

Anti-Bullying Policy

A large version of the North Walsham High School logo is centered on the page. It features a light pink rectangular background. On the right side of this rectangle, there are two vertical bars: a yellow one on top and a light blue one on the bottom. The text "North Walsham" is written in a large, white, bold, sans-serif font, and "High School" is written below it in a white, italicized serif font.

**North
Walsham**
High School

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Amendment History

Author	Version	Reason	Date

Linked Documents

Title	File Name	Location

1. Introductory Statement

- This anti-bullying policy sets out, in writing, the framework within which the whole school community of *North Walsham High School (NWHS)* manages issues relating to bullying and the school's strategy to prevent bullying behaviour.
- Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.
- The Board of Governors of NWHS has adopted the following anti-bullying policy within the framework of the school's code of behaviour.

2. Scope

This policy applies only to incidents of bullying which take place on school premises, including but not exclusively:

- School time (including break times)
- Going to and from school
- School tours/trips
- School yard
- Extra-curricular activities
- Social networking/media and cyber technology sites such as Twitter, Facebook and texting that has a negative impact on school life.

However, the school has an enduring interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside school.

If it emerges that if a student is responsible for bullying other children outside school then this matter will be addressed and (if appropriate) the bully's parents/carers informed.

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If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents/carers will be informed.

If there are more general concerns about children's safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure. If concerns arise in relation to school transport then the issue will be raised with the transport companies and their help sought in dealing with the problem.

If information is received that a child is being bullied by a sibling or parent/carer outside school this will initially be discussed with the parents. If concerns persist then the matter will be referred to social care to safeguard the student (see Safeguarding and Child Protection Policy).

If children are being bullied by pupils of another school then pastoral staff of that school will be informed and invited to deal with the matter.

This policy applies to all members of the school community including teaching staff, educational support staff, students, parents, guardians, ancillary staff and visitors.

The policy will outline the necessary steps to be taken when a bullying incident is reported.

Bullying behaviours such as cyber bullying which break the law may be referred to the Police.

3. Rationale

NWHS is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment or physical threat. We aim to create an environment where all members of the school community feel safe, respected and valued. All children have an absolute right to be protected from others who may wish to harm, degrade or abuse them. Bullying of any kind is unacceptable at our school. Bullying may be verbal, physical or psychological. In fact any action which makes a child feel uncomfortable, insecure or threatened may be defined as bullying. The school disapproves of bullying in all its forms and considers it a most serious offence. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. The staff take the lead in creating a climate in which students will report immediately any bullying incident in the expectation that it will be dealt with urgently and firmly. Parents have an essential role to play in counteracting bullying. Where bullying is clearly established, parents of both victim and perpetrator will always be contacted and the school will seek to involve them in securing solutions.

4. Relationship to the school's values

At NWHS we aim to develop the full potential of every student in a learning environment where fairness, understanding, success and discipline is pursued.

This policy is based in the school's fundamental aim to foster in students an attitude of learning to serve them for life-long learning. Students are encouraged to strive for excellence at the level of their full potential.

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5. Goals/Objectives

- To create a school ethos which encourages all to disclose and discuss incidents of bullying behaviour in confidence.
- To affirm the right of all within the school to live a life free from bullying.
- To raise awareness of bullying as an unacceptable form of behaviour with school management, teachers, students, parents/guardians.
- To create a school ethos that acknowledges, accommodates and respects a diversity of persons in the school community across the nine grounds covered by the equality legislation.
- To ensure that the school's Social, Personal and Health Education raises awareness of the factors associated with bullying behaviour as well as developing appropriate knowledge, skills and behaviours.
- To take practical actions to prevent incidents of bullying behaviour e.g. to ensure comprehensive supervision and monitoring measures through which all areas of school activity are kept under observation.
- To put into effect procedures for reporting and recording incidents of bullying behaviour.
- To put into effect procedures for investigating and dealing with incidents of bullying behaviour.
- To develop a programme of support for those affected by bullying behaviour and those involved in bullying behaviour.
- To work with, and through, the various local agencies in countering all forms of bullying and anti-social behaviour.

6. What is bullying?

Bullying behaviour is deliberate and repeated aggression, verbal, psychological or physical, conducted by an individual or group against any person.

There are five recognised features of bullying:

- It is deliberate, hurtful behaviour;
- It is repeated over a period of time;
- It is difficult for those being bullied to defend themselves;
- It is difficult for those who bully to learn new social behaviours;
- Those who bully have and exercise power inappropriately over others.

All forms of bullying can be damaging to the development of both the person being bullied and the person bullying. Bullying can take many forms, but the main types are:

Physical	Pushing, hitting, kicking, punching, taking belongings or an act of violence with intent to harm;
Verbal	Name calling, insulting, threats/intimidation or making offensive remarks;
Indirect	Spreading nasty stories about someone, exclusion from social groups or being made the subject of malicious rumours;

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Cyber Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites (BEBO, Facebook, MySpace, BBM, Twitter). Misuse of associated digital technology such as camera and video aids – refer to Safeguarding policy.

Bullying is not one off fall outs between friends.

