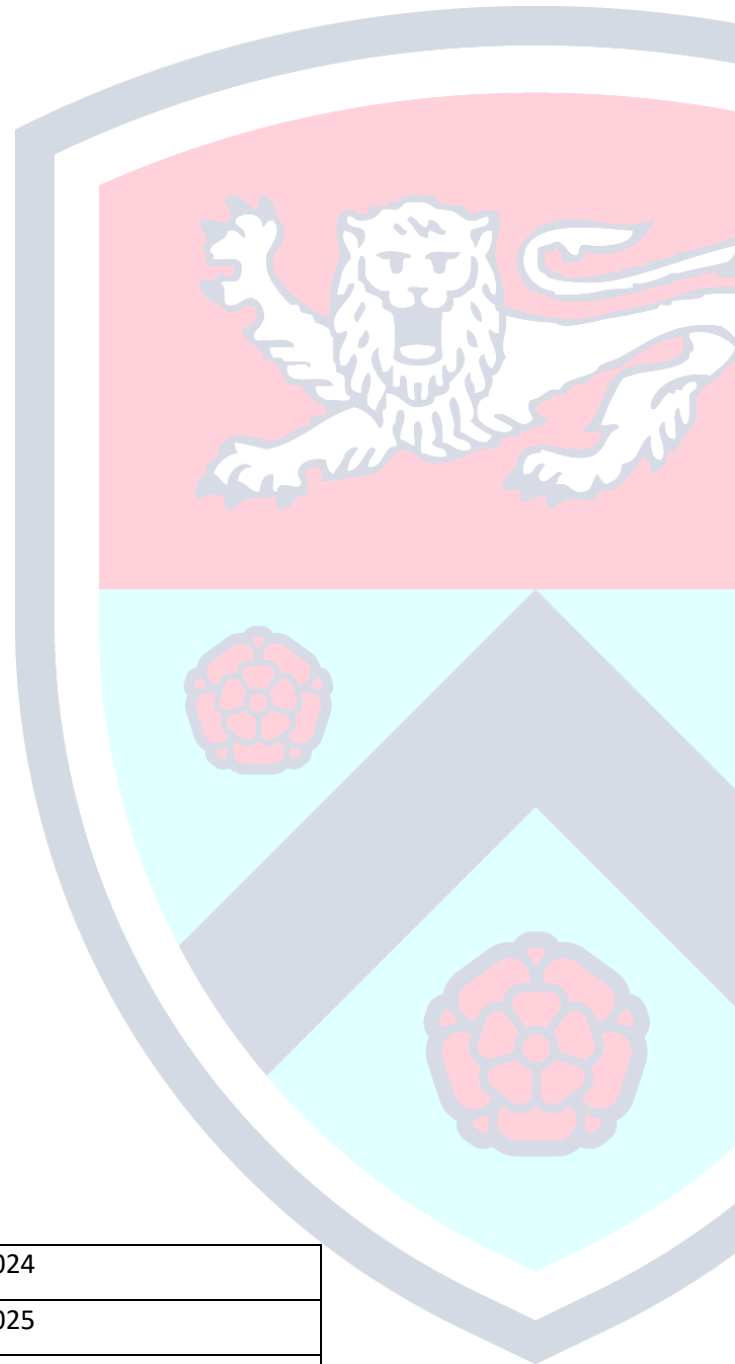




# Anti-bullying Strategy



## Document Control

Date effective from	1 <sup>st</sup> September 2024
Date of next review	1 <sup>st</sup> September 2025
Review period	12 months
Status	Statutory
Owner	Carnforth High School
Version	1.0

**Confidence Purpose Respect**

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## **1 Compliance**

1.1 This anti-bullying policy has been prepared with due regard to the following statutory provisions and guidance:

1.1.1 [Education (Independent School Standards) (England) Regulations 2014].

1.1.2 Education and Inspections Act 2006.

1.1.3 Equality Act 2010.

1.1.4 The Department for Education's advice, "Behaviour and Discipline in Schools" February 2024.

1.1.5 The Department for Education's advice "Preventing and Tackling Bullying" July 2017.

1.1.6 The Department for Education's guidance "Cyberbullying: advice for headteachers and school staff" 2014.

## **2 About this policy**

2.1 Carnforth High School's behaviour policy outlines how discipline and order will be maintained at the school. This policy is supplemental to the behaviour policy and should be read in conjunction with it.

2.2 Carnforth High School is committed to ensuring all pupils have a safe environment in which they can learn and is also free from bullying.

2.3 Persistent bullying behaviour is also referred to as 'Child on Child abuse', in line with Keeping Children Safe in Education 2024.

2.4 Carnforth High School wants to make it clear to all pupils and parents that bullying, in any form, is completely unacceptable and will not be tolerated.

2.5 Those pupils found to be involved in the harm (bullying) towards another pupil will be dealt with under the sanctions outlined in the behaviour policy.

