



# Policy Against Bullying

**Signed by  
Chair of Governors**

**Agreed by the Governing Body on 1<sup>st</sup> July 2019**



## **Contents**

	<b>Page</b>
Rationale	2
Purpose	2
Guidelines	2
Appendix 1	4

## **HOLMES CHAPEL COMPREHENSIVE SCHOOL**

### **ANTI-BULLYING POLICY**

Bullying is defined as the repetitive hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can be carried out in a variety of ways such as physical, verbal or psychological and can happen face-to-face or through cyber-space.

Most forms of bullying have these things in common:

- o Intended to cause harm or humiliate
  - o It is repeated often over a period of time
  - o There is evidence of a power imbalance.
- The school has a responsibility to minimise the incidence of bullying and deal with it effectively when it does occur.
  - The school will encourage students to tell someone of any incidents.
  - The school has a responsibility in making parents/carers aware of the anti-bullying policy. The school intends to achieve this by Appendix 1.

This policy sits alongside other policies that re-inforce our commitment to safeguarding students (Safeguarding Policy, Behaviour Policy and E-safety policy).

#### **Rationale**

Our core purpose is to enable all students to learn and to achieve.

To facilitate this:

- Every member of Holmes Chapel Comprehensive School has the right to be treated with respect.
- The school will make clear that any form of bullying behaviour is totally unacceptable.

#### **Purpose**

- The school seeks to provide a friendly, welcoming atmosphere which is caring and protective of everyone and where learning can take place without fear of bullying or harassment of any kind.
- The school will provide a framework for dealing with any incidents in a fair manner and will refer to County Guidelines, National Guidelines and Every Child Matters.

#### **Guidelines** **School**

- The school expects a high standard of behaviour as detailed in the Code of Conduct and promotes positive approaches to achieve this.
- The school has a responsibility to recognise bullying behaviour which may take many forms:
  - physical, e.g. hitting, kicking, taking belongings
  - verbal, e.g. name-calling, insulting remarks of a personal nature

- indirect, e.g. spreading nasty stories about someone, excluding someone from social groups
- cyber-bullying, e.g. name-calling via SMS texting, and social network sites etc
- bullying related to race, religion or culture
- homophobic bullying (e.g. use of the word 'gay'), or remarks related to sexual orientation
- that related to special educational needs or disabilities
- sexist or sexual bullying
- that related to appearance or health conditions
- bullying of young carers or of cared-for children, or that which relates in some way to home circumstances
- emotional, social alienation

### **Parents/Carers**

#### **Parents / carers have a responsibility to:**

- Actively support the school's Code of Conduct.
- Inform school of incidents of bullying reported by their children.
- Support their children and the school in their efforts to deal with the problem (applies to Parents of Victims and Bullies).

### **Students**

- Students should show respect, care, courtesy and consideration for all members of the school community at all times.
- Any incidents of bullying to themselves or any incidents that they witness should be reported to any member of staff or Sixth Form TAB Team. This could also be via e-mail to their Head of House.
- Students should report any incidents of bullying that they witness.
- Students should carefully consider the consequences of their actions on others.

# HOLMES CHAPEL COMPREHENSIVE SCHOOL

## ANTI-BULLYING POLICY

### APPENDIX 1

We believe that it is the responsibility of all our staff to ensure that our students can be educated in a secure and happy environment:

**Students**: behave with expected degree of decency and tolerance towards one another, offering appropriate support to victims of bullying.

**School Leadership Team**: support the implementation of the school's policy and help to raise awareness of it.

**Governors**: support the school in its implementation of a policy against bullying.

**Staff with responsibility for relevant areas of the curriculum**, especially PDC: maintain curriculum content which addresses issues related to bullying, and Heads of Faculty manage groupings effectively.

**Student Services** are of particular importance in:

- a) Co-ordinating the implementation of the policy through the teams of Group Tutors
- b) Collating and recording information on incidents of bullying
- c) Dealing with cases of bullying in accordance with the school policy
- d) Contacting and working with the parents of victims and bullies
- e) Contacting and working with external agencies where appropriate.

