



George Stephenson High School

ANTI-BULLYING POLICY

Governance	Curriculum Committee Governing Body
Policy Officer	Deputy Headteacher
Review Date	October 2021
Next Review Date	October 2024

1. Context

George Stephenson High School will not tolerate bullying. Every member of our school community has a right to feel safe and cared for in their learning environment without fear of being threatened, intimidated, mocked or abused.

All staff, students and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that students can work in an environment without fear. It can make people feel miserable and insecure. In its worst forms it can ruin people's lives. Students or staff who witness bullying must tell a member of staff. Not telling means that the student being bullied may continue to suffer and the aggressor may carry on, probably with other students too. People who bully need help. Helping them to understand their target's feelings and the effect of their behaviour on them (developing their empathy), teaching them to stand up to peer pressure from others, giving them support to manage the problems they are facing in their ownlives – all of these things can change bullying behaviour for the good.

The school also recognises that sometimes bullying is perpetrated outside school. Where this spills over into the school day, we will do what is reasonably practicable to eliminate any such bullying.

Students or staff who witness bullying must tell a member of staff. Not telling means that the student being bullied may continue to suffer and the aggressor may carry on, probably with other students too. People who bully need help. Helping them to understand their target's feelings and the effect of their behaviour on them (developing their empathy), teaching them to stand up to peer pressure from others, giving them support to manage the problems they are facing in their ownlives – all of these things can change bullying behaviour for the good. George Stephenson High School is committed to addressing this. This policy gives a clear methodology for staff to follow and the range of actions available when dealing with issues of bullying.

The George Stephenson High School Anti-Bullying Policy should be read in conjunction with other relevant policies.

- George Stephenson High School Behaviour for Learning Policy
- George Stephenson High School Child Protection and Safeguarding Policy
- George Stephenson High School Online Safety Policy
- George Stephenson High School Peer on Peer Abuse Policy

2. What Does the Law Say

This policy has been constructed mindful of the following acts:

- The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all students, school staff and parent.

- The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. It replaces the three previous public sector equality duties for race, disability and gender, and also covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- 2.1 Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- 2.2 Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- 2.3 Foster good relations between people who share a protected characteristic and people who do not share it.

- The Education Act 2011

The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

- Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

- Keeping Children Safe in Education 2021

Keeping Children Safe in Education (KCSiE) 2021 is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002. KCSiE 2021 reinforces that all staff should recognise that children are capable of abusing their peers. Schools should ensure their Child Protection Policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported. The George Stephenson High School Child Protection Policy and Peer on Peer Abuse Policy explains how George Stephenson High School will respond in relation to peer on peer abuse.

- Preventing and tackling bullying 2017

This document has been produced to help schools take actions and respond to bullying as part of their overall behaviour policy.

- Approaches to preventing and tackling bullying: case studies 2018

This document helps identify and share effective anti-bullying practice among schools.

- Searching, screening and confiscation 2018

This advice explains schools’ powers of screening and searching pupils so that school staff have the confidence to use them

3. Rationale

The George Stephenson High School Anti-Bullying Policy is an integral part of the Child Protection and Safeguarding processes at George Stephenson High School. It outlines clear guidance in relation to how the school will respond to incidents of bullying. All staff understand that bullying and its many forms is a classification of **Peer on Peer abuse**.

NB For peer on peer abuse which is associated more directly with **Harmful Sexual Behaviours**, please see our “**Peer on Peer Abuse Policy**” for greater detail on sanctions, support and our zero tolerance response.

Bullying is a form of anti-social behaviour that has no place in this school or any community. Bullying is defined as deliberately hurtful behaviour, repeated over time, where it is difficult for those being bullied to defend themselves. It can take many forms,

but the main types of bullying are:

- physical – hitting, kicking, touching
- taking or damaging belongings
- verbal – name calling, insulting, making offensive remarks
- misuse of new technologies – sending messages on mobile phones or social media
- indirect – spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.

Bullying can make the victim feel distressed, nervous, hurt or worried. The bully's actions may or may not be on purpose and may involve encouraging others to cause upset.

