



**Penketh
High School**



PENKETH HIGH SCHOOL

Anti-Bullying 2024/2025

Policy owned by	C Lomax / R Taylor
Date Approved by Local Governing Body	September 2024
Signature of Chair to Local Governing Body	M Bryan
Signature of Academy Principal	J Carlin
Date of Next Review	August 2025

1. Rationale

We believe that Penketh High School is a place where every person has the right to be themselves and to be included. Therefore, we are committed to providing a caring, friendly and safe environment for all pupils so that they can thrive and learn in a relaxed and secure atmosphere. Everyone at our school is equal and should be treated with respect.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Bullying of any kind is unacceptable and will not be tolerated at our school and in our communities. At our school, the safety, welfare and well-being of all students and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

Anyone who knows that bullying is happening is expected to tell a person in authority.

Penketh High School intends to implement an anti-bullying policy that reflects the aims and policies of the Department for Education reflected in, 'Don't Suffer in Silence' an anti-bullying pack for schools (www.governor.co.uk) This complies with the Human Rights Act 1998, the Equality Act 2010 and 'Safe to Learn: Embedding Anti-bullying work in Schools' (2007) The full guidance can be accessed at www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn.

Bullying is unacceptable behaviour that has the intention of being hurtful or unkind which is deliberate and usually repeated over a period of time. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. Bullying results in pain and distress to the victim and, if not recognised or resolved, can lead to abuse.

No form of bullying will be tolerated and all incidents will be taken seriously

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name-calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone or threatening things, or the misuse of associated technology, i.e. camera and video facilities, deliberately to upset someone else. (Cyber bullying can be an extension of face to face bullying, with technology providing the bully with another route to harass their target).

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)

- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people**

2. Aims and Objectives

- The purpose of this policy is to reduce the incidence of bullying and create an environment in which everyone feels safe and secure. This will allow Penketh High School to meet its statutory duties relating to the safeguarding and welfare of children.
- By definition this policy must be embraced by all members of the school community and will be accessible to all in the wider community.
- A glossary and suggested script(s) at the end of the policy are there to help staff when dealing with discriminatory incidents that members of the LGBTQI+ community may have to face.

3. Implementation

The school will:

- Ensure a clear and uniform approach to dealing with all forms of bullying
- Ensure that anti-bullying initiatives are an integral part of the Learning for Life and assembly programme
- Facilitate the maintenance of Peer Mentors and other bullying initiatives
- Ensure the anti-bullying message remains high profile via pupil voice, displays, notice boards and form periods
- Provide appropriate in-service training for all staff
- Facilitate a physical environment which is closely supervised and where students offer support to young people who have been bullied so that they feel safe and secure
- Work with and support young people who have been bullying to address the problems they have
- Regularly canvas young people's views on the extent and nature of bullying via the Pupil Leadership Team
- Enlist the help and support of parents and outside agencies

4. Reporting bullying

STUDENTS WHO ARE BEING BULLIED: If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or other trusted adult. They are also encouraged to report any bullying incidents in school:

- **Report to a member of staff** - such as your form tutor, head of year or the Welfare team.
- **Report to a member of the Pupil Leadership Team / other trusted peer.**

5. Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example canteen staff, caretakers, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team. Staff are also encouraged to record the casual use of derogatory language using Arbor. The following staff members are anti-bullying leads – the Designated Safeguarding Lead (DSL) and Vice Principal for Pupil Development and Support.

SENIOR STAFF: The Senior Leadership Team and the principal have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing worrybox@penkethhigh.org or a member of staff - the DSL and Vice Principal for Pupil Development and Support or the Form Tutor of their child.

STUDENTS: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded on Arbor and monitored. Follow up actions and sanctions, if appropriate, will be applied by the Assistant Principal (Climate for Learning) and Year Leads for students and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of 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. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the principal regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions. Both the victim and the alleged perpetrator parents/carers will be contacted to inform them of the disclosure. Once investigated appropriate actions will be taken. 2 weeks later the situation will be reviewed with the victim and logged on CPOMS.

Sections 1 and 2 relate directly to sections of the Climate for Learning policy, specifically in relation to pupils being respectful of others in line with school rules, pupil expectations as identified in the Climate for

Learning policy and behaviour defined as unacceptable within the climate for learning policy that inhibits the right of others to learn, to feel safe and to fair treatment.

6. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time / Personal Development provides opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in and raises awareness of events including Anti-bullying week, Black History Month, LGBT History Month and other national initiatives that are calendared.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and students across the school
- The Principal is responsible for ensuring that all school staff, both teaching and non-teaching (including canteen staff, caretakers and other support staff) receive regular training on all aspects of the anti-bullying policy.

7. Monitoring and reviewing

The Anti-Bullying strategy will be led by a named member of the Senior Leadership Team, monitored by the SLT and the Governor responsible for the Anti-Bullying Strategy / Safeguarding. A progress report will be presented annually to the Governing Body.