## **3 Carnforth High School's aims**

3.1 At Carnforth High School we want every member of the school community to thrive in a happy, supportive and safe learning environment. Our school aims state that by the time a pupil leaves Carnforth High School in year 11, we want them to:

- Have plans in place for their future
- Know how to maintain a healthy body and mind
- Have respect and understanding for themselves and others, regardless of differences
- Have productive roles as a contributing member of society
- Enjoy learning, see it as a lifelong process and have developed an enquiring mind
- Have achieved their best academic outcomes.

3.2 We have high expectations of conduct for all members of our school community, and encourage our pupils to demonstrate our school values of confidence, purpose and respect on a daily basis. The Carnforth Way is the way we do things in our school, and is grounded in the belief that:

- Learning is our top priority, both within and outside the classroom
- Every member of our school community has the right to be treated with dignity and respect
- Every member of our school community has the right to equality of opportunity, irrespective of gender, gender identity, sexual orientation, disability, race, religion/ belief, social class or educational need.
- Every pupil builds confidence by trying their hardest in the classroom and being aware of their personal responsibilities
- Every pupil develops purpose by arriving at school prepared and ready to learn
- Every pupil shows respect and purpose by arriving at school wearing the correct uniform and dressed smartly (please see CHS uniform policy)
- All pupils have the right to learn without being disturbed by others, and teachers have the right to teach without being disturbed
- All pupils have the right to feel safe, secure, valued and happy
- Our school environment should be calm and safe, including corridors, dining rooms and recreation areas
- Success should be rewarded and celebrated
- 4 In the classroom, always adhere to the 'Carnforth 6'.

4.1 Carnforth High School use a reward system to positively reinforce positive behaviour and conduct.

4.2 Everyone has a responsibility for safeguarding and promoting the wellbeing of all pupils and all staff have a duty of care, to ensure our pupils are protected from harm.

4.3 In line with KCSIE 2024, we refer to acts of bullying as child-on-child abuse when recording our concerns.

4.4 Carnforth High School will:

- Adopt a consistent approach toward incident of bullying
- 4.5 Raise awareness of bullying and promote positive relationships based on mutual respect and kindness
- Promote a positive anti-bullying culture in school
- Provide support for all members of the school community that may be involved in dealing with an incident of bullying
- 4.6 Provide appropriate training from both staff and pupils across the school

- Ensure fair treatment for all, regardless of age, culture, race, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.

## 5 Definition of bullying

5.1 Bullying is defined as a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It involves an imbalance of power between the pupil causing harm and the pupil who is harmed. 'Deliberate, persistent behaviour that causes another person/s upset.':

4.1.1 Deliberate means that the person involved chose to make the decision to upset someone.

4.1.2 Persistent means that it happens on more than one occasion.

4.1.3 Bullying can be physical, verbal, written, emotional, discriminatory, relational aggression and/or electronic.

5.2 Bullying includes victimisation and harassment because of the protected characteristics of the 2010 Equality Act which includes racism, sexism, homophobia, biphobia and transphobia.

5.3 There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

## 6 Types of bullying

6.1 There are several types of bullying, but most have three things in common:

5.1.1 It is a deliberately hurtful behaviour.

5.1.2 It is repeated over time.

5.1.3 There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

6.2 The nature of bullying can be:

5.2.1 Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact).

5.2.2 Verbal (e.g. name calling, ridicule, comments).

5.2.3 Cyber (e.g. messaging, social media, email).

5.2.4 Emotional/indirect/segregation (e.g. excluding someone, spreading rumours).

- 5.2.5 Visual/written (e.g. graffiti, gestures, wearing racist insignia).
- 5.2.6 Damage to personal property.
- 5.2.7 Threat with a weapon.
- 5.2.8 Theft or extortion.

6.3 Persistent bullying can be based on any of the following things:

- 5.3.1 Race (racist bullying).
- 5.3.2 Sexual orientation (homophobic or biphobic).
- 5.3.3 Special educational needs (SEN) or disability.
- 5.3.4 Culture or class.
- 5.3.5 Gender identity (transphobic).
- 5.3.6 Gender (sexist bullying).
- 5.3.7 Appearance or health conditions.
- 5.3.8 Religion or belief.
- 5.3.9 Related to home or other personal circumstances.
- 5.3.10 Related to being a member of an identified vulnerable group.

6.4 Carnforth High School will not tolerate the following behaviours; they will be monitored, investigated, and dealt with:

- 5.4.1 Bullying outside of school: This is unacceptable and will not be tolerated.
- 5.4.2 Derogatory language: Derogatory or offensive language is not acceptable and will not be tolerated.
- 5.4.3 Prejudice based incidents: A prejudice-based incident is unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

## **7 Roles in incidences of bullying**

7.1 It is necessary to identify and deal with roles played in any incident of bullying:

- 7.1.1 The bully (the child who hurts another): the instigator of the bullying, or active participant in it .
- 7.1.2 The victim: the person that is harmed by the bullying.
- 7.1.3 The negative bystander: a person who witnesses the bullying whose behaviour supports the bully, for example through laughter etc.
- 7.1.4 The passive bystander: a person who witnesses the bullying but does nothing.
- 7.1.5 The active defender: a person who actively supports the victim, through asking them to walk away or at times tackling the bullying.

