Upton-by-Chester High School

Anti-Bullying Policy

Policy Link	
SLT	Mr J Keegan
Governor	Mr P Ivison
Statutory Policy	No

To	Date
Committee	Pastoral 04 March 2026
Full Governing Body	
Next Review	March 2027
Make available on:	**Yes/ No**
School website	Yes
Staff shared area	Yes

'Learning to shape the future'

Anti-Bullying Policy

This policy should be read in conjunction with the school Safeguarding Policy and the Sexual Violence and Sexual Harassment Policy.

As with all policies in place at Upton-by-Chester High School, the governors have given due consideration to the DfE guidance; Working Together to Safeguard Children 2018, Preventing and tackling bullying 2017 and Cyberbullying: advice for headteachers and school staff 2014, Sexual violence and sexual harassment between children in schools and colleges 2021.

We have three clear rules at Upton-by-Chester High School. These are **Prepared, Respectful and Safe.** All members of the school community and the wider community should adhere to our rules of **Prepared, Respectful and Safe.** The 3 rules are in place to establish a sustainable approach to behaviour. All members of the Upton-by-Chester High School community must apply the Rules of **Prepared, Respectful and Safe** consistently and explicitly teach appropriate behaviour through positive modelling.



The following examples have been created by the Learners and reviewed by the Staff at Upton-By-Chester High School. These are examples of **positive learning behaviours** linked to each of the 3 rules and the list is not exhaustive. Learners will be recognised for displaying positive learning behaviours.

PREPARED	RESPECTFUL	SAFE
'..to learn'	'…to the community and environment'	'…from harm'
I arrive on time to school and each lesson with a positive mind-set.	I always show respect, I am kind and polite and help others where I can.	I will speak to a member of staff If I am unable to resolve or wish to report an issue.
I fully engage in all lessons and demonstrate a positive attitude to learning.	I consider the learning of others and listen to staff and my peers.	I move around our school calmly and behave in a way that is safe for all.
I complete classwork and homework to the best of my ability.	I respect the property of others and the school/ local environment.	I choose the safer route to and from school.
I carry a school bag and the correct equipment for each lesson.	I try to put myself in others shoes to demonstrate empathy and understanding.	I adhere to the safety rules of classrooms (subject specific spaces).
I wear my correct school uniform with pride.	I am accepting of the opinions or beliefs of others.	I follow all teacher instructions the first time and every time.

I follow the phases of learning in the Maximising Success Model.	I use my phone only when directed by my teacher for the purposes of L & T (otherwise it is switched off and away)	I maintain a clean and manageable digital footprint.
I carry my DUE and Praise cards and present them when asked.	I wait my turn to ask a question/ for help and avoid shouting out or cutting across conversations.	I uphold the school ethos when representing our school off site- e.g. on a trip or visit.

Statement of Intent

- We are committed to providing a caring, friendly and safe environment for all of our learners so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all learners should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. We ALL have a responsibility to help others to be free from bullying; this means that *anyone* who knows that bullying is happening is expected to tell the staff. Bullying is a **repeated action**, often over a long period of time.

Aims of this Anti-Bullying Policy

- To ensure that all learners understand the detrimental effects of bullying/the bad effects that bullying has on people, through PSHE, assemblies, Drama and where appropriate, other lessons
- To make all learners aware that anyone who is bullied should not suffer in silence, but should report it to an adult
- To identify any bullying at the earliest possible stage, either by observation or by a good reporting system
- To make all learners and staff aware that bullying will not be tolerated and that action will be taken as and when bullying incidents arise
- To enable each person to be ready to identify any areas where bullying takes place so that the school can do something about them

What is Bullying?

