ANTI-BULLYING POLICY

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Full Governing Body of Alsager School
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(*Pastoral staff listing, (page 8) - updated March 2025
and approved by Chair of Governors, AWh)

Chair of Governors:
Mr Lindsay Purcell/Mrs A Wheaver

Signature:

Date: 30.11.22/updated March 2025

ANTI-BULLYING POLICY

Mission Statement

Our Vision: to create an inclusive environment where all are empowered to thrive, hold themselves accountable and achieve. Our ethos of kindness is lived and not just talked.

Alsager School is committed to providing a caring, friendly and safe environment for any member of the school community. The school community is made up of students, parents/guardians/carers, governors and all staff. Every member of this community has the right to feel secure, equally valued and respected. The staff and the students work together to continue this safe environment where students can learn. Bullying of any kind is unacceptable but if it does take place, people should be able to tell someone in the knowledge that incidents will be dealt with effectively and promptly. As a result of this policy and the school's procedures, every student knows that there are a variety of ways that they can report bullying and receive the support that they need. We are an open school and we acknowledge that in our school community there will be incidents of bullying. We promote the SPIRIT values with kindness and mutual respect underpinning our school ethos.

It is important that every member of the school community addresses incidents of bullying. All members of staff should report any incidents and we strongly advise all students to report incidents to a trusted adult in school, parent or carer.

Aims of the Policy

- To create a clear and agreed understanding of what bullying is and how Alsager School responds should it arise.
- To provide a safe and positive environment for **all** members of the school community and create an environment that prevents bullying from being a problem in the first place.
- To offer support to those who experience bullying and ensure they are listened to.
- To help those engaging in bullying behaviour by applying appropriate sanctions and providing learning opportunities to help them face up to and repair the harm they have caused.
- To communicate with parents/guardians/carers and other appropriate members of the school community or other external agencies in support of an open and honest anti-bullying ethos.
- To reinforce the value of good behaviour at school, to and from school and at home.
- To promote a culture of Tolerance as per the SPIRIT values so that difference is celebrated and understood.

Definition of Bullying

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying can be:

Emotional	being unfriendly; excluding; tormenting (e.g. hiding belongings, stealing items, placing other unwanted belongings into bags/belongings; threatening gestures; spreading rumours). Banter – someone may say that it is just 'banter', or just a joke, however banter is when both parties enjoy the joke. If one person leaves feeling upset, sad, humiliated, angry, frustrated, this is no longer banter and it should not be called banter.
Physical	hitting; kicking; pushing; spitting or any use or threat of violence. Intimidating others.
Psychological	Such as deliberately excluding or ignoring people,
Racist, Religious or Cultural	Derogatory name calling, insults, racist jokes, insulting slurs, persistent teasing, ridicule or mockery of a person for a perceived cultural difference, verbal abuse by name calling or mockery. Indirect racial, religious and cultural harassment may take the form of exclusion from activities, refusal to co-operate with a student, humiliation, spreading rumours, racist comment within class discussions. 'Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or religion or perceived race or religion.'
Sexual/ gender/ age biased	unwanted physical contact, innuendo or sexually abusive comments or actions in relation to an individual's gender, sexual orientation or age. Includes sexual harassment and unwanted sexualized language in spoken and written form. Sexist language may take the form of e.g. 'don't be such a girl'. This implies that being a girl in this context is less worthy. Cat calling and whistling would be considered as sexual harassment.
Homophobic/ biphobic/ transphobic	It is bullying based on prejudice or negative attitudes, expressed beliefs or views specifically about lesbian, gay, bisexual or trans people or those students who are questioning their identity and/ or sexual orientation. It can be verbal abuse by name calling; physical threats or attacks (to person or property). It can suggest that someone is less worthy because they are lesbian, gay, bi or questioning. Questions from other students may take the form of: 'you don't like football, are you gay?' 'you like boys and girls, can't you make your mind up, or are you greedy?' 'are you a boy or a girl?' 'what body parts do you have?' The casual derogatory language of 'that is gay' is negative and implies that the person or action being referred to is rubbish or not worthy.
Disabilist/ related to SEN	any form of behaviour or language which makes a pupil feel marginalised or unwelcome relating to actual or perceived disability or additional need
Cyber	Abuse of the internet such as email, SMS, social media, gaming platforms. Threats by text messaging, calls or voicemails. Misuse of associated technology e.g. camera and video facilities.
Verbal	Is a means of saying or writing words in a negative way such as insults, teasing, put downs, threats etc.
Body image/ size/ hair colour	Verbal/cyber abuse of name calling, derogatory language, humiliation, unwanted comments towards a person about their size, height, weight, image, hair colour, e.g. referring to someone as 'ginger' where the implication is that this is negative.