## **8 How to identify if a pupil may be being bullied**

8.1 Carnforth High School employees, pupils and parents should be alert to changes in a pupil's behaviour. Some pupils may show signs of the following if they are being bullied:

- 8.1.1 becoming shy;
- 8.1.2 nervousness.
- 8.1.3 feigning illness;
- 8.1.4 staying close to adults;
- 8.1.5 seeking to be absent from Carnforth High School
- 8.1.6 Withdrawal from activities they enjoy
- 8.1.7 Withdrawal from social interactions with peers
- 8.1.8 Low mood

## **9 How a pupil should report bullying**

9.1 If a pupil feels that they are being bullied, they should speak with an employee of Carnforth High School. All employees of Carnforth High School will be trained in how to deal with allegations of bullying.

9.2 It would be preferable for the pupil to report an incident (or series) of bullying to one of the following:

- 9.2.1 their Form Tutor;
- 9.2.2 their Year Leader

9.3 Once an allegation has been made the pupil will speak with their Year Leader to compose a statement about the incident

9.4 The allegations will be fully investigated by the Year Leader or another member of the pastoral team.

9.5 If the outcome of the investigation is to substantiate the allegation of bullying Carnforth High School will act swiftly to resolve the problem.

9.6 The pupil(s) who has been found to be bullying another pupil will be asked to accept the injustice of his/her actions. If it is accepted, the bully will be given a verbal explanation by the investigator as to why the actions of the bully are unacceptable and that the situation will be monitored. Parents will be informed.

9.7 If bullying becomes persistent Carnforth High School will involve the parents of the bully and victim. Carnforth High School may put in place one of the following sanctions until the situation has been resolved:

9.7.1 isolating the bully from the victim during break/lunchtime.

9.7.2 moving the bully/victim from the same lessons; and,

9.7.3 in more serious cases the following may be necessary.

9.7.4 involving appropriate external agencies.

9.7.5 recording incidence on the Pupil File; or

9.7.6 suspension or permanent exclusion from Carnforth High School.

9.8 Carnforth High School has access to support counsellors who can be used to assist the bullied pupil and the bully so that any issues arising from the incidence of bullying can be identified and dealt with.

## **10 Criminality**

10.1 Carnforth High School recognises that while bullying itself is not a criminal act some types of threatening or harassing behaviour/communications could be a criminal offence.

10.2 If a member of staff feels that an offence has been committed, they should seek assistance from the police.

## **11 How Carnforth High School seeks to eliminate bullying**

11.1 We challenge the root of all bullying problems, unkindness, by addressing any unfriendly or harsh comments, including those that are made indirectly, or as 'banter'. Our school vision is that everyone in our school community feels respected and safe.

11.2 We are transparent and clear to all stakeholders how they can report bullying and how it will be dealt with.

11.3 The Lifeskills programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.

11.4 Assemblies, Form time activities (including The Carnforthian) explore the importance of inclusivity, dignity, and respect as well as other themes that play a part in challenging bullying.

11.5 Through a variety of planned activities and time across the curriculum and during Enrichment days, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.

11.6 Stereotypes are challenged by staff and pupils across the school.



- 11.7 Pupils are involved in developing school-wide anti-bullying initiatives through consultation.
- 11.8 We work with parents and carers, and in partnership with community organisations and external providers to tackle bullying where appropriate.

## **12 How bullying is monitored at Carnforth High School**

- 12.1 Staff record any incidents on our reporting system CPOMS.
- 12.2 Staff will proactively respond to necessary support through the pastoral team; form tutor, subject teacher, or external agency support. Restorative justice is a system that can be used to resolve bullying issues.
- 12.3 The Senior Assistant Headteacher for Behaviour will monitor the reported incidents This information, and appropriate actions will be monitored through weekly meetings with DSL team and Year Leaders.
- 12.4 The Lead DSL will produce half termly reports summarising the information which will be reported to SLT, the Local Governing Body and the Bay Learning Trust.

## **12. Training**

- 12.1. The Headteacher is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

## **13. Monitoring the Policy**

- 12.5 The Headteacher is responsible for monitoring the policy on a regular basis.
- 13.1. The Headteacher is responsible for monitoring and analysing the recorded behaviour on bullying. Any trends are noted and reported to the Local Governing Body and the Bay Learning Trust.

## **14. Evaluating and reviewing**

- 14.1. The Headteacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report.
- 12.6 The governors are responsible for evaluating the policy's effectiveness via the termly report.
- 14.2. If further improvements are required, the school policies and anti-bullying strategies should be reviewed.
- 14.3. The policy is reviewed every 12 months, in consultation.