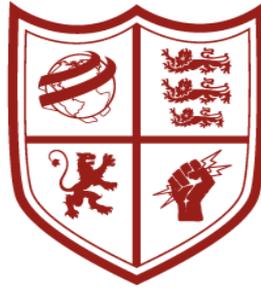


**Stretford**  
Grammar School  
*Aspirat primo fortuna labori*

## **Anti-bullying Policy**

**Ratified by Governors : June 2018**



## **Anti-bullying Policy**

**Date of Review:** Annually

**Member of staff with overall responsibility:** Mrs. H. Dolphin

**Governing Body Sub-Committee with reviewing responsibility:** Student Welfare

### **Our vision and values**

We strive to create a learning community based on mutual respect and support: "By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential" DfE(2017) Bullying hurts and no one deserves to be bullied. It is important that we create an atmosphere in which bullying is not tolerated and in which no student has to endure harassment, victimisation or discrimination. The impact of bullying can have a long-lasting effect. We believe it is important to create an environment where students are not afraid to talk about bullying behaviour directed towards themselves or towards another member of our community. Being observant of student behaviours and working towards preventing bullying behaviours are essential but we also need to be a community which feels able to speak up about bullying behaviours. We teach students strategies to stand up to bullying without retaliating. We also believe it is important to inform parents and carers about our approach to bullying so that they are able to distinguish between what is and is not bullying.

### **Aims of this policy**

- To show that we take bullying seriously and will deal with it in a fair and consistent manner.
- To ensure that all members of the school community have a shared understanding of what bullying is; this includes governors, staff, students and carers.
- To make procedures in relation to bullying clear and transparent. .

- To state what we will do to educate the school community about the impact of bullying, its causes and consequences as well as how to stand up to and deal with bullying
- To protect the school community from bullying behaviours

### **Definition of bullying**

- Bullying is usually described as being behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally
- How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?
  - There is a deliberate intention to hurt or humiliate.
  - There is a power imbalance that makes it hard for the person who is being bullied to defend themselves.
  - It is usually persistent
- Bullying behaviour can be physical, verbal, emotional or psychological. It can happen face-to-face or through cyberspace
- Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'
- Bullying behaviour can take many forms. It can be:
  - physical-pushing, hitting, kicking, slapping or any other form of violence
  - taking or damaging belongings
  - name calling
  - taunting
  - mocking
  - making offensive comments
  - making threats
  - cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices
  - producing offensive graffiti
  - gossiping and spreading hurtful and untruthful rumours
  - excluding people from groups

### **Additional specific types of bullying include:**

- Prejudice Related Bullying. Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
  - age
  - being or becoming a transsexual person
  - being married or in a civil partnership
  - being pregnant or having a child
  - disability
  - race including colour, nationality, ethnic or national origin including gypsy, Roma and travellers
  - religion, belief or lack of religion/belief
  - sex
  - sexual orientation
- These are called 'protected characteristics'

### **Other vulnerable groups include:**

- bullying related to appearance or health
- bullying of young carers or looked after children or other scenarios related to home circumstances
- There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately

### **Prejudice Related Language**

- Homophobic, transphobic and disablist language includes terms of abuse used towards lesbian, gay, bisexual, transsexual young people and young people with a learning or physical disability. It is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.
- Dismissing it as banter is not helpful. Even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying
- Bullying is not confined to the school premises. It can happen on the way to and from school and in the school community

- Cyberbullying can take many forms and may follow on from an incident which starts in school and then is progressed online or may start online and then influence behaviour in school. The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for students to be disrespectful to each other in a way which is bullying.. Whilst most incidents of Cyberbullying occur outside school, we offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying
- Where bullying outside school is reported to school staff, it will be investigated and action is taken. The Headteacher will also consider whether it is appropriate to notify the Police of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the Police will always be informed. Where the safety and welfare of a member of the community is at serious risk, the Safeguarding Policy will be followed and this may include the involvement of children's services
- Bullying can take place between:
  - young people
  - young people and staff
  - between members of staff
  - individuals or groups

### **Strategies for preventing bullying**

- Prevention is clearly the strategy of choice
- As part of our commitment to the safety and welfare of our students we have developed the following strategies to promote positive behaviour and discourage bullying behaviour
- This is addressed in a variety of ways:
  - The school's Behaviour Policy outlines acceptable behaviours for the whole school community. These are visible around the school and are shared in and out of lessons. Staff are expected to be positive role models to students and be consistent in their expectation in relation to the agreed behaviours
  - At a whole school level – through assemblies when students are informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. Assembly time is used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying.