It is not bullying when:

- Students of about the same age and strength have the occasional quarrel or conflict.
- A member of staff offers constructive or fair criticism of a student's/staff's behaviour or work performance.

All members of the school community, including external facilitators, are subject to this code, particularly the following relationships:

- Student to Student.
- Student to any Staff member.
- Staff member to Student.
- Parent to Staff member.
- Staff member to Parent.
- Staff member to Staff member.

7. Specific Types of bullying:

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations. When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

The school has a statutory duty to log all incidents of racist or faith-based bullying. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

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Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to. Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted;
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour;
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited

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touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as trans-gender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Bullying of young carers or looked after children or otherwise linked to home circumstances

Students may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Bullying of and by school staff

Concerns relating to a member of the school staff or other person in a position of trust will be investigated thoroughly (see child protection policy). Likewise verbal and physical abuse directed from students towards members of staff will also be dealt with severely (see consequences policy). The Headteacher reserves the right to insist that abusive parents leave the site and take steps to ensure the safety of students, staff and other stakeholders. This could include taking out an injunction against the offending parent to prevent them from accessing the school site in the future.

The following are some examples of unacceptable behaviour. This list is not exhaustive. Similar unacceptable behaviours may be considered as bullying.

- Harassment including Sexual harassment, homophobic bullying, racist bullying etc...
- Physical aggression, damage to property.
- Name calling, jealousy and slagging.
- The production, display or circulation of written words, pictures or other materials aimed at intimidation, name belittling and gestures.
- Graffiti, sniggering, sarcastic remarks and extortion.
- Intimidation, name belittling, gestures.
- The "look", staring, degrading remarks re body shape.
- Putting down a student for working well and achieving.
- Talking loud enough so that the victim can hear.
- Invasion of personal space.
- A combination of any of the types listed.
- Abusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Youtube, Kik, Ask.fm, Tumblr, Mufy/media sites, and any other sites developed subsequent to this policy during and outside of school hours, including all school outings and events.

Homophobic

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- Name calling /using graffiti e.g. “Gay”, “queer”, “lesbian”, etc...
- Spreading rumours about a person’s sexual orientation.
- Taunting a person of a different sexual orientation.

Racial

Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background.

Relational

This involves manipulating relationships as a means of bullying. Behaviours include:

- Whispering in company so as to exclude another.
- Malicious gossip.
- Isolation & exclusion.
- Ignoring, turning others against a student.
- Excluding from the group.
- Taking someone’s friends away.

Cyber

- Silent telephone/mobile phone calls.
- Use of mobile phones during school hours to access social network sites.
- Abusive telephone/mobile phone calls.
- Abusive text messages.
- Abusive email.
- Abusive website comments/blogs/pictures e.g. Facebook, Twitter and others.
- Any misuse of Information and Communication Technology.
- Video recording without the person’s permission
- Taking/sending photographs by electronic device.
- Creating sites about a particular person.
- Spreading rumours.
- Breaking confidence.

Sexual

- Unwelcome sexual comments or touching.
- Unwelcome sexual texts or emails.

8. Signs and Indicators of Bullying

Students who are being bullied may develop feelings of insecurity and extreme anxiety and thus become more vulnerable. Self confidence may be damaged with the consequent lowering of self esteem. While they may not talk about what is happening to them their suffering is indicated through changes in mood and behaviour. Bullying may occasionally result in suicide. It is therefore important to alert to changes in behaviour as early as intervention is desirable.

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The outcomes of bullying and harassment on the victim are often manifest in the following ways:

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<p><i>Psychological</i></p> <p>anger anxiety distress frustration depression panic indifference fear attempted suicide shame and feelings of worthlessness loss of trust in friends and their inability to support and protect</p>	<p><i>Behavioural</i></p> <p>increased irritability and nervousness unexplained changes in mood increased aggressiveness may believe that they deserve to be bullied becoming withdrawn excessive tearfulness or sensitivity to criticism substance abuse becoming obsessive nightmares</p>
<p><i>Physical Manifestations</i></p> <p>chest pains pattern of minor illness insomnia stomach problems eating problems fatigue and lethargy headaches sweats inconsistent explanations for cuts and bruises</p>	<p><i>Social, Interpersonal and School Related</i></p> <p>anxiety about travelling to and from school mitching late home from school without any plausible explanation fear of using school toilet during breaks fear of being out of sight of adults becoming isolated in class becoming withdrawn reluctance to discuss the problem unwilling to go to school lack of creativity and initiative beginning to bully small/younger students possessions missing or damaged increased and excessive requests for money deterioration in school performance and motivation loss of interest or concentration in school unusual concerns about physical appearance, attributes, mannerisms etc.</p>

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9. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows:

Teacher to whom report is made

Class Tutor

Director of Learning

Behaviour Manager

Year Group SLT Link

Assistant Head Teacher for Safeguarding

Deputy Head Teacher for T&L

Head Teacher

The school encourages and equips the whole school community to report all incidents of bullying, including students who have experienced being bullied and bystanders who have witnessed an incident. We are a 'telling' school.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff including teachers and support staff who are aware of the importance of listening to students' concerns. We encourage all students to think about significant members of the school community that they can go to when they have a problem.
- There are two Designated Safeguarding Lead members of staff (see Safeguarding and Child Protection Policy).
- A buddy system to support younger/vulnerable students in school.
- Student prefects.
- Internal school procedures ensure a concern reported through any of the above channels will be filtered to the students' Student Support Leader to be dealt with as soon as possible.
- The Anti-Bullying Working Party are developing alternative ways for students to report bullying – this may involve worry boxes or the use of electronic reporting systems

In investigating and dealing with bullying, the teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved in keeping with reference to school policy.

All reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher. In that way pupils will gain confidence in reporting. This confidence

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factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.

Teachers should take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behaviour reported by pupils, staff or parents.

When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.

If a concern is raised and not dealt with it becomes a complaint. Concerns and routine queries should be raised to Directors of Learning (DoLs). We place great emphasis on the role of the DOL. It is the DOL (and their Student Support Leader) who has the most regular contact with your child, monitoring attendance, academic performance and the general welfare of your child. **If you have a query or a concern, please contact the DOL first.** Complaints of a serious nature should be made to the SLT link for your child's Year Group, or if the complaint refers to the Headteacher to the designated Governor. **Please raise your concerns before they become complaints.** In some circumstances it is necessary for the line manager to pass down an issue to another member of staff. This does not mean that the school is taking your concern any less seriously. Through delegation we are trying to ensure that your concern is dealt with as quickly as possible.

At NWHS, we firmly believe in a circle of communication between parents, students and the school. Without this students' needs are not best met. With nearly 750 pupils in the school all kinds of queries arise on a daily basis. If you have a concern or complaint we would like you to tell us about it. We welcome suggestions for improving our work and want to know if you have any concerns. If you have a concern, please let us know as soon as possible. It is difficult for us to properly investigate an incident which happened some time ago.

Staff at the school will make every effort to respond to your call/letter within 24 hours by telephone or if you require a face to face meeting within 72 hours. Due to the complex nature of some issues it is not always possible to resolve matters within this time frame, but staff will at the very least acknowledge your concern and indicate who is dealing with the matter.

When telephoning, please be aware that most staff will be teaching and that on many occasions you will be asked to leave a message. If the matter is urgent then you can ask the reception staff to find you a senior member of staff who will be able to help you. If you are not sure of the name of the person you want to speak to, please refer to the school website or ask the reception staff who will be able to help you. **Please note it may not be possible to come into school without a prior appointment and expect to see a member of staff.** To avoid disappointment, please book an appointment with your child's Student Support Leader in the first instance.

Recording

Bullying incidents will be systematically recorded and used to identify patterns of behaviour. Data will be used to identify trends with specific groups (e.g. cyber-bullying) or within particular areas of the school site to allow preventative programmes to be planned. By taking the positive action of recording incidents of bullying we are giving a clear message to parents, staff and the wider community that we take these incidents seriously and can

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become essential evidence if there is a dispute between the parties about how an incident of bullying has been handled.

Data regarding bullying will be monitored and acted upon by the Year Team at the school.

10. Education and prevention strategies to prevent bullying behaviour

NWHS believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying.

Through SMSC tutor period, assemblies and National Anti-Bullying week annually, aspects of personal and social behaviour will be taught so children can:

- Recognise bullying behaviour
- Know that they should speak out
- Have the confidence to do so if they are being bullied
- Know who to speak to
- Feel confident that they will be listened to and supported
- Make them fully aware that bullying is a serious breach of the school rules and will not be tolerated.

The school will also strive to:

- Adopt positive behaviour management strategies as part of the school's Behaviour Policy.
- Ensure that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school.
- Work towards Anti-Bullying Quality Marks (aiming for Bronze by January 2018 and then moving towards Gold by January 2019).
- Provide training on behaviour management and anti-bullying for all relevant staff including lunchtime staff.
- Provide social skills groups for vulnerable individuals and groups.
- Provide a transition programme to support students moving across year groups and key stages.
- Provide information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites.
- Ensure adequate supervision of pupils before school, at breaks and lunchtimes and after school. Use CCTV when applicable to review any incidents in open areas.
- Allocate outdoor areas to specific year groups.
- Provide a range of opportunities at lunchtimes so that pupils have positive activities in which to engage.
- Use the Library to offer alternative provision for vulnerable students at unstructured times.
- Through the School Cabinet and the Anti-Bullying Working Party students will review the effectiveness of the school's measures in counteracting bullying. Anti-Bullying Working party to meet on a half termly basis.

