



# Anti-Bullying Policy

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Link Manager: Mr A Cree, Assistant Headteacher  
Governor Committee: Standards & Achievements

## **Anti-Bullying Policy**

Sale High School has three core values; outcomes matter, people matter and learning matters. Our values underpin all that we seek to do as a school. People can only truly matter when they feel safe and happy. Bullying can have a profoundly negative effect upon people's safety and happiness and must not be tolerated. Nobody is expected to suffer in silence; people have a right to speak up, have their concerns listened to and addressed so that they can feel safe and happy.

### **Philosophy**

We believe that for everyone to thrive, Sale High School should be a place where pupils, staff, helpers, families and other visitors are made to feel welcome and comfortable and where everyone is treated with respect in an atmosphere free from intimidation.

- We believe that all children and young people have the right to protection from harm, neglect and abuse and that their well-being is of paramount importance.
- Sale High School aims to ensure good relationships between, and good behaviour towards, all members of its community and believes that learning, personal development and growth best take place in a climate of trust, safety and confidence.
- The school has a system of rewards which aims to motivate and encourage students to behave in a respectful and purposeful manner as well as helping to build individual self-confidence and self-esteem.
- Sale High School values everyone's unique and positive contribution to our community.
- Everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care, to ensure our students are protected from harm.

### **Principles**

#### **Sale High School will**

Commit 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.

Adopt a definition of bullying that is agreed across the school and accepted across the local community, having taken firmly into account national guidelines and advice from the Diana award for anti-bullying.

- Ensure Sale High has a minimum of 40 trained student Anti-Bullying ambassadors across all year groups each academic year
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our SMSC and super learning day programmes, other subjects and additional curriculum.
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and students to support the implementation of the policy across the school.
- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds; we are one community united.

### **Definition of bullying**

‘A PERSISTENT, deliberate attempt to hurt or humiliate someone’ There may sometimes be misunderstanding about the meaning of the term ‘bullying,’ but the above definition takes firmly into account national guidelines and thus advice given to all schools. One-off incidents do not fall within the definition of ‘bullying’ per se. However, of course, these must be taken and be seen to be taken seriously and acted upon.

### **Types of Bullying**

There are various types of bullying, but most have three things in common:

1. It is deliberately hurtful behaviour
  2. It is repeated over time
  3. There is an imbalance of power, which makes it hard for those being bullied to defend themselves.
- There are various forms of bullying which include:

- **Physical** – e.g. hitting, kicking, taking belongings, pushing, kicking, hitting, punching, use of violence/ aggression
- **Verbal** – e.g. name calling, insulting, racist remarks, homophobic remarks, sarcasm, spreading malicious rumours, insults relating to family members, teasing, telling nasty stories/jokes about someone, whispering/ laughing in front of someone
- **Emotional**: being unfriendly, excluding, tormenting, threatening gestures
- **Racist**: racial taunts, including religious name-calling, graffiti, gestures
- **Property**: damage to property, extortion, stealing
- **Sexual**: unwanted physical contact or sexually abusive comments
- **Homophobic**: because of, or focussing on the issue of sexuality

- **Indirect** – e.g. spreading malicious rumours, excluding individuals from social groups, family feuds brought into school

- **Cyber**: internet chatroom and e-mail misuse, mobile phone call threats/text messages, camera/video misuse

- **Ostracism**: ignoring others, deliberately not involving others, leaving others out, deliberately mocking in earshot The lives of students who are bullied can often be made miserable; they may suffer injury, they may attend less frequently, they may lose self-confidence and they are likely to underachieve educationally and socially. Many of the outward signs of bullying can be the same as other indicators of abuse such as:

- Non accidental injuries (including self-abuse)
- low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school. It is not unknown for victims to become bullies of younger or more vulnerable students than themselves. Bullying can and frequently does have long term effects on victims which may affect their adult lives.

### **Roles and responsibilities**

The Headteacher is ultimately responsible for the well-being of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in school.

The Assistant Headteacher for Behaviour, Attendance and Ethos has been designated to oversee the safeguarding and well-being of pupils, from a bullying perspective. This role includes the following **responsibilities**:

- To liaise with the Headteacher on all matters regarding the safeguarding of children in matters of bullying.
- To ensure all staff are aware of the contents of the 'Anti-Bullying Policy' and that its procedures are adhered to, through on-going training.
- To liaise with appropriate staff to ensure the implementation of whole school initiatives to highlight aspects of bullying.
- To monitor records of incidents of bullying recorded on CPOMS and the Sharp system.
- To ensure the appropriate member of the pastoral team monitors students involved in bullying and keeps the parents/carers informed.
- To liaise with the police as necessary.