This type of behaviour involves one person or group having all the power and someone else having none, leaving someone feeling helpless to prevent it or put a stop to it.

Bullying is often motivated by prejudice against particular groups. When incidences of bullying are analysed across the UK the following themes are often found to be used as a basis for the bullying or aggression:

- Racism
- Colour
- Sexism
- Homophobia targeted at lesbian, gay, bisexual, trans and queer (LGBTQ) pupils
- Ability
- Special educational needs and/or disability (SEND)
- Family
- Looked after children
- Adopted children
- Young Carers
- Success
- Failure
- Religion
- Culture
- Appearance – size, height, weight, dress, personal features
- Language/speech
- Social Class
- Nationality

Schools have a legal duty to ensure prejudiced based bullying is dealt with in schools. Under the Education and Inspections Act (2006), Head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others and self-discipline amongst students and to prevent all forms of bullying. This includes the prevention of prejudice-based bullying related to all of the themes stated above.

Keeping Children Safe in Education 2021 reinforces that students with special educational needs (SEN) and disabilities can face additional safeguarding challenges. All staff need to be aware that additional barriers can exist when recognising abuse for these groups of students. This would include the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

4. How do we educate our students in relation to bullying?

From their arrival in Year 7, students are given the very clear message that any form of bullying or unpleasant behaviour is neither welcome nor tolerated at George Stephenson High School. This is reiterated in assemblies, in tutor groups and through the curriculum, particularly in subjects such as PSHE, English and Religious Studies.

George Stephenson High School creates an ethos of positive behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave. The school values reinforce respect for others and this fundamental aspect of school life permeates all areas of the school curriculum.

George Stephenson High School has developed a sophisticated approach where intelligence is gathered through analysis of behaviour data, student voice and staff voice about issues between students which might provoke conflict. With this in mind; specific focussed strategies are developed to prevent bullying occurring in the first place. The strategies frequently involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

Every year we hold an anti-bullying week in November and mark National Safer Internet Day in February.

Student led approaches to anti-bullying at George Stephenson High School

The annual focus areas for these approaches will be directed by feedback received in relation to trends of bullying and prejudiced or discriminatory based behaviour. In recent years student led approaches have included:

Anti-Bullying Ambassadors

A key part of the school's approach to anti-bullying is the formation of the student led group of George Stephenson High School Anti-Bullying Ambassadors. The group has received external training and are supported by weekly meetings with an allocated member of staff.

The Anti-Bullying Ambassadors have been introduced at George Stephenson High School as a way to support our students to tackle bullying and improve anti-bullying practice in their school. This is based on the belief that the key to tackling bullying effectively is to empower and engage young people in Anti-Bullying work. Examples of their work include leading assemblies, creating resources for tutor time and holding weekly drop in sessions for fellow students to discuss concerns if they are being bullied.

CSI (Celebrating Student Individuality) Group

George Stephenson High School is committed to promoting equality, tolerance and harmony amongst its students and prepare them for life in a diverse society. There is a student led group which holds events, creates tutor resources, and leads assemblies to promote good relations and understanding in the school between a diverse range of people from different identities and backgrounds.

5. Guidelines for Students

All students are provided with clear guidance on how to respond to instances of bullying. Our current guidelines are currently being revised as a result of Student Voice and the CSI group and will therefore be published in the Student Planner 2022-23. This policy will be updated by December 2021 to reflect this work.

6. Guidelines for Staff Should a Student Complain of Being Bullied

All staff employed in the school are expected to adhere to a common set of guidelines in responding to instances of bullying. The term **staff** includes teachers and support staff. We all have a duty to implement the school policy on bullying. Every complaint of bullying must be taken seriously. Guidelines for staff should a student complain of being bullied can be found in Appendix A.

7. Guidelines for Parents of the Student Being Bullied

The school is committed to working in partnership with parents to resolve bullying issues quickly and decisively. The following guidelines offer support and advice to parents.