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- Use prefects and peer mentors to pro-actively reduce bullying and act as a student voice. Publish activities and lead assemblies/whole school activities.
- Identify and use opportunities within the school curriculum to discuss aspects of bullying to emphasise that the school does view bullying as a serious issue, and to explore the appropriate ways of behaving towards each other e.g. within citizenship, cross curricular days and as part of the assembly schedule.
- Teachers will ensure that they do not use teaching materials or equipment which portray a bad or negative view of any group because of their ethnic origin, gender, ability/disability etc.
- Teachers will encourage pupils to treat everyone with respect through:
 - modelling the behaviour they expect through their own dealings with pupils
 - always challenging inappropriate responses from pupils towards other individuals or groups (including racial or minority groups)
 - implementing the school’s guide to rewards and sanctions (see Behaviour Policy)
 - promoting the schools peer mentoring and beat bullying programme at the start of Year 7 to highlight the issue and to encourage pupils to take a positive stand against bullying.
 - promoting positive and caring attitudes towards minorities through the curriculum, assemblies and charity work
- The school will, through staff and partner organisations restrict access to certain websites on the school intranet and monitor email traffic through security software.
- Regulate the use of mobile phones during the school day.
- Work pro-actively with community groups to respond to and help eradicate anti-social behaviour in the community. Liaising with members of the community e.g. PCSO, Community Police Officer, transport service providers and engaging in community initiatives and safer school partnerships.
- Excerpts from the Anti-Bullying Policy will be visible throughout the school in corridors and classrooms.
- Anti bullying Charter on display in classrooms (See Appendix 8)
- It will be published on the school web-site: <http://northwalshamhigh.norfolk.sch.uk/> and in the school Code of Behaviour.
- The Anti-Bullying Policy will be promoted at various occasions g. parents’ nights, first year enrolment and open nights
- Bullying “black spots” within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as outlined in this policy as incidents arise.
- A questionnaire will be given to students during the school year. This will give students an opportunity to voice concerns. Each student is encouraged to write something down.
- Social networking sites will continue to be banned from student use during school time. The Anti-Bullying Policy operates in conjunction with the school’s Acceptable Use Policy
- Senior students will continue to assist First Years to the school through the *mentoring* programme, thus helping the new student to “settle in”.
- The Student Council supports the creation of a positive school atmosphere through the implementation of the Anti Bullying policy.
- In post-primary schools, Social, Personal and Health Education (SPHE) must be timetabled as part of the Junior Cycle core curriculum. Social, Personal and Health Education provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. The issue of bullying is

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dealt with in each of the three years of Junior Cycle Social, Personal and Health Education.

- The Social Personal and Health Education Senior Cycle curriculum currently being developed by the NCCA will also deal with issues related to bullying, including dealing with abusive behaviour and understanding the effects of homophobic bullying.
- CSPE: Linkages can be made within the “Human Dignity” and “Rights and Responsibilities” section of the curriculum that will encourage positive behaviour between students.
- Guidance and Counselling Service: Interviews will be held with First Year students to assess how they are settling in.

Staff, Parents and pupils have a particularly important role and responsibility in helping the school to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere.

The education and prevention strategies (including strategies specifically aimed at cyber bullying and identity based bullying including in particular, homophobic and transphobic bullying) that will be used by the school are as follows:

Involving Parents/Guardians and the Wider Community

- Awareness of the Anti-Bullying Policy will be raised on parents’ nights e.g. First Year enrolment and open nights.
- There will be continued involvement with the local community to gain awareness of any existing problems.
- Outside speakers / drama groups will be engaged for both students and parents.

11. Responding to incidents of bullying:

All staff have a responsibility to tackle bullying. The school endeavours to ensure that teachers and other adults working with students are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable young people who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school’s policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school’s approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff).

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected staff will talk to the suspected victim, the suspected bully and any witnesses and take written statements. It is recognised that in some situations ‘victims’ may exaggerate or invent bullying incidents and members of staff need to be aware of this.

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child’s individual needs and may include:

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- Immediate action to stop the incident and secure the child's safety
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the victim is not responsible for the behaviour of the bully
- Informing/informing parents at the earliest opportunity
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling
- Befriending /creation of a support group
- Extra supervision/monitoring
- Peer mediation/peer mentoring
- Adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- Arrangements to review progress.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in school will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the school to take action on cyber bullying which has occurred outside of school time.

For the Bully:

- Talking about what happened, to discover why they became involved
- Informing the bully's parents/guardians
- Continuing to work with the bully in order to modify attitudes, this can include changes to class groupings or school travel arrangements
- Taking one or more of the disciplinary steps described below to prevent further bully

Reporting procedures for Students:

Who to tell?

- Behaviour Manager or Assistant Head for Behaviour and Safety
- Parents
- Any staff member with whom the student feels comfortable
- Friends who will speak on your behalf
- Deputy Principal.
- Tutor or Year Head.
- Guidance Counsellor.
- Student 'Mentor'.

How to tell?

- Direct approach to teacher at an appropriate time, e.g. after class, hand note up with homework.
- Make a phone call to the school or to a trusted teacher in the school.
- Email the school
- Get a parent or friend to tell on your behalf.
- Parents can inform the school.
- Witnesses can inform appropriate person.
- Administer a confidential questionnaire to all students during the year.

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It is important to note that records of all incidents of bullying and action taken to resolve them will be kept.

12. Noting and Recording

- All incidents of alleged bullying will be recorded on an incident form (SEE APPENDIX 3) and given to relevant DOL and SLT Year Link.
- The relevant DOL/SLT Link will then decide on what action is to be taken.
- The Head Teacher and Deputy Head Teacher are responsible for maintaining files for security and confidentiality for at least seven years after they leave school.
- These files may be accessed by students/parents in the future.
- Comments made should be factual, non-judgmental and objective.

