



ANTI-BULLYING POLICY

MIDDLEWICH HIGH SCHOOL

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Middlewich High School, defines bullying as:-

“Repeated hurtful behaviour intended to cause emotional or physical harm.”

Bullying can take many forms (for instance, peer on peer abuse, 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.

Values

Middlewich High School:

- strives to keep its students safe whilst they are in our care;
- strives to ensure that the culture of the school is one in which everyone is equally valued and treats one another with respect;
- will promote these beliefs through the way the school is staffed, the lessons and subjects that are taught, the learning support provided, relationships with parents/carers, employers, community groups and through all other activities;
- will strive to encourage, support and enable all students and staff to reach their full potential;
- will challenge all forms of prejudice and discrimination; verbal and physical; and promote equality and good relationships;
- will work in partnership with parents/carers and the wider community to challenge prejudice and discrimination and establish, promote and disseminate good practice;
- will work to ensure that all staff, students and parents/carers adhere to the policy.

The school will also act to ensure that every member of the school community:

- experiences equality of opportunity;
- feels a full and respected member of the school community;
- has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment;
- develops an understanding of the importance of diversity and difference;
- develops an awareness of conscious and unwitting prejudice alongside the skills and confidence to challenge instances of prejudicial behaviour, language and attitudes;
- understands the power of language, particularly relating to the verbal abuse of another person.

Responsibilities

Governing Body:

- ensuring that the school complies with all relevant legislation, including the general and specific duties;
- ensuring that the policy and its related procedures and strategies are implemented.

Headteacher:

- ensuring compliance with recording procedures required by the DfE;
- along with the Governing Body, ensuring that the policy and its related procedures and strategies are implemented;
- ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities;
- taking appropriate action in any cases of discrimination.

People with specific responsibilities:

An SLT Lead will be responsible for the day to day co-ordination of this policy and will oversee those dealing with reported incidents.

Those dealing with incidents of bullying will recognize:

- the necessity of involving parents/carers as soon as possible;
- the necessity for a real partnership between home, school and student;
- that actions taken will be responsive to the needs of the individual and will distinguish between behaviour intended to hurt and the hurt caused by thoughtlessness and insensitivity, where education might be more beneficial than a sanction, especially when dealing with younger students.

The SLT Lead will liaise with the designated Governor for Safeguarding on the appropriate committee of the governing body.

All staff will:

- 1) deal with incidents consistently and on an individual basis, taking account of the feelings of the student being bullied and the age and stage of development of the student(s) involved.
- 2) promote equality and good relationships especially but not exclusively, via effective delivery of the I-Time schemes of work which are evaluated regularly.
- 3) promote whole-school self-discipline among students and encouraging respect for and sensitivity towards the feelings of others.
- 4) take all reasonable measures to enforce the terms of the Acceptable Use and E-Safety policies to diminish the potential for cyberbullying, an approach underpinned by all users signing an Acceptable Use Contract.

Teaching staff will:

- ensure that students from all groups have full access to the curriculum;
- promote equality and diversity through teaching and through relationships with students, staff, parents/carers and the wider community.

SCHOOL POLICY**PROCEDURE FOR DEALING WITH COMPLAINTS OF BULLYING****PRINCIPLE**

Consistent with Middlewich High School's policy on student behaviour, bullying will not be tolerated. Bullying may be physical, take the form of threats or intimidation or a prolonged or particularly intensive period of name-calling. Any reports of bullying will be taken seriously; they will be investigated thoroughly and sensitively. It is always the school's aim to resolve situations.

PROCEDURE

If a member of staff receives such a complaint or has grounds to suspect a student is the victim of bullying the matter should be reported to the student's Pastoral Lead. The Pastoral Lead will either investigate the matter her/himself or ask the student's tutor to do so. Parents/carers should be informed of the alleged problem and the action being taken with appropriate records kept. Staff may use the Bullying record forms (Appendix A) which are located in the staff room to aid the procedure but all incidents and actions must be recorded on CPOMS. The pastoral Lead will ensure that further actions are added to this record. Tutors must keep Pastoral Leads informed and Pastoral Leads must keep senior staff involved when investigations identify well-founded allegations of bullying. During the process of resolving an allegation of bullying it is important for the alleged victim to attend school. It will be made clear to whom the student can turn to if s/he needs further support.

All instances of bullying or alleged bullying will be followed by a period during which the situation will be monitored to ensure that it is easing and that there is no recurrence.

Strategies and Sanctions

The following is not an exhaustive list but an attempt to clarify the sort of strategies or sanctions that could be used when dealing with incidents of bullying. It is stressed that each incident must be dealt with on an individual basis taking into account the age and stage of development of all the students involved, and the parents/carers of the victim and of the bully must be involved at the earliest possible opportunity.

A half-termly report on bullying incidents will be produced by the Pastoral Leads.

Strategies may include the following:

- Counselling on appropriate behaviour;
- Development of coping strategies, confidence building and assertiveness techniques;
- Working with parents/carers to develop in the student a greater sensitivity to the feelings of others;
- A no blame forum (using the restorative conversation template) in which attitudes, feelings are explored and/or shared agreement as to what happens next.
- When students have reached an age and a stage in their development when they clearly understand what is meant by the term bullying, it may be necessary to apply sanctions.
- Sanctions may include the following:
 - Reprimand and warning
 - Restorative Meetings (RMs)
 - Time-specific non-access to IT network
 - Reflection
 - Alternative Provision
 - Exclusion

The strategies/sanctions employed must be fair and proportionate to the behaviour causing concern and monitored to ensure that their success is long lasting



Appendix A

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:	<i>Tick all that apply</i>
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 <input type="checkbox"/> (if not, give reason):	Date:
Entry on Chronology <input type="checkbox"/>	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 <input type="checkbox"/> Verbal (name calling, teasing, mocking, ridiculing) <input type="checkbox"/> Physical bullying (pushing, hitting, kicking) Indirect (not face to face) <input type="checkbox"/> Social manipulation, rumours <input type="checkbox"/> 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: <input type="checkbox"/> Yes <input type="checkbox"/> No (if not, give reason):		Date:
Tutor informed: <input type="checkbox"/> Yes		Date:
DSL informed: <input type="checkbox"/> 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: <input type="checkbox"/> Yes <input type="checkbox"/> No (if not, give reason):		Date:

Student 2:	Form:	Date:
Details of discussion:		
Restorative actions / sanctions agreed with the student:		
Parents / carers informed: <input type="checkbox"/> Yes <input type="checkbox"/> No (if not, give reason):		Date:



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:		
<input type="checkbox"/> Stopped <input type="checkbox"/>		
Decreased		
<input type="checkbox"/> Remained the		
same <input type="checkbox"/> Increased		
Discussion / next steps:		
Parents / carers informed:		
<input type="checkbox"/> 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.