



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Document Control Sheet

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This document is part of the group which include	Safeguarding, Behaviour for Learning, Acceptable Use, Online Safety, Exclusions, Policy Statement Additional & Special Education Needs, Drugs' Education, Use of Images, Student Illness, Accident & First Aid, Use of Force, Recruitment, Supporting Children with Medical Conditions, Single Equality Scheme, Searching Screening & Confiscation, Transgender and Health & Safety Policies
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Anti-bullying Policy and Procedure

1. Definitions

The County High School Leftwich defines bullying as:-

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

Bullying can include but is not limited to:

- 1.1. Physical conduct
- 1.2. Verbal conduct
- 1.3. Behavioural conduct
- 1.4. Sexual conduct
- 1.5. Sexualised online bullying
- 1.6. Cyber bullying

2. Values

The County High School Leftwich:

- 2.1. strives to keep its students safe whilst they are in our care;
- 2.2. strives to ensure that the culture of the school is one in which everyone is equally valued and treats one another with respect;
- 2.3. 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;
- 2.4. will strive to encourage, support and enable all students and staff to reach their full potential;
- 2.5. will challenge all forms of prejudice and discrimination; verbal, physical and online; and promote equality and good relationships, celebrating and embracing difference;
- 2.6. will work in partnership with parents/carers and the wider community to challenge prejudice and discrimination and establish, promote and disseminate good practice;
- 2.7. will work to ensure that all staff, students and parents/carers adhere to the policy.

3. The County High School Leftwich will also act to ensure that every member of the school community:

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

4. Responsibilities

Governing Body:

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

5. **Headteacher:**

- 5.1. ensuring compliance with recording procedures required by the DfE;
- 5.2. along with the Governing Body, ensuring that the policy and its related procedures and strategies are implemented;
- 5.3. 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;
- 5.4. taking appropriate action in any cases of discrimination.

6. **People with specific responsibilities:**

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

- 6.2. Those dealing with incidents of bullying will recognise:

- 6.2.1 the necessity of involving parents/carers as soon as possible;
- 6.2.2 the necessity for a real partnership between home, school and student;
- 6.2.3 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.

- 6.3. The SLT Lead will liaise with the designated Governor for Safeguarding on the appropriate committee of the Trustees.

6.4. **All staff will:**

- 6.4.1. 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.
- 6.4.2. promote equality and good relationships especially but not exclusively, via effective delivery of the EfL schemes of work which are evaluated regularly.
- 6.4.3. promote whole-school self-discipline among students and encouraging respect for and sensitivity towards the feelings of others, in line with Behaviour Expectations. (Refer to Behaviour for Learning Policy)

6.4.4. 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. (Refer to Acceptable Use Contract and Policy, E-Safety Policy).

6.5. **Teaching staff will:**

6.5.1. ensure that students from all groups have full access to the curriculum;

6.5.2. promote equality, diversity and inclusivity through teaching and through relationships with students, staff, parents/carers and the wider community.

PROCEDURE FOR DEALING WITH COMPLAINTS OF BULLYING

1. HEADTEACHER

1.1. Consistent with The County High School's Behaviour for Learning Policy bullying will not be tolerated. 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.

2. PROCEDURE

2.1. 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 Year Leader. The Year Leader will either investigate the matter themselves 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. Tutors must keep Year Leaders informed and Year Leaders must keep senior staff involved when investigations identify well-founded allegations of bullying.

2.2. 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 they need further support.

2.3. 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.

2.4. Where a student has been bullied and a student has bullied a note of this should be recorded on the Management Information System records (SIMS) of both students as an aide memoir.

2.5. 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. The parents/carers of the victim and of the bully must be involved at the earliest possible opportunity.

2.6. Strategies may include the following:

2.6.1. Restorative Conversation;

2.6.2. Counselling on appropriate behaviour;

2.6.3. Development of coping strategies, confidence building and assertiveness techniques;

2.6.4. Working with parents/carers to develop in the student a greater sensitivity to the feelings of others;

2.6.5. A no blame forum (or mediation) in which attitudes, feelings are explored and/or shared agreement as to what happens next.

- 2.7. 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.
- 2.8. Sanctions may include the following:
 - 2.8.1. Reprimand and warning
 - 2.8.2. Withdrawal of break and lunchtime privileges
 - 2.8.3. Detention
 - 2.8.4. Time-specific non-access to IT network
 - 2.8.5. Attachment to SLT
 - 2.8.6. Step-Out Programme
 - 2.8.7. Suspension
 - 2.8.8. Permanent exclusion
- 2.9. The strategies/sanctions employed must be fair and proportionate to the behaviour causing concern and monitored to ensure that their success is long lasting.