13. Procedures for Dealing with Reported Incidents:

Procedures for Teachers

If a student informs you of an incident of bullying affecting either themselves or a friend, follow these steps:

- Listen; encourage the student to tell their story as this is a very important first step.
- Take notes; record all the details such as date, time, location, names of those involved, witnesses etc. student's own words must be recorded.
- Reassure; tell the student that help is available, action will be taken to investigate, it is not their fault and that they will not have to face this on their own.
- Satisfy yourself that no student is in immediate danger.
- Confidentiality is respected and the student's privacy is protected, but a teacher must not give guarantees not to tell anyone.
- Inform the Director of Learning without delay. Complete Incident Form for recording bullying behaviour (Appendix 3)
- All serious incidents of bullying (e.g. an assault or long term exclusion) **must** be reported to the Head Teacher straight away.

Procedures for Staff Member Investigating the Reported Incident

Actions may include the following and may incorporate elements of 1 or more of the six main responses to addressing bullying behaviour (1. Traditional Disciplinary Approach, 2. Strengthening the Victim, 3. Mediation, 4. Restorative Practice, 5. The Support Group Method, 6. The Method of Shared Concern)

- Have the student reporting bullying write down the behaviours and how it is affecting them as early as possible
- Talk with alleged bully about their behaviour and their experiences of incidents
- Have the alleged bully write down an account of their behaviours and their effects as early as possible.
- Challenge bullying behaviour as being unacceptable.
- Discuss possible solutions with both parties separately/together if appropriate.
- The School Counsellor may be involved if deemed appropriate
- Write down a record of all incidents and issues

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- Inform the Year Head of the Bully
- Refer complainant to School Counsellor.
- Make further appointment to discuss situation with complainant and/or other relevant individuals.
- Record details of complaint on official form.
- The evidence will be evaluated by the school leadership and fair appropriate action will be taken in accordance with the Behaviour Policy.
- It is vital that the person reporting the incident is protected from whoever is the bully and therefore dealing with the incident must be discreet and careful. Staff will support students who report bullying by conducting follow-up meetings with them.

Follow-up steps to be taken

- The students involved will be monitored on a regular basis by informal discussions.
- Counselling may be offered to all concerned.
- The victim will be asked to complete a bullying log and the bully will be placed on Whole School Report
- If necessary the parents will be invited to a meeting with the School Leadership.
- If bullying persists the Board of Governors will be informed.

Procedures for Student to Staff Bullying

- Teacher(s) to speak to students involved.
- Explain unacceptable behaviour as in policy.
- Explore a working solution.
- Refer to Deputy Head Teacher and Head Teacher.
- Request meeting with parents.

Procedures for Staff to Student Bullying

- We recommend that students talk to Deputy Head Teacher (T&L) or Head Teacher
- Head Teacher will discuss the allegation with the teacher involved
- Explore a working solution.

Procedures for Staff to Staff Bullying

Procedures to be followed in accordance with the Dignity at Work Act.

14. Implementation arrangements, Roles and Responsibilities

The Anti-Bullying policy shall indicate the individual roles, responsibilities and obligations of staff, students and parents. These roles and responsibilities shall be clearly outlined to existing staff and shall be communicated to all new staff at induction.

Students shall be made aware of their own individual roles and responsibilities.

The people who have responsibility for implementing each action and their roles are outlined as follows:

- Head Teacher and Deputy Head Teacher (T&L): The Head Teacher and Deputy Head Teacher shall have overall control and responsibility for the implementation of

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the policy including its publicity at staff meetings, meetings with parents and The Head Teacher will be responsible for its ratification. School Leadership will liaise with staff on a regular basis regarding bullying behaviour. A file of incident reports shall be collected as a record of bullying behaviour. When a bullying incident has been reported School Leadership together with the Directors of Learning will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant authorities.

- Pastoral Care Team (Student Support Leaders): The Pastoral Care Team will be involved in developing awareness of anti-bullying and of the importance of reporting. The Pastoral Care Team shall also be responsible for the care of both the injured party and the accused so as to attempt to eliminate further episodes of bullying behaviour. The Pastoral Care Team shall be responsible for communicating incidents of bullying behaviour to the relevant teacher, tutor or parent.
- Director of Learning together with School Leadership will be responsible for the disciplinary action of any student accused of bullying behaviour. Where necessary they will be responsible for contacting parents and the relevant external agencies. The Director of Learning will be responsible for the recording of all information regarding all incidents and meetings.
- Subject Teacher: Will report any bullying behaviour to the relevant member of staff, School Leadership or Pastoral Care Team. The teacher must document incidents of bullying behaviour within their classroom or outside of it e.g. corridors etc. Teachers will fully participate and facilitate meetings and promotion of the anti-bullying policy. All teachers must be constantly vigilant of any bullying behaviour with the children under their care.
- PSHE Coordinator: The PSHE coordinator shall along with the PSHE teachers promote the awareness of what bullying is in PSHE classes.
- School Counsellor: The School Counsellor shall be responsible, along with the Pastoral for the care of the victim and where appropriate for supporting the bully to eliminate subsequent behaviour.
- Board of Governors: Shall have the overall responsibility for implementing the anti-bullying policy. They will facilitate the promotion and awareness of it throughout the school. The Board of Governors confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.
- The Board of Governors confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.
- Student: The student will have the responsibility of complying with the anti-bullying policy. The student will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The student will also have the responsibility to participate actively in anti-bullying initiatives. The student along with parent/guardian will have the responsibility of signing the anti-bullying policy and returning to the school and therefore agreeing to be bound by it.
- Parent/Guardian: The parent or guardian will have the responsibility of upholding the recommendations within the policy and accepting the sanctions held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of

