fills in a Bullying Concern/Incident form and passes it to the perceived victims HOH



The HOH liaises with any other HOH and conducts an investigation.
The victim is interviewed before planning course of action



The HOH takes appropriate action to resolve the situation e.g. Restorative Justice and actions are logged
A review date/period is set
It should be made clear to all concerned that if the behaviour continues then it will be passed to SLT and be recorded as bullying



The HOH reviews the situation to see whether the issue has been resolved
If the bullying behaviours have continued then it is passed to SLT



The member of SLT will record 'Bullying' on CMIS and then arrange to meet the parents of the students involved
Sanctions may be issued and a further plan of action is put in place with regular review dates

BULLYING CONCERN/INCIDENT FORM

Is this a: Concern of bullying An incident of bullying

Date alerted to concern/ date of incident _____ Time _____

Name(s) of Pupils Involved	Victim/Perceived Bully/witness	Year & House	Form

Outline of Incident

_____ _____ _____ _____ _____ _____ _____	Type of bullying	Tick
	Physical	
	Emotional	
	Racist	
	Sexual	
	Homophobic	
	Cyber	
Verbal		

Action Taken by Whom? (Including Support)

Parents Informed

YES/NO

Any other information:

Signed _____ Date _____

Follow up Action Taken

Parents Informed YES/NO

Signed _____ Date _____

Checklist: Have the following been informed?

SLT – Yes/No	Head of House – Yes/No	Form Teacher – Yes/No
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Date for Review _____



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