- If your son or daughter tells you they are being bullied, keep calm! Getting angry and threatening to visit the school or the parent of the other student will terrify them further.
- Praise them for telling you and reassure them that they have done the right thing in letting you know what is happening.
- Try to find out the facts – what exactly has happened?

What bullying is (and isn't!)

Bullying:

- Goes on for a while and happens regularly
- Is deliberate – the other person wants to hurt, humiliate or harm the target
- Involves someone (or several people) who are stronger than the person being bullied.

All three things have to happen together to be called bullying.

Bullying is not:

- A one off fight or argument
- A friend sometimes being nasty
- An argument with a friend

- Use your best listening skills. Accept your son or daughter's feelings, encourage him/her to talk about any worries by listening.
- Help your son or daughter to think about what s/he would like to happen, and ask how you can help.
- Encourage your son or daughter to talk to his/her Guidance Manager. If s/he does not want to then it is advisable for you, preferably with your son/daughter's support, to make the Guidance Manager aware that this is how s/he is feeling. Arrangements can be made for you to speak to a member of staff without making other students aware that this is being done. The sooner we know about a problem the quicker we are able to put in place appropriate intervention for all students involved and prevent bullying happening.
- Bullying can destroy confidence and your son or daughter will be feeling vulnerable. Make him/her feel loved, valued and important.
- Talk to him/her about why people bully to reinforce the point that your son/daughter is not the problem.
- When you talk to the school, stay calm and give specific details. Remember that we are partners with you and both want the best for your son or daughter.
- If after you have made a plan with the school and followed it up, you are still not happy with the situation, then please do contact the Assistant Headteacher (Behaviour) who will review the action taken to date and offer guidance and

- support for future interventions.
- If the bullying problem persists you have the right to follow the school complaints procedure.

8. George Stephenson High School's Response to Online Bullying

The use of the internet (Online bullying) and mobile telephones to bully is a very serious matter and can constitute a criminal offence. In the United Kingdom there are criminal laws that can apply in terms of harassment or threatening and menacing communications which would apply to students of secondary school age.

The wider search powers included in the Education Act 2011 and the Department for Education (2018) document titled 'Searching, Screening and Confiscation.' gives teachers stronger powers to tackle online bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where the member of staff conducting the search finds an electronic device they may examine the device for inappropriate content if they think there is a good reason to do so. Following an examination, if the member of staff decides to return the device to the owner, or to retain or dispose of it. They may erase any content if they think there is a good reason to do so.

The staff member must reasonably suspect that the content on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

All school staff are aware that behaviours linked to sharing nudes and semi-nude images and videos put a child in danger. The Designated Safeguarding Lead should be notified if it is suspecting that this has taken place. S/he will make any subsequent decision in relation to the viewing of content on an electronic device. Further guidance in relation to sharing nudes and semi-nudes is included within this section of the policy.

The guidelines in relation to consequences and interventions in Appendix B will be followed if a student is found to be involved in online bullying. George Stephenson High School parents/carers are exceptionally supportive and working closely with them will usually provide the most effective way of punishing a child found to have engaged in Online Bullying activity. The ultimate outcome is to reform the views of the student engaging in the bullying activities and for the student bullied to feel reassured and clear that justice has been done.

At George Stephenson High School, we will deal with reported cases of online bullying in the following way:

Supporting the student being bullied

- Give reassurance that the student has done the right thing by telling someone.
- Make sure the student reporting the issue knows not to retaliate or return the message and will ask the victim to think about what information might be available on the internet.
- Help the student to keep relevant evidence for any investigation (e.g. by not deleting messages/files they've received and by taking screen capture shots and noting web addresses of online cyber bullying instances). Check the student understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chat room. Please ask for advice if you require help with technical aspects.

Take action to contain the incident when content has been circulated:

- If you know who the student responsible is, ask them to remove the content after you have had the opportunity to capture screen shots and witness content where possible;
- Contact the host (e.g. the social networking site) to make a report to get the content taken down.
- The Guidance Manager to use disciplinary powers to confiscate phones that are being used to cyber bully. Also ask the student to tell you who they have sent messages on to.
- In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

How will George Stephenson High School respond to an incident of Sharing Nudes and Semi-Nudes?