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reporting this to the Head Teacher, Deputy Head Teacher (T&L), DOL or member of the Pastoral Care Team.

- Staff members: shall have the responsibility of reporting all incidents of bullying behaviour that they have witnessed or are aware of in keeping with the Anti-Bullying Policy.

Monitoring and Review

To seek opinion of the effectiveness of anti-bullying strategies in place, the school will survey/obtain information from a range of stakeholders. This will include:

- Termly meeting with the Anti-Bullying Ambassadors. This will include members of teaching and support staff, students, governor and parents/carers.
- Parental survey at Parents' Evenings (to ascertain how effectively the school cares for students and deals with bullying).
- Opportunities for parents/carers to contact the school via the website.
- Student Voice.
- Anti-Bullying Ambassadors, Year and School Cabinet.
- Informal meetings and discussions with parents/carers and students.

Data will be used by the Senior Leadership Team and the Bullying Intervention Group to review strategy and celebrate success. The policy will be reviewed by the Anti-Bullying Ambassadors group annually at the first meeting at the start of each academic year.

Parents/carers will be consulted/informed of reviews via posts on the school website and opportunities to contribute via the Anti-Bullying Ambassadors. Success will also be celebrated through the school newsletter. Advice/parents' guides will be posted on the website to ensure parents/carers are kept informed of the latest trends. This will enable the school and parents/carers to work together to minimise and prevent bullying in our community.

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Appendix 1

Roles and Responsibilities

Governor for Inclusion	Mrs S Hewitt
Assistant Principal (Behaviour and Safety)	Mrs Karen King (Designated Safeguarding Lead)
Behaviour Manager	Mrs Angela Warnes
Deputy Head Teacher (T&L)	Ms Farrah Ghafoor
Head Teacher	Mr N Powell
Year 7	
Student Support Leader (SSL) Director of Learning (DOL) SLT Link	Mrs Sarah Shephard Ms Kirstin Abel Mrs Karen King
Year 8	
Student Support Leader (SSL) Director of Learning (DOL) SLT Link	Mrs Vicky Kay Ms Jo Lee Ms Farrah Ghafoor
Year 9	
Student Support Leader (SSL) Director of Learning (DOL) SLT Link	Mrs Kim Tully Mr Rob Finch Mrs Angela Waters
Year 10	
Student Support Leader (SSL) Director of Learning (DOL) SLT Link	Mrs Christine Godden Mr Iain Mills Mr Pete Lambert
Year 11	
Student Support Leader (SSL) Director of Learning (DOL) SLT Link	Mrs Rebecca Gardiner Mr Michael Johnstone Mr Paul leaver

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Appendix 2

Guidelines and Resources for Investigating and Resolving Bullying with student to student

Action taken by	Procedure	Support and/or sanction <i>may</i> include
Subject teacher, tutor, or any teacher DOL/ Deputy Head Teacher	<p>Challenge the behaviour as being unacceptable. Speak to students separately and try to resolve the issue. Keep a record. Assistant Head Teacher Behaviour and Safety informed and to maintain an overview</p> <p>Teacher will follow up progress with: victim and bully, bystanders or others involved</p>	<p>Serious talk with student(s) re effects of their behaviour. Verbal warning. Student/s involved warned to stop. Seek verbal agreement re future behaviour. Apply Sanctions as laid out in Appendix 3 /other agreed sanction from school's Behaviour Policy. Report and Bullying log to started</p> <p>Outline a fair outcome <i>if appropriate</i></p> <p>e.g. an apology, return of property etc</p>

Subsequent report /disclosure - Student to Student

Action taken by	Procedure	Support and/or sanction <i>may</i> include:
Any teacher, Tutor, DOL , SLT Link, SLT	Incident investigated by the DOL. Head Teacher/ Deputy Head Teacher informed. Both sets of parents informed by the DOL. Keep a record. DOL follows up progress with victim and bully, bystanders or others involved.	<p>Serious talk with the student re: behaviour and future behaviour. Sign written agreement re future behaviour. Parents/Guardians sign written agreement re future behaviour. Speak with school counsellor. Apply Sanctions as laid out in Appendix 3 /other agreed sanction from school's Behaviour Policy</p> <p>Monitor future behaviour</p>