The importance of bullying prevention and intervention

Bullying is harmful.
Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated. Each individual has the right to be treated with respect in an environment where bullying is regarded as an anti-social act. Those who choose to bully need to learn different ways of behaving and understand that this behaviour is not acceptable at Alsager School and will result in consequences as per our Behaviour Policy.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content. The wider search powers included in the Education Act 2011 give school stronger powers to tackle cyberbullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Changes in behaviour

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do badly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

- withdraws from their peer group

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

If a parent/ carer or friend is worried about a student and their welfare, they should always report it and should never ignore it.

Prevention

It is the responsibility of all staff/students/parents and carers to be aware of the effect of bullying on the individual.
Prevention is clearly the strategy of choice and needs to be addressed vigorously by a variety of techniques in order to prevent bullying, promote respect and openly discuss differences between people that could motivate bullying.

At whole school level – through the SPIRIT values we promote self-regulation and tolerance. This is done across our curriculum and pastoral care. For example, through assemblies to communicate Alsager School's bullying prevention stance and the work of Alsager's Student Anti-Bullying Ambassadors to promote how the community can work together to prevent its occurrence. These opportunities will also celebrate the bullying prevention work of the school as differences are celebrated, an example of this is our SPIRIT days which are focused on the value of tolerance.

At class-room level – during tutor time, PSHE and SPIRIT lessons and the active teaching of social and emotional skills within these contexts as well as the creation of a code of conduct.

At supervisory level – all staff engaged in this activity will be familiar with the Anti-Bullying policy and all teaching staff will receive training from the Anti-Bullying ambassadors in college briefings in addition to their Safeguarding training. Staff will
openly discuss differences between people that could motivate bullying and promote tolerance as per our SPIRIT values. Break times/lunch times will be adequately supervised to reduce the risk of bullying incidents.

- Students will be provided with the opportunity for confidential/anonymous communications relating to the issue (SHARPS). Every year the SHARPS system is re-launched with all students so that they know how they can access it and how they can use it. This system is available to all students who attend Alsager School. They will also find a wealth of supportive materials on this site that includes other links to support. They will also participate in the development and evaluation of anti-bullying policy and practice. Our 'Anti-Bullying Ambassadors' have a strategic lead on bullying prevention.
- The Heads of College, Behaviour mentor and Learning Support as a whole will provide mentoring and mediation intervention where appropriate to both victim and bully.
- The disciplinary consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- At peer level- through support groups, peer mediation and contribution of suggestions to sanctions where appropriate.
- To ensure that parents/carers are informed and updated in respect of bullying prevention and intervention within the school and that they encourage positive behaviour at home.

Intervention

All staff involved in the teaching and/or supervision of students will take responsibility for addressing incidents which fall within the school's definition of bullying. A record will be made of any incident through CPOMS for the attention of the Head of College. The Anti-Bullying lead will monitor these incidents and report to the Safeguarding Governor accordingly. A regular review of bullying incidents will take place each half-term.

Reporting and Recording

Students

- Through the online SHARPS system which can be accessed through the home page of the school website. This is an anonymous reporting system for all students to access.
- To a form tutor or member of staff. This will be dealt with by the member of staff or passed to a Head of College to deal with.
- During the school day in the College office; students can talk to a member of the pastoral team in the College office.
- The anti-bullying ambassadors will look at ways to make reporting easier for students and working with the relevant Heads of College and Anti-Bullying Lead develop the culture in school where reporting becomes the norm.