The UK Council for Child Internet safety (UKCCIS) have produced guidance for schools on how to respond to the following incidents:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18 shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

The Designated Safeguarding Lead at George Stephenson High School will oversee any incidents which meet the criteria outlined above and all actions taken will be taken in line with the UKCCIS guidance. The guidance states that 'schools may want to invoke their own disciplinary measures to discourage young people from sharing, creating or receiving images...'

George Stephenson High School will put in place consequence for serious misconduct for any student who is found to have demonstrated behaviour which meets the above criteria. Persistent offenders will receive consequences in line with our anti-bullying policy. Further guidance in relation to Sharing Nudes and Semi-Nudes can be found in the George Stephenson High School **Peer on Peer Abuse Policy**.

9. Online Bullying Advice for George Stephenson High School

- Always respect others – be careful what you say online and what images you send to others and publish on websites.
- Think before you send or publish – whatever you send can be made public very quickly and could stay online forever.
- Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.
- Block the bully – learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!
- Save the evidence – learn how to keep records of offending messages,

pictures, video/films or online conversations.

- **Make sure you tell** an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence. You could also speak to the provider of the service to see where to report incidents;
- At our school – speak to any member of staff. Your tutor will usually be the best person to start with.
- Finally, don't just stand there – if you see cyber bullying going on, support the victim by reporting the bullying. How would you feel if no one stood up for you?

This advice is based on information from the Government's Department for Education.

10. Online Bullying Advice for Parents and Carers

Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.

Monitor internet use closely – your child may be suffering in silence.

Talk with your children and understand the ways in which they are using the internet and their mobile phone.

Look also at the key messages for George Stephenson High Students on Online Bullying.

Use the tools available on your computer. Find out how to turn on in-built internet safety features.

Remind your child not to retaliate to messages.

Keep the evidence of offending emails, text messages, files/videos or online conversations.

Be aware, your child could be a cyber-bully as well as be a target of cyber bullying.

Report Online bullying:

Contact your child's Guidance Manager, if you think it may involve another student so that we can take appropriate action.

Contact the service provider (Facebook, Twitter, Instagram).

If the online bullying is serious and a potential criminal offence has been committed, you should consider contacting the police. The school will support parents/carers in this.

This advice is based on information from the Government's Department for Education.