Where bullying behaviour persists / serious incident of bullying

Action taken by	Procedure	Support and/or Sanction
<p>Head Teacher or Deputy Head Teacher involved. DOL may be involved</p> <p>The incident may be referred to the Board of Governors at the discretion of the Head Teacher</p>	Parents and student meet with Head Teacher / Deputy Head Teacher. Feedback to DOL. Record kept. Follow up progress with victim and bully, bystanders or others involved and continue to monitor the situation	<p>Detention / Suspension / other agreed sanction from school's Behaviour Policy. Parents are met and conditions set regarding student's future behaviour and recommendations are made. Counselling offered. Referral to Police. Contact with other support agencies e.g. re anger management</p> <p>The future of the student in the school may be considered</p>

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BULLYING CONSEQUENCES PATHWAY			
	Physical Bullying (Assault)	Verbal Bullying	Cyber Bullying
Offence 1	1 day in Inclusion Restorative work in inclusion Phone call home to parents	Lunchtime & Break Isolation C3 Phone call home to parents	Lunchtime & Break Isolation C3 Phone call home to parents
Offence 2	3 days in Inclusion Parents to meet with the DOL in school	1 day Inclusion Phone call home Restorative work with DOL	1 day Inclusion Phone call home Restorative work with DOL
Offence 3	5 day Internal Exclusion Parents to meet with a member of SLT Anger management workshop	3 day in Inclusion Withdrawal of opportunity to represent the school in enrichment activities for a month. Parents to meet with SLT Link Member	3 day in Inclusion ICT access at unstructured times withdrawn in school for a month Parents to meet with SLT Link Member to discuss severity of offence and use of the internet at home
Offence 4	Fixed Term Exclusion Police to be involved in the return from exclusion meeting with student, parent/s and a member of SLT	3 days in Seclusion Restorative package: to prepare a presentation to deliver to members of the AB Cabinet about the impact of verbal bullying Parents to meet with Deputy Head Teacher	3 days in Inclusion ICT access at unstructured times withdrawn in school for a month Restorative package: to prepare a presentation to deliver to members of the AB council about the impact of cyber bullying Parents to meet with Deputy Head Teacher
Offence 5	Fixed Term Exclusion School to work with police to initiate an ABC	5 day Internal Exclusion Parents to meet with Head Teacher	5 day Internal Exclusion Parents to meet with Head Teacher ICT access at unstructured times withdrawn in school for a month
<p>If we deem an incident is of a more serious nature we reserve the right to escalate the consequence</p> <p>We may refer any incident to an external agency if we feel it is necessary</p>			

Appendix 3

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Appendix 4

Anti-Bullying Policy - Summary for Parents/Carers

No school is immune from bullying and no school should be complacent. If bullying occurs at NWHS it is vitally important that all of us should know what action to take. We have produced a comprehensive Anti-Bullying Policy, of which all staff have a copy and a guide for students written in conjunction with the Anti-Bullying Ambassadors.

Please read the Policy carefully and act on it if necessary. Staff at NWHS recognise bullying behaviour as all forms of physical and psychological abuse systematically directed at victims who find this hurtful. We take responsibility for helping all students to understand what bullying is and the harm it can do. We believe that adults can set an example in their own behaviour. We hope that the ethos of the school will help to instill mutual respect and civilised behaviour.

We recognise that in our preventative approach to bullying we should provide pupils with the opportunity to discuss the topic through form tutor periods and assemblies. We will also ensure that every student knows where, when and to whom they can talk about any bullying incidents. This may be staff at school or parents at home. Pupils must feel confident that talking to adults is the proper course of action if they witness or experience bullying.

If you discover that your child is being bullied do not encourage him or her to 'hit back'. It may be contrary to your child's nature and may be just what the bully wants. Emphasise to your child that there is nothing wrong with him or her and that he or she can be helped. Contact the School. Incidents of bullying should be immediately referred to the Student Support Leader. Senior staff may then be called in to help. Although the nature of the response will depend on the circumstances, we have a standard procedure to follow which does not necessarily involve punishment in the first instance. Staff are experienced and use tact and discretion in their follow-up.

The whole school community (parents, pupils, teaching and support staff) has a role to play in combating bullying. All pupils should be aware that there is no such thing as an innocent bystander and the school neither condones nor ignores bullying, while all adults should be familiar with this policy to avoid inappropriate action being taken. We should all be committed to ensuring that every student receives his or her education in a safe environment free from humiliation, oppression or harassment.

You and your child will be asked to sign an Anti-Bullying commitment which is attached at Appendix 8 to this policy. Please can you do so whilst discussing the issue with your child and return it to the school ASAP.

Please refer to the full policy for more detailed information.

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Appendix 5

Anti-Bullying Policy - Advice for Students

Bullying can ruin a student's school life and education, so we treat it very seriously. It is a form of anti-social behaviour that has no place at NWHS. Bullying can take many forms: physical, psychological or verbal. It can affect the happiness and achievements of the victims, the on-lookers and the bullies themselves. Remember that there may be others being bullied so you will be helping them as well as yourself by talking to someone.