The policy will be reviewed by the Local Governing Body.

Principal/ Senior Leaders and Anti-Bullying Governor

- Will ensure that the policies and procedures for dealing with bullying are in place and their effectiveness is monitored and evaluated. The Anti-Bullying / Safeguarding Governor will report back to the Governing Body. This takes place at The Climate for Learning Governors meetings.
- The policy is reviewed annually, in consultation with the whole school community including staff, students, parents and carers and governors.

8. Links

In addition to this policy, other key documents include:

- School Improvement Plan (SIP/PAP)
- Department Self-Evaluation
- Equal Opportunity Policy
- Policy on E-safety

- Climate for Learning Policy
- Child Protection/Safeguarding Policy
- Appendix – LGBTQI+

Challenging LGBTQI+ discrimination should always be done, but sometimes people are unsure how to do this without causing further offence to members of the LGBTQI+ community.

The glossary of terms that follows is provided to help staff understand and use the correct language, and to help them ensure others also use the correct terms when discussing LGBTQI+ matters.

The final two pages are suggested scripts that can be used when challenging discriminatory language. They are not the only acceptable way in which to do so, but aim to provide a variety of helpful ways in which members of our school community can remind others that Penketh High School is a place where every person has the right to be themselves and to be included.

GLOSSARY of terms to use when discussing LGBTQI+ matters (Lesbian, Gay, Bisexual, Trans, Queer/Questioning, Intersex)

- **Sexual orientation** - a person's emotional, romantic and/or sexual attraction to another person
- **Gender identity** - a person's internal sense of their own gender, whether male, female, or something else (see non- binary below)
- **Sex** - assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'
- **Lesbian** - refers to a woman who has an emotional, romantic and/or sexual orientation towards women
- **Gay** - refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian
- **Homosexual** - this might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used
- **Bisexual** - refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender
- **Trans** - an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer
- **LGBT** - the acronym for lesbian, gay, bisexual and trans
- **Questioning** - the process of exploring your own sexual orientation and/or gender identity
- **Queer** - in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some
- **A cisgender person** - someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people
- **Non-binary** - an umbrella term for a person who does not identify as male or female
- **Gender variant** - someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people
- **Intersex** - a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female or non-binary

- **Transgender man** - a term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male
- **Transgender woman** - a term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female
- **A transsexual person** - this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender
- **Gender dysphoria** - used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth
- **Pronoun** - words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir
- **Transitioning** - the steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents
- **Gender reassignment** - is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010
- **Coming out** - when a person first tells someone/others about their identity as lesbian, gay, bisexual or trans
- **Outed** - when a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent
- **Homophobia** - the fear or dislike of someone who identifies as lesbian or gay
- **Biphobia** - the fear or dislike of someone who identifies as bisexual
- **Transphobia** - the fear or dislike of someone who identifies as trans
- **Gender stereotypes** - the ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender

How to challenge LGBTQI+ discriminatory language

School scripts that staff can use by staff when seeking to challenge inappropriate LGBTQI+ language.

The following examples may be useful:

Establish understanding

'What do you mean by "that's so gay!"?'

'Do you know what that word actually means?'

'What did you mean by saying he kicks like a girl?'

'Do you understand why it is wrong/hurtful/offensive to use that word?'

Explain meaning

(Use the definitions in the glossary to help)

'Gay/lesbian/bisexual/trans is a word we use to describe [...] not a nasty word to use as an insult'

'We don't use gay/lesbian/bisexual/trans as an insult because it makes people think that being gay/lesbian/bisexual/trans is something bad.'

Use empathy

'How do you think you would feel if someone called you names like that?'

'That language is really hurtful/offensive to me and others'

'It's really disappointing to hear you using language that makes other people feel bad'

Challenge directly

'You know that that language is absolutely unacceptable'

'Why are you saying that word?'

'How can a pair of trainers be gay?'

'If you mean rubbish, you should use the word rubbish'

Link to school ethos and policy

'In this school we don't use language like that. We are kind, respectful and caring to everyone' 'It's important that everyone can be themselves'

'We all deserve to be respected/valued/loved by others'

'We don't pick on people because of the way they look'

Role plays

These scripts can also be used to develop role-play lessons for students. Role-plays can help students, as well as staff, to gain confidence in challenging discriminatory language in a way that is positive and safe.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- 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
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.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
- 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

Appendix: Prejudice Based Incident Log

Pupil name.....
Year.....
Date.....
Type of incident.....
Name of investigating person.....

Linked pupils and role (Aggressor/Witness):

Summary of key findings:

Outcome and/or actions:

Notes from review meeting (to be completed 2 weeks later):
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Pupil signature.....
Staff signature.....
Staff name.....
Parent/Carer contacted on...../...../.....