Appendix A

INVESTIGATION STAGE	
Stage 1	A member of staff is made aware of a concern in relation to bullying or online bullying and/or prejudiced or discriminatory behaviour or bullying . This includes sharing nudes and semi-nudes with the intent to cause upset.
Stage 2 The member of staff receiving such a complaint must respond by completing the following actions: <ul style="list-style-type: none">Log the incident on CPOMS (school email account holders) or complete a Record of Concern (non school email account holders) detailing all known information. The name of the alleged aggressor and their Guidance Manager should be clearly written at the top of the form.If the incident warrants it the member of staff who has received the complaint should take statements and help collect evidence using a Student Statement Form.	
Stage 3 <ul style="list-style-type: none">The Guidance Manager of the aggressor will take responsibility for ensuring the issue is investigated and the appropriate actions are taken. S/he will work in conjunction with Guidance Manager (Victim), Family Liaison Workers (Aggressor and Victim) and Tutor (Aggressor and Victim). If appropriate teachers and Curriculum Leaders may be involved as directed by the Guidance ManagersThe Guidance Manager of the aggressor will then upload details of the actions taken to CPOMS.The Guidance Manager will decide whether or not to proceed to the Consequence Stage (below) or to initiate a Civil Learning Agreement where there are problems on either side (Appendix D)	
INTERVENTION/CONSEQUENCE STAGE – AGGRESSOR	
Bullying and Online Bullying Actions taken for the aggressor when it is confirmed that bullying or online bullying (1 or more incidents) of a student has taken place:	
Level 1 <ul style="list-style-type: none">Student is placed in Time Out. Guidance Manager will contact home with timings to be arranged.A conference with parents/carers of the aggressor will be held by the Guidance Manager to enable parents and student to sign the Bullying ContractThe teachers of the bully and victim are informed by their Guidance Manager so that they can monitor closely for any inappropriate behaviour/bullying in lessons.A Pastoral Support Plan may be created by the Guidance Manager.	
Level 2 - If bullying continues: <ul style="list-style-type: none">Student is issued with an Internal Exclusion.A second conference with parents/carers of the aggressor will be held by the Guidance ManagerIf deemed appropriate by the Guidance Manager the bully will attend mentoring sessions to find solutions to the issues which are arising. These might be with the FLW, Someone Cares or TRAX Outreach. A referral may also be made to North Tyneside School Support Team at this point.The Guidance Manager may move the bully to a different Tutor Group and/or Learning Group.A Pastoral Support Plan must be created by the Guidance Manager.	
Level 3 - If bullying continues: <ul style="list-style-type: none">Student is issued with a Fixed Term ExclusionA third conference with parents/carers of the aggressor will be held by the Guidance Manager and Assistant Headteacher (Behaviour) This may or may not be attended by North Tyneside School Support Team.Police may be contacted and asked to be available to perform 'restorative justice' activities between the students concerned. Parent/carer permission does not need to be sought for this though it would be expected by the school in most circumstances.	
Level 4 - If bullying continues: <ul style="list-style-type: none">Student is issued with a Lengthier Fixed Term Exclusion or the school may request a Managed Move to another school. In some cases, the Headteacher reserves the right to issue the aggressor with a Permanent ExclusionA fourth conference with parents/carers of the aggressor will be held by the Guidance Manager and Assistant Headteacher (Behaviour) and if necessary, the Deputy Headteacher.	
INTERVENTION STAGE – VICTIM	
<ul style="list-style-type: none">The victim's Guidance Manager will contact parents/carers to explain what is happening with identification of the bully not given - no 'naming and shaming'.Two and four week follow up checks must be diarised and carried out by the Guidance Manager of the victim. These meetings should be logged in CPOMS. Appendix B should be used.Guidance Managers may offer the victim a series of sessions with a mentor to support their emotional stability.	

STAFF INVESTIGATING SHOULD CONSIDER THE FOLLOWING:

- Listen to and don't judge the victim or bully until you have heard both sides of the story and feel educated enough to make an informed decision.
- Tell the victim what you are doing to make sure that they feel comfortable with every step taken.
- Be there for the victim OR bully to talk to if they feel it necessary.
- Be aware of the possibility of a long and complex history behind the story.
- Be ready for the possibility of the bullied becoming the bully.
- The aggressor(s) may be unaware of the unhappiness they are causing. Be constructive. It might be desirable to involve the whole class and/or the tutor/teacher to plan an activity for the tutor group that could support the bully and victim that could focus on relationships.
- Keep an eye on the 'victim'. Check formally whether the bullying is continuing or has ceased. Be aware that victims are sometimes reluctant to admit that bullying is continuing because they feel that 'telling' has not worked and has made things worse. Advise the 'victim' on his or her comportment and behaviour if necessary but do not blame the complainant whose self-esteem may already be low as a result of the bullying.

Factors to consider when determining the appropriate sanctions consider:

- Our policy should be followed consistently but we must consider the Special Educational Needs of all parties involved.
- The impact on the victim: was the bully acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- The motivation of the bully: was the incident unintentional or retaliation to bullying behaviour from others?
- Technology-specific sanctions for students engaged in cyber bullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile telephone into school.

Appendix B

Anti-Bullying Follow-Up Procedure

Following an incidence of bullying it is necessary to ensure that the matter has been resolved and the victim of bullying is no longer being treated unfairly or unpleasantly by previous perpetrator or her/his friends or any other party. The follow up checks should be carried out in private so that the student is not worried about other students over hearing.