School Staff

- If bullying is suspected or reported, the incident will be initially dealt with by the member of staff who has noticed it or has been approached. Details of the incident must be recorded in CPOMS where the Head of College will be made aware to ensure that an effective and fair investigation is made and a clear account of the incident is recorded. Those involved or implicated will be interviewed and listened to. Incident forms will be completed.
- Parents/carers will be kept informed by Heads of College via telephone calls, meetings, letters etc.
- Sanctions for the perpetrator and support for both the perpetrator and victim will be put in place as appropriate and outcomes monitored to prevent recurrence of the bullying behavior.
- Heads of College are to ensure that each identified incident of bullying will be entered onto CPOMS with actions that have been carried out. Each incident will be reviewed at fixed periods to ensure that further incidents have not occurred and that the resolution is clear.
- The Anti-Bullying Lead to be advised of all identified bullying incidents and also to review recording every half term.

Support

Students

Students who have been bullied will be supported by:

- Access to confidential reporting
- The use of SHARPS which allows for anonymous reporting.
- Discussing the experience with a trusted adult.
- Being reassured that the bullying will be taken seriously and investigated.
- Being offered support, for example by talking point, befriending or assertiveness training.

Students who have bullied will be helped to face up to the harm they have caused and learn from it by:

- Discussing the incident to account for their behaviour.
- Establishing the wrong-doing and being provided with an opportunity to put right any harm they have caused.
- Receiving counselling or external training from the appropriate agencies.

Anti-Bullying Ambassadors

A number of pupils from KS3 and KS4 have volunteered to be anti-bullying ambassadors, they are working with Sixth Formers who have previously served as such and will receive training via The Diana Award. They will be actively involved in the application of this policy. Through the anti-bullying policy they will work on informing and educating students and staff with regard to recognising bullying, how to deal with it and how to educate others. Activities include contributing to the 'anti-bullying action plan', delivering workshops to students and delivering training to. As a school we are also committed to train other students via the Diana Award to become ambassadors.

Parents/Carers

Parents/Carers of a bullied child or a perpetrator (as per the school's definition within this policy) will:

- Liaise with his/her child's Head of College and where possible provide specific information to assist in the investigation of the incident. It is important that any incident is shared with pastoral staff so that they can support and intervene appropriately.
- Maintain contact with the School to keep track of progress.
- Be contacted by his/her Head of College if their child is bullying to establish an understanding of their role in helping their child to learn about the consequences of their actions.
- Support the school in its efforts to help deal with their child's behaviour through implementing disciplinary sanctions.
- Understand that the Education Act 2011 provided the power to schools so that staff (authorised by the headteacher) can seize and search a mobile phone and can examine data or files and delete these where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone or belongings.
- Parents should encourage discussion at home that celebrates difference and promotes tolerance so that the school can also teach children that using any prejudice-based language is unacceptable.

Staff

- 'It is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable' *Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2017*

Sanctions

The School will respond to incidents of bullying in a proportionate way. When sanctions are deemed to be necessary they will be applied fairly and consistently.
A range of disciplinary options may be considered:
- Monitoring by Heads of College.
- Removal from class/group.

- Loss of lunch-time privileges.
- Withdrawal of ICT access rights if this facility is being used to bully.
- Internal isolation.
- Fixed periods of exclusion.
- Permanent exclusion [in extreme cases which may involve violence].

Monitoring and Evaluation Review

The School will review this policy regularly to assess its implementation and effectiveness. The views of students, staff, parents and carers will be drawn upon to instigate changes and improvements where necessary.

Documents and legislation used in creating this policy:

- Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2017.
- The Equality Act 2010.
- Keeping Children Safe in Education (KCSIE).
- DFE Behaviour and Discipline in Schools Guidance.