**Teachers**: encourage adherence by students to the Code of Conduct, implement areas of the PDC curriculum which address issues related to bullying, pass on information to Student Services, and offer support to victims of bullying.

**Non teaching staff**: have a key role in identifying instances of bullying and referring them to staff with responsibility for dealing with them.

**Student Council**: Keeps school informed of the student perspective on incidents of bullying. Reinforces awareness among students of support available through assemblies and student counselling sessions.

## **Strategies for minimising the incidence of bullying and dealing with bullying when it occurs.**

### **Prevention**

- Raise awareness amongst students and parents/carers of school's position against bullying.
- Foster an atmosphere in which students feel comfortable about seeking help and in which they know how to seek help.
- Make students aware of strategies for coping with bullying.
- Minimise the occurrence of situations in the school day which make bullying likely to occur, particularly by active staff supervision at break and lunchtime.
- Provide positive reinforcement of good behaviour both informally and formally.
- Provision of safe havens and constructive activities at lunchtimes.
- Input from Heads of House into support for trainee and Newly Qualified Teachers.
- Consult with Year and Student Council regularly re areas and times bullying most likely to occur.
- Guidance to non-teaching support staff.

### **Dealing with bullying**

Aims: a) to support and counsel the victim  
b) to correct the behaviour of those responsible  
c) to prevent re-occurrence

Via: a) prompt but considered response to incidents which should include reference to 'Suggested Strategies for dealing with Bullying' and Cheshire East "Developing effective anti-bullying practice"  
b) collation of relevant information.

- Use of existing sanctions. (These will be applied only with a view to improving the behaviour of those responsible and to showing the school's commitment to its policy against bullying.)
- Contact with the parents of both victims and bullies in the vast majority of cases. This will normally be carried out by Student Services and should always be followed by feedback about progress made in dealing with the incident.
- The use of appropriate counselling strategies such as: Talking to tutor, Student Services or independent listener, such as a teacher confidante \*, sixth form confidante \*, external counsellor
- Feedback to victims, bullies and other concerned parties (eg Group Tutors) about progress made in dealing with the incident.
- Drawing up an action plan with agreed, time-related outcomes.
- Termly review of all incidents on Behaviour Monitoring system conducted by Student Services. . This is intended to help analyse trends and prompt follow-up and review where necessary.

\* Such conversations must be conducted within guidelines for safeguarding.

	Possible strategies - Victim	Possible strategies - Bully
<b>Stage 1</b> First notification of possible bullying	<input type="checkbox"/> Speak to both parties individually and any useful witnesses <input type="checkbox"/> Inform staff through Bulletin <input type="checkbox"/> Inform parents (depending upon circumstances/severity of incident)	
<b>Stage 2</b> Further incidents	<input type="checkbox"/> Contact home outlining concern and proposed approach <input type="checkbox"/> Provide with bullying journal <input type="checkbox"/> Support given by Head of House	<input type="checkbox"/> Contact home outlining concern and proposed approach <input type="checkbox"/> Consider use of sanctions such as detentions <input type="checkbox"/> Apologies to victim (Written?)
<b>Stage 3</b> Continued Persistent Incidents	Broaden support offered eg: <input type="checkbox"/> Staff Confidante <input type="checkbox"/> Counsellor <input type="checkbox"/> Safe havens at problematic times <input type="checkbox"/> "Buddy" system	Broaden support offered eg: <input type="checkbox"/> Staff Confidante <input type="checkbox"/> VISYON <input type="checkbox"/> More frequent contact with home <input type="checkbox"/> Meeting with parents <input type="checkbox"/> Increase severity of sanctions in line with school discipline policy <input type="checkbox"/> Kooth
<b>Stage 4</b>		<input type="checkbox"/> Support of Head and Behaviour & Wellbeing committee of Governors with subsequent implementation of their recommendations

All incidents of bullying are reported on SIMS.

Prepared by: Mrs F Fellows

Approved by the Governing Body: 1<sup>st</sup> July 2019

Signature: *Christina M. Burgess.*

Name: Mrs M Burgess, Chair of Governors

Date: 1<sup>st</sup> July 2019

To be reviewed in 3 years

Date for review: June 2022