- Bullying is any intention to hurt or intimidate someone
- Bullying may involve physical violence, verbal intimidation or emotional threats
- Bullying makes it difficult for those being bullied to deal with the problem/defend themselves/to cope with the situation

Bullying can be:

- Emotional such as being unfriendly, excluding, tormenting (e.g. threatening gestures, blackmailing)
- Physical such as pushing, kicking, hitting, punching or any use of violence
- Racist which includes racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact or sexually abusive comments

- HBT: Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying (Education and Inspections Act 2006.) Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues (Equality Act 2010)
- Verbal: Name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet ,such as email & internet chat room misuse
- Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Recognising the Symptoms

Learners who are bullied may not report it; however, there may be changes in their behaviour, which staff will be alert to and will act upon. Children may:

- be frightened of walking to or from school or of going on the school bus
- be unwilling to go to school
- change their usual routine
- become withdrawn, start stammering
- become distressed, stop eating
- cry themselves to sleep
- have nightmares and even call out 'Leave me alone!'
- have unexplained bruises, scratches, cuts
- have their possessions go 'missing'
- ask for money or begin stealing money (to pay the bully)
- continually 'lose' their pocket money
- refuse to say what is wrong
- give improbable excuses to explain any of the above
- attempt suicide

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

Preventing Bullying

- Each year group tackles an element of anti-bullying education within the PSHE curriculum.
- Heads of Year will tackle bullying with assemblies, sometimes as a proactive move. These will be supported by assemblies within Anti-bullying week by a member of the SLT or through form activities.
- Drama lessons can get important messages over effectively.
- Each new Year 7 learner experiences a clear, simple anti-bullying initiative within the first half term.
- The anti-bullying ethos of the school is kept in high profile, and under constant review.
- For bullying to be tackled effectively within the pastoral system, strong links between the tutor and the individuals of the tutor group is maintained. This allows time to work with

those who bully and victims, and to involve the whole class in pre-emptive anti-bullying education. This contact time must be kept under review, to ensure it achieves its objectives.
- Staff duties are kept under review to ensure that opportunities for bullying are reduced.
- Toilet washroom areas are fitted with cameras.
- The status of lunchtime assistants is kept as high as possible. They are aware of what to do if they are told of, or witness, incidents of bullying.
- Guidance is offered to any learner who displays characteristics of victim behaviour.
- Information is clearly on display in school so that learners know what to do if they are bullied or witness bullying. This information is also in the learner planners.

Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly.

All learners are encouraged to report bullying by:

- speaking to a Peer Mentor
- talking to a parent
- talking to a member of staff of their choice
- completing a 'bullying concern' form on the Sharp system
- contacting local and national support agencies for advice/support

Parents are encouraged to report concerns about bullying to their child's form tutor and to support the school in tackling it.

Learners who are bullying others also need support to help them understand and change their behaviour.

Learners who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

Dealing with Bullying

All staff involved in the teaching and/or supervision of learners will take responsibility for addressing incidents which fall with the school's definition of bullying and ensure that the victim receives the support required; the bully is informed of the unacceptability of their behaviour and a record is made of the incident on CPOMs.

All learners need to be aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

Incident management

The school will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. Statements should be completed by both the Bully and the Victim. The Incident should be reported on the CPOMS system as one of the following and sanctions/referrals reported:

- Bullying Incident - Verbal
- Bullying Incident - Physical
- Bullying Incident - Cyber

- Bullying Incident - Homophobic, Biphobic, Transphobic
- Bullying Incident - Sexist
- Bullying Incident - SEN
- Bullying Incident - Disability
- Racist incident

Some incidents of bullying may also require a referral to the Police.

Post incident responses for the target of bullying

When a member of staff receives information, either directly or indirectly, that a learner may have been the victim of a bullying incident, this report will be taken seriously and investigated. The school will offer a proactive, sympathetic and supportive response to learners who are the victims of bullying. The exact nature of the response will be determined by the particular learner's individual needs and may include:

- immediate action to stop the incident and secure the learner'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
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- befriending
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim
- arrangements to review progress

For those who bully

Upton-By-Chester High School takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable those who bully to behave in a more acceptable way. We will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the bully to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- referral and/or loss of lunch/break time privileges
- put on stage 1-4 report
- removal from class/lesson
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- rewards/positive reinforcement for learners in order to promote change and bring unacceptable behaviour under control

- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of suspension
- permanent exclusion (in extreme cases which may involve violence)
- external training by appropriate bodies.

Policy Reviewed: December 2025