This Policy should be read in conjunction with:

- The Child Protection and Safeguarding Policy
- The Behaviour Policy
- Alsager School Values – British Values and SMSC
- Equality and Diversity Policy
- E-Safety Policy

Staff with key responsibility for anti-bullying and safeguarding:

Anti-Bullying Lead:
 Mrs Liz Brazier, Assistant Headteacher

Pastoral Staff:
1. Nia Salt - Head of Dod College
2. Ceri Richardson - Head of Lovell College
3. Jennifer Broad - Head of Moreton College
4. Victoria Monaghan - Head of Royce College
5. Sophie James - 6th form safeguarding lead and pastoral lead

How we will deal with incidents:

Class teachers, form tutors and support staff

- To deal with bullying behaviours in the first instance unless they are serious incidents. All incidents to be recorded on CPOMS.
- To take account of the developmental needs of the individual and adopt a range of good classroom management skills to promote and facilitate positive behaviour e.g. differentiation, seating arrangements, directed support, verbal reminders/prompts. ⁊ To facilitate sanctions as

a result of negative bullying behaviour e.g. supported relocation to work, loss of break time, after school detention.

Heads of College:
➢ To monitor all types of behaviour.
➢ To look for patterns of bullying behaviour which may suggest additional support or interventions are needed for a particular subject or time of day.
➢ To prompt a behaviour plan and gather information to write a behaviour profile.
➢ To arrange short term solutions such supported alternative timetable arrangements.
➢ To liaise with parents and carers to keep them informed of bullying behaviour issues and strategies.
➢ To liaise with class teachers and duty staff leads to improve behaviour.
➢ To meet regularly with form tutors to monitor behaviour.
➢ To support the class teachers and form tutors in arranging and facilitating strategies to improve behaviour.
➢ To liaise with the SLT link to arrange and implement long term interventions.
➢ To arrange meetings with parents to discuss concerns about a student's behaviour and work with them collaboratively on ways to improve it.

Anti-Bullying Lead:
➢ To meet regularly with the Heads of College to monitor behaviour.
➢ To oversee and monitor reporting of incidents and any follow ups necessary
➢ To assist Heads of College with management of serious incidents or pupils persistently causing issues
➢ To provide information regarding issues of concern which may need input from external professionals
➢ To liaise with Headteacher and if necessary, Governors regarding incidents where the outcome is likely to fixed term or permanent exclusion.
➢ To review incidents on a half-termly basis and ensure fair and consistent sanctions are given alongside restorative work.

Legislative Links:

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010 Power to tackle poor behaviour outside school

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. http://www.anti-bullyingalliance.org.uk
Bullying and Mental Health guidance for teachers and other professionals.

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. www.kidscape.org.uk

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.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. www.restorativejustice.org.uk

Child Net International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

- ➢ Beat Bullying: www.beatbullying.org
- ➢ Childline: www.childline.org.uk
- ➢ DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventingand-tackling-bullying
- ➢ DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy
- ➢ Family Lives: www.familylives.org.uk
- ➢ MindEd: www.minded.org.uk
- ➢ NSPCC: www.nspcc.org.uk
- ➢ PSHE Association: www.pshe-association.org.uk
- ➢ The Diana Award: www.diana-award.org.uk
- ➢ Victim Support: www.victimsupport.org.uk
- ➢ Young Minds: www.youngminds.org.uk
- ➢ Young Carers: www.youngcarers.net Cyberbullying
- ➢ Childnet International: www.childnet.com
- ➢ Digizen: www.digizen.org ⬚ Internet Watch Foundation: www.iwf.org.uk
- ➢ Think U Know: www.thinkuknow.co.uk
- ➢ UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ
- ➢ EACH: www.eachaction.org.uk
- ➢ Pace: www.pacehealth.org.uk
- ➢ Schools Out: www.schools-out.org.uk
- ➢ Stonewall: www.stonewall.org.uk

SEND
- ➢ Changing Faces: www.changingfaces.org.uk
- ➢ Mencap: www.mencap.org.uk
- ➢ DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Racism and Hate

Racism and Hate
- ➢ Anne Frank Trust: www.annefrank.org.uk
- ➢ Kick it Out: www.kickitout.org
- ➢ Report it: www.report-it.org.uk
- ➢ Stop Hate: www.stophateuk.org
- ➢ Show Racism the Red Card: www.srtrc.org/educational