The completed form should be uploaded to CPOMS by the Guidance Manager of the victim

Two Week after incident follow-up check

Date of this check:

Heads of House should be sure that the above named student is not experiencing any of the following from the bully or others:

		<u>All clear? Y/N</u>
1)	Verbal comments	<input type="checkbox"/>
2)	Unwanted physical contact	<input type="checkbox"/>
3)	Electronic/telephone bullying or harassment	<input type="checkbox"/>
4)	Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures	<input type="checkbox"/>
5)	Other unwanted actions, detail below	

Four Week after incident follow up check

Date of this check:

Guidance Managers should be sure that the above named student is not experiencing any of the following from the bully or others:

		<u>All clear? Y/N</u>
1)	Verbal comments	<input type="checkbox"/>
2)	Unwanted physical contact	<input type="checkbox"/>
3)	Electronic/telephone bullying or harassment	<input type="checkbox"/>
4)	Non-verbal/non-contact unpleasantness such as unpleasant stares/looks/gestures	<input type="checkbox"/>
5)	Other unwanted actions, detail below	

Assuming that the bullying has ceased then at this point the Guidance Manager should explain to the student that the onus is now on them to report if bullying should begin again.

Signed off Guidance Manager..... Date



Bullying Contract

This contract serves to prove a student's knowledge about the definition of and consequences for bullying, and to inform parents of school policy regarding aggressive and inappropriate behaviour among students.

By signing this contract, _____ (hereafter referred to as "Student,") understands that:

- Bullying can be physical, verbal, or emotional.
- Bullying consists of, but is not limited to: name-calling, violence, theft, rumours, exclusion, threats, intimidation, put-downs and pranks.
- Students should all be treated with courtesy and equality regardless of age, gender, race, religion, orientation, size, disability, intelligence, athletic ability or popularity.

Student pledges to uphold the following rules:

- To abide by the school's policy concerning bullying and harassment.
- To report incidents of bullying to a trusted teacher or staff member.
- To stand up for victims of bullying.
- To encourage others to treat all students with respect and courtesy.
- To help make the school a place where everyone feels safe, heard, and respected.

Student understands that any incidents of bullying will result in the following consequences:

- Level 1: 1 report of bullying:
Time Out
- Level 2: 2 reports of bullying:
Internal Exclusion
- Level 3: 3 reports of bullying:
Fixed Term Exclusion
- Level 4: More than 3 reports of bullying:
Lengthier Fixed Term Exclusion/School place at risk/Managed Move

(Child's Signature)

(Parent's Signature)

(Date)

(Staff Signature)

Appendix D: Civil Learning Agreement



Civil Learning Agreement: Student A and Student B

Our goal at GSHS is to provide each student with a safe learning environment where we are always “Ready, Respectful and Safe”. From time to time, students experience problems within and outside their friendship groups and this is a normal part of growing up. The Civil Learning Agreement is used as a way of recognizing an escalation in these issues and to remind our young people that everyone at GSHS deserves to be treated with courtesy and equality regardless of age, gender, race, religion, orientation, size, disability, intelligence, athletic ability or popularity.

Should this agreement be broken by either party and one student begins to make the other unsafe (physically and emotionally) then a bullying contract may be introduced and serious sanctions will be put in place. This could ultimately lead to a student’s school place at GSHS being placed at risk.

Your responsibility

Everyone has the right to feel physically and emotionally safe at school. As a member of our school’s community I will do everything I can personally to create and preserve a physically and emotionally safe environment.^[L] I agree to:

- Treat other students with kindness and respect
- Not engage in verbal, relational, physical bullying or cyberbullying
- Be aware of and follow the school’s anti-bullying policies and procedures
- Support students who have been victimized by bullies
- Speak out against verbal, relational, and physical bullying and cyber bullying
- Notify a parent, teacher, school counselor or administrator when bullying does occur
- Be a good role model for other students
- Specifically, I agree to do everything in my power not to speak to, name call or intimidate**

Student A/B

I understand that if I break this agreement, my parents will be invited in and bullying contract will be put in place – my school place may be at risk

Student Signature: _____ Date: _____