The School IT Network manager is responsible for the monitoring of the Responsible Internet Use policy. Students who violate the rules included in this policy will be sanctioned in accordance with the policy. *It is always good practice to approach any incident of bullying by ensuring that pupils understand what the definition of bullying is – see above. Don't take sides; be impartial, listen without fear or favour and avoid making judgements too early.* School staff (teachers and support staff, etc.) have the

Following responsibilities:

- To be alert to any potential incident of bullying and intervene appropriately and record on CPOMS.
- To inform the relevant Head of Year of any concerns, both to log and for further advice/action. This might mean, in reality, that the member of staff deals with the matter to conclusion or is advised to hand it over. The expectation, however, is that the matter is effectively dealt with. Of course, all students are expected to show consideration and respect to all members of the school and local community at all times. This also requires a sense of self-discipline and personal responsibility; pupils are accountable for the choices they make with regard to their behaviour.

Incidents that constitute bullying as defined above should **always** be referred to the victim/bully's Head of Year. The Pastoral team as a collective are responsible for clarifying the facts via a thorough investigation and taking into account the views of the victim, any witnesses if possible and the bully. Having clarified the facts, the Head of Year will inform all parents / carers of the incident, record the incident on the 'Bullying log' via CPOMS and liaise with the Assistant Head Teacher for Behaviour, Attendance and Ethos regarding further actions to be taken, including sanctions. Heads of Year will also inform the Assistant Headteacher Behaviour, Attendance and Ethos: Learning of all such matters and seek advice on the most serious sanctions if required.

**Bullying is a serious offence.** Following appropriate investigation and considering the circumstances and history, any of the below strategies can be applied:

- restorative approaches / restorative justice where the victim is happy to follow this course of action, an opportunity for the matter to be explored, for the bully to apologise and commit not to bullying again such that the victim feels confident that the matter has been addressed adequately.
- Appropriate support, via the Pastoral Team, SENCo, counselling, other external agencies. At times, however, a sanction is also required and may include:
  - C3 Detention
  - Internal Exclusion, during break and lunchtime, especially until the investigation is completed
  - Removal from circulation
  - Fixed-term internal exclusion
  - Suspension
  - Managed Move
  - Step Out
  - Permanent Exclusion

Parents/carers will also be asked to come into school to discuss issues and to play a part in restorative practices, etc. Bullying incidents will be monitored closely, with additional interventions signposted where necessary

No pupil must suffer in silence. ALL pupils MUST speak up and expect the matter to be addressed. Pupils who are being bullied should choose to do one of the following to report the matter.

Let their parent(s)/ carer(s) know and ask that they contact school.

Speak to any member of staff, but particularly their form-tutor, the Head of Year or a senior leader in school.

Ask a friend/ sibling to speak up on their behalf.

Speak to one of the Anti-bullying Ambassadors.

Send an online alert via the sharp system on the school website.

*Bullying can develop where bystanders do nothing. ALL pupils should be kind and considerate and look out for those who might be bullied. Pupils might try to be upstanders, BUT must not escalate or inflame a situation, however good are their intentions. In our community, there may be more vulnerable pupils who need and deserve our support. Saying or doing NOTHING, though, is not an option; pass it on and expect the matter to be dealt with.*

### Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth. Monitoring of the policy will involve consideration of the following data; any reduction in the number of incidents referred for attention; monitoring individual victims/ bullies with a view to improved circumstances; positive feedback from parents, students and staff; monitoring of the willingness in students to report instances of concern; tracking of incidents to inform future decisions on availability of network and infrastructure that can access the internet.

### **Preventative Action**

Action Against Bullying Protocol

Agreed school charter

Curriculum time in Super learning days, 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

Anti-Bullying ambassador students

## **Student Charter**

### **All students at Sale High will**

#### **Understand**

What bullying is and the effects it can have.

#### **Listen**

To anybody who sees or experiences bullying and reports bullying

#### **Tell**

Someone in school what has happened and seek appropriate support

#### **Take Action**

By responding to bullying incidents and being an upstander.

#### **Celebrate**

All students and welcome our differences

#### **Respect & Value others**

By being kind and considerate to each other.

#### **Contribute**

Our ideas to help the school monitor bullying and its responses.

As decided by the Anti Bullying Ambassadors.

Policy prepared by Mr A Cree May 2023