The following advice has been suggested and approved by NWHS students:

- Always report any incidents of bullying you witness or are the victim of.
- Tell someone what has been happening, even if you have been warned not to. You may go to any adult in school, but particularly your Form Tutor or Student Support Leader or your parents. They will want to know and to help.
- Do not retaliate (try to get even) in a physical or verbal way. Walk calmly away from the situation do your best to not let what has just happened bother you further.
- Do not blame yourself.
- If you see someone else being bullied find an adult in school (possibly your Form Tutor or Student Support Leader) and explain what you have seen and heard.
- Do not just ignore bullying. Think about how you would feel in the victim's position. Remember that bullying doesn't go away by itself.
- Make sure that you do not get involved in the bullying as an 'easy' option out of the situation – don't help the bully, help the victim.

Some advice on how to avoid being bullied:

- Be friendly. Friends help you avoid these situations.
- React calmly, walk away to avoid further reaction.
- Think positively about yourself. Be confident.

Some advice on how to avoid being a bully:

- Talk about problems, rather than taking them out on someone else.
- Don't make unpleasant remarks about anybody – even if you intend them as a joke. Always discuss these issues with your friends and if you feel they may take such comments seriously do not make them.
- Try to avoid confrontations: find some way and somewhere to cool down.

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We all have a responsibility to make sure that bullying has no place at NWHS.

Appendix 6

Template for recording bullying behaviour

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*		<input type="checkbox"/>	<input type="checkbox"/>	4. Location of incidents (tick relevant box(es))*	
Pupil concerned		<input type="checkbox"/>	<input type="checkbox"/>	Playground	
Other Pupil		<input type="checkbox"/>	<input type="checkbox"/>	Classroom	
Parent		<input type="checkbox"/>	<input type="checkbox"/>	Corridor	
Teacher		<input type="checkbox"/>	<input type="checkbox"/>	Toilets	
Other		<input type="checkbox"/>	<input type="checkbox"/>	School Bus	
		<input type="checkbox"/>	<input type="checkbox"/>	Other	

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
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8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

Signed _____ (Relevant Teacher) Date _____

Date submitted to DOL/Headteacher/Deputy Headteacher _____

* **Note:** The categories listed in the tables 3, 4 & 6 are suggested and schools may add to or amend these to suit their own circumstances

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Appendix 7

Checklist for annual review of the anti-bullying policy and its implementation

The Board of Governors must undertake an annual review of the school's anti-bullying policy and its implementation. The following checklist must be used for this purpose. The checklist is an aid to conducting this review and is not intended as an exhaustive list. In order to complete the checklist, an examination and review involving both quantitative and qualitative analysis, as appropriate across the various elements of the implementation of the school's anti-bullying policy will be required.

Yes /No

Has the Board formally adopted an anti-bullying policy that fully complies with the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools</i> ?	
Has the Board published the policy on the school website and provided a copy to the parents' association?	
Has the Board ensured that the policy has been made available to school staff (including new staff)?	
Is the Board satisfied that school staff are sufficiently familiar with the policy and procedures to enable them to effectively and consistently apply the policy and procedures in their day to day work?	
Has the Board ensured that the policy has been adequately communicated to all pupils?	
Has the policy documented the prevention and education strategies that the school applies?	
Have all of the prevention and education strategies been implemented?	
Has the effectiveness of the prevention and education strategies that have been implemented been examined?	
Is the Board satisfied that all teachers are recording and dealing with incidents in accordance with the policy?	
Has the Board received and minuted the periodic summary reports of the Headteacher?	
Has the Board discussed how well the school is handling all reports of bullying including those addressed at an early stage and not therefore included in the Headteacher's periodic report to the Board?	
Has the Board received any complaints from parents regarding the school's handling of bullying incidents?	
Have any parents withdrawn their child from the school citing dissatisfaction with the school's handling of a bullying situation?	
Have any Ombudsman for Children investigations into the school's handling of a bullying case been initiated or completed?	
Has the data available from cases reported to the Headteacher (by the bullying recording template) been analysed to identify any issues, trends or patterns in bullying behaviour?	
Has the Board identified any aspects of the school's policy and/or its implementation that require further improvement?	
Has the Board put in place an action plan to address any areas for improvement?	

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Signed _____

Date _____

Chair of Governors

Signed _____

Date _____

Head Teacher

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Appendix 8

ANTI – BULLYING CHARTER

Bullying is unacceptable and will not be tolerated in

1. NORTH WALSHAM HIGH SCHOOL

As students of NWHHS we have all agreed that we will not

- **Physically or emotionally hurt another person**
- **Threaten or intimidate another person**
- **Deliberately exclude or isolate another person**
- **Engage in cyberbullying**

WE WILL REPORT BULLYING IN THIS SCHOOL

Anti-Bullying Agreement

BULLYING IS UNACCEPTABLE AND WILL NOT BE TOLERATED IN *North Walsham High School*

- **A record of incidents will be kept**
- **Procedures as described in our Anti-Bullying Policy will be followed**
- **Everyone involved in bullying will receive help**
- **Students who persistently bully may be suspended**

I will not:

- **Hurt another person physically or emotionally**
- **Threaten or intimidate**
- **Deliberately exclude or isolate**
- **Engage in cyberbullying**

Signed: Student

Parent

Head Teacher.....

Date.....

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