- Anti-Bullying Week in November is used as an opportunity to raise the profile of this issue. Assemblies on anti-bullying take place as well as related activities in form time and in PSHCE lessons
- At classroom level – especially through PSHCE and form time with a focus on developing strong anti-bullying messages
- In Computing lessons Cyberbullying is addressed. Students are taught safe ways to use the internet and appropriate online behaviour. This is also addressed through form time, assemblies and Drop-Down Days
- Working with parents/carers to help them to understand our approach with regards to bullying is essential. At Information Evenings for each year group, we address bullying and ensure that our values, procedures and policy are shared with parents and carers
- Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support internally or signpost parents to appropriate outside agencies who can support
- We recognise that there are particular times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. There is adequate supervision available at these times to reduce the risk of bullying incidents
- Students contribute to the school's Anti-Bullying Policy through School Parliament and through reviewing the Policy in form time and in PSHCE lessons
- Students are trained to be Anti-Bullying Ambassadors and are available to other students to support with any questions or advice they might need about bullying
- Restorative Justice is used to encourage students to consider the impact of their actions and to resolve incidents by trying to make amends for their actions and modify their behaviour in the future
- Stereotypical views are challenged; students are encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, age, religion, sexuality, ability or disability
- Staff training on being aware of the potential signs of bullying occurs at appropriate intervals.

**Procedures: How to deal with bullying and who to tell.**

- Each year in the Autumn Term students are taught to take the following action if they feel they are the target of bullying behaviour and feel comfortable to do so:
  - They are advised to tell the person who is demonstrating this behaviour that they do not like what is happening and to ask for it to stop.
  - Students are told that if they witness behaviours they believe to be bullying, to tell the person exhibiting this behaviour to stop

- Students are encouraged to share what has happened with another member of the school community
- If the behaviours continue, students should tell someone in school, an adult or another student or who will initiate action to sort out the problem. This will often be the Form Tutor, Progress Leader or any teacher or member of staff. Students who do not feel able to share with an adult are encouraged to share the information with someone at home who can then relay the information to staff in school
- Email addresses are shared by Progress Leaders on Information Evenings but parents can address concerns to [admin@stretfordgrammar.com](mailto:admin@stretfordgrammar.com)
- All adults in school are expected to deal with incidents of bullying behaviour however the Form Tutor as well as Progress Leaders need also to be kept informed
- In the first instance we would expect the adult who has been informed to gather some initial information. In collaboration with a Progress Leader, a Form Tutor is often the best person to investigate and offer solutions
- The Assistant HeadTeacher for Student Welfare and Development may be involved if there are repeated incidents of bullying and a sanction at a higher level is needed
- Evidence is collected as soon as possible to establish what has been taking place
- All parties are interviewed and given the opportunity to give a witness statement including any witnesses or bystanders
- The student is being bullied is offered emotional support and a place where they feel safe and supported in free time in school whilst the incident is being investigated
- Parents and carers are informed as soon as possible by telephone
- Appropriate disciplinary procedures in accordance with the Behaviour Policy are implemented
- Responses may vary according to the type of bullying and may involve outside agencies where appropriate
- A range of responses and support appropriate to the situation will be implemented. These are solution-focused and include a restorative approach

and individual work with the student who has been bullied and the student who has perpetrated the bullying. This may involve liaising with the wider community if the bullying is taking place off school premises.

- Bullying incidents and follow up actions are recorded on CPOMS and on student conduct logs
- The Form Tutor monitors the student who has been bullied and monitor their wellbeing
- The students who are being bullying are offered counselling sessions with our School Counsellors
- We adopt a graduated approach to applying sanctions and they are applied in accordance with the Behaviour Policy. They are fair, proportional and consistent, taking account of any special needs or disabilities (SEND) that students may have, and taking into consideration the needs of vulnerable children
- Bullying by children with disabilities or SEND is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed
- Information about bullying incidents are shared with staff so that staff are vigilant to any recurrence or escalation of the unacceptable behaviours. Form Tutors check on the welfare of a student who has been bullied, but we also rely on students and their parents reporting any repetition of the unacceptable behaviours. We accept that there are times in school when incidents may not be directly observed by adults and it helps in resolving issues when students and parents feel able to share any recurring behaviour
- We are planning to introduce an online method of reporting bullying which does not initially require the person who is being bullied to report an incident in person

## **Useful Websites**

### Local

[www.talkshoptrafford.co.uk](http://www.talkshoptrafford.co.uk)

### National

Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)  
Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

Childnet International: [www.childnet.com](http://www.childnet.com)  
Digizen: [www.digizen.org](http://www.digizen.org)  
Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)  
Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBTQI**

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)  
Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)  
Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Mencap: [www.mencap.org.uk](http://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](http://www.annefrank.org.uk)  
Kick it Out: [www.kickitout.org](http://www.kickitout.org)  
Report it: [www.report-it.org.uk](http://www.report-it.org.uk)  
Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)  
Show Racism the Red Card: <http://www.theredcard.org/>  
Tell MAMMA <https://tellmamauk.org/>