Middlewich High School

Anti-Bullying Policy
and Procedure

Agreed by staff and governors:

Next review date: September 2020

Achievement for all

At Middlewich High School we will ensure that each individual is valued and achieves success within a caring community.

CONTEXT

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies. DfE July 2017)

We cannot accept bullying of students or staff within a caring community. Whilst bullying is not seen as a significant problem at Middlewich High School, it is recognised that some bullying does occur from time-to-time. We view bullying incidents very seriously.

When bullying does occur students, parents and staff are encouraged to report it – to anyone, but ideally to Form Tutors or Heads of Year in the first instance. Students and staff should not tolerate bullying or suffer in silence. We are all responsible for dealing with bullying, and ensuring that our students can learn and staff teach in a secure, safe and happy environment. As students/staff may not report bullying it is important that we are vigilant in spotting a student or member of staff who may be being bullied.

AIMS
- To create a secure, safe and happy environment for students and staff.
- To deal with bullying incidents swiftly and effectively.
- To offer students a number of places they can go if they feel vulnerable, especially out of lessons – e.g. the homework club, the library, learning support.
- To make clear to bullies and to everyone that bullying is unacceptable behaviour.

ROLE OF STAFF

All staff will:

- take individual responsibility for being vigilant about spotting and dealing with incidents of bullying
- develop an environment to ensure a non-threatening learning environment
- undertake training as and when necessary.

SUPPORT FOR STUDENTS
Students will be offered individual pastoral support in the following ways:
- Assemblies will be used to re-inforce expectations re: acceptable behaviour within a community.
- An opportunity to be listened to in confidence.
- Specific information and guidance on strategies to deal with bullying.
- All students will follow a planned curriculum as part of the Key Stage 3 and Key Stage 4 Citizenship timetable covering issues surrounding relationships including bullying.
- Appropriate anti-bullying posters to be displayed in classrooms, and corridors.
- Specific activities will be arranged to stress expectations and guidance during Anti- Bullying week during the Autumn Term.
- Encouragement not to suffer in silence and to tell someone if they are being bullied or if they see someone else being bullied.
- Prefects offer additional peer support.
- Youth workers from Middlewich Community School offer additional support at lunchtime.

- School Nurse support is also available on request.
- Trained student Anti-bullying Ambassadors also offer support to their peers.

SUPPORT FOR STAFF

Staff will be offered individual support in the following ways:
- An opportunity to be listened to in confidence.
- Specific information and guidance on strategies to deal with bullying.
- Encouragement not to suffer in silence and to tell someone if they are being bullied or if they see someone else being bullied.
- Access to relevant outside agencies.

REPORTING BULLYING INCIDENTS

Whilst it is important to have clear procedures to deal with bullying incidents it is up to the professional judgement of staff as to the precise course of action to be taken.

- Incidents should be reported to a member of staff The incident should be recorded using Form A (See Appendix) and passed to the Head of Year.
- Victim and the alleged perpetrator should be spoken to individually by the Form Tutor and/or Head of Year. Details will be recorded on Forms B and C, with actions clearly recorded. (See Appendix)
- Parents/carers of victim/perpetrator should be informed of the incident and action taken as soon as possible – ideally the same day.
- Record of incident should be placed in personal file of victim and perpetrator.
- It may be appropriate to invite separately parents/carers of victim and perpetrator into school to discuss the matter further.
- Additional external support/help may be sought for victim and perpetrator.
- The perpetrator may need to be punished – supervised at breaks and lunchtimes, detentions, internal isolation, fixed term exclusion, permanent exclusion.
- It may be appropriate to involve the Police or other external agencies for some incidents, in line with our safeguarding policy.
- A follow up meeting will be arranged to review the situation. Form D will be completed. (See Appendix)
- Staff should report any incidents where they feel intimidated or bullied to their Line Manager, Headteacher or Chair of Governors.

Bullying which occurs outside school premises

School staff have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address students' 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 students' 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, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on, as described above. We will also consider whether it is appropriate to notify the police or other agencies of the incident and/or action taken against a student.

While school has the power to discipline students for bullying that occurs outside school, we can only impose the disciplinary sanction and implement that sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip.

MONITORING AND EVALUATION

The number of incidents will be monitored and a report to the Leadership Group and BSI Governor committee regarding any concerns or issues will be made on a termly basis.

This policy will be reviewed every three years.

Signed: _____ Date: _____

(on behalf of the Governing Body)

Initial Notification of Bullying / Conflict (A)

Name of victimised student:			Form:	
Name of person completing this form:	Role:		Date of Concern:	Time of concern:
Nature of concern:		Who reported the incident?		

Detail of incident/s: *What has happened?*

Criteria for bullying:	*Tick all that apply*
Repeated negative behaviours towards this individual	
Intention to harm / humiliate	
The individual feels unable to defend himself / herself	

For Completion by Head of Year:

Agreed actions with basis for decision (is this bullying or peer conflict?)	By whom	By when

Signature of Head of Year:	Date when actions are to be reviewed:
Parent/Carer Informed ❑ (if not, give reason):	Date:
Entry on Chronology ❑ By:	

Discussion with The Victim Of Bullying/Conflict (B)

Name of victim:		Form:
Name of person completing this form:	**Role:**	**Date**

Type of bullying:

Direct

☐ Verbal (name calling, teasing, mocking, ridiculing)

☐ Physical bullying (pushing, hitting, kicking)

Indirect (not face to face)

☐ Social manipulation, rumours

☐ Cyberbullying

(Any further details to be documented overleaf)

How long has the bullying been going on?

Who is involved in the bullying?

What can we do to make you feel safe in school now?

Parents / carers informed:
☐ Yes   Date:
☐ No (if not, give reason):

Tutor informed:
☐ Yes   Date:

DSL informed:
☐ Yes   Date:

Discussion with Students Involved in Bullying/Conflict (C)

Name of victimised student:	Form:
Name of person completing this form:	Role:

Student 1:	Form:	Date:
Details of discussion:		
Restorative actions / sanctions agreed with the student:		

Parents / carers informed:
- ☐ Yes   Date:
- ☐ No (if not, give reason):

Student 2:	Form:	Date:
Details of discussion:		
Restorative actions / sanctions agreed with the student:		

Parents / carers informed:
- ☐ Yes   Date:
- ☐ No (if not, give reason):

Follow up of Bullying/Conflict Incident (D)

Name of student:	Form:	
Name of person completing this form:	Role:	Date of follow up:
Victim:	Perpetrator:	

Victim only:

Has the bullying:

- ☐ Stopped

- ☐ Decreased

- ☐ Remained the same

- ☐ Increased

Discussion / next steps:

Parents / carers informed:
☐ Yes   Date:

Logged by: **Date:**

Appendix B (Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies. DfE July 2017)

Specialist organisations

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

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls]()(EVAW): [A Guide for Schools](). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.