



Stretford
Grammar School
Aspirat primo fortuna labori

Anti-bullying Policy

Ratified by Governors : April 26



Date of Policy: April 2026

Member of staff with overall responsibility: AHT Student Welfare and Development

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1. Our vision and values

- We strive to create a culture based on our core values of aspiration, endeavour and respect
- All members of our community including adults and young people, are expected to demonstrate our core values and exhibit positive behaviours
- We are committed to creating a community where any form of bullying is unacceptable. A community where bullying, disrespect, violence, racism, abuse and harassment are never acceptable or tolerated
- Bullying can happen in any community so we believe that it is essential for students to be knowledgeable about bullying and have been taught strategies to stand up to bullying which they, or others experience without any form of retaliation.
- No disrespect or verbal, physical or emotional abuse are acceptable but not all these behaviours can be defined as bullying. All in the community need to be able to differentiate between what is and isn't bullying
- We understand how distressing bullying can be for parents and carers so we aim to inform parents fully about our approach to bullying and our responses to it

2. Aims of this policy

- To ensure that all members of the school community have a shared understanding of what bullying is; this includes governors, staff, students, parents and carers through appropriate education.
- To make procedures in relation to bullying clear and transparent
- To take a proactive approach and clearly 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 by providing a safe and secure environment where all members of the school community and treated in accordance with the school's values
- To ensure students feel confident to report bullying and feel that they will be believed and that action will be taken
- To apply a consistent and appropriate response and education to any students involved in bullying others and apply sanctions as required
- All incidents of bullying are recorded by the school and staff follow the process flowchart and bullying checklist is completed

3. Understanding Bullying

There is no legal definition of bullying, however it is defined by the Anti-Bullying Alliance as *"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online"*

- Bullying can be face-to-face but also behind someone's back
- Bully – displays unwanted, aggressive behaviour amongst school children that involves a real or perceived power imbalance. This behaviour is repeated over time.
- Target – a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour

Types of Bullying

- Child on Child abuse:
All should be aware that children can abuse other children (child on child abuse). This is most likely to include, but may not be limited to:
bullying (including cyberbullying);
physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
sexual violence, sexual harassment, up skirting, sexting, initiation/hazing type violence and rituals
KCSiE states that all staff should recognise indicators and signs of child on child abuse, and how to identify and respond to reports.
- Bullying can take many forms. It can be:
 - Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), intimidation, spreading rumours, nasty looks, pointing and laughing, comments about someone's appearance
 - Physical - pushing, kicking, hitting, punching or any use of violence.
 - Racist – generalisation of someone's race, faith, belief, colour; racist comments, taunts, graffiti and/or gestures
 - Sexual - unwanted physical contact or sexually abusive comments, up skirting, leering, intimidation, forcing someone to act in a sexual way, sexting, gaslighting, controlling someone of the opposite gender
 - Homophobic, transphobic or biphobic - because of, or focusing on, the issue of another student's sexuality and/or gender identity whether it is real or perceived
 - Name-calling and abuse because of someone in their family being LGBTQ+
 - Verbal - name-calling, sarcasm, spreading rumours, teasing, racist and comments about someone because they are in a protected characteristic
 - Sexism and misogyny
 - Cyber - all areas of the internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities, inappropriate use of Whats App, social media etc, inappropriate use of AI to generate false/hurtful information/images
 - Creating or exploiting an imbalance of power through for example extortion; coercion, taking money, equipment; harassment and intimidation; hazing etc
 - Occasions where banter moves from friendly interaction with no intention to cause harm to that which is malicious, humiliating and/or intended to cause hurt or harm
 - Hurtful bystander behaviour such as instigating bullying, encouraging bullying or passively accepting bullying by watching or doing nothing
- Trolling can be defined as "circumstances where a person shows discord on-line starting arguments or upsetting people by posting inflammatory, insulting or threatening messages with the deliberate intent of provoking an emotional response"
- 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

- 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'. Students are responsible for reporting behaviours which are disrespectful to themselves or others. As a school we are committed to making this reporting as comfortable and as accessible to students as possible
- Vulnerable groups - there are specific groups of individuals who are more vulnerable to experiencing bullying that staff in school need to be aware of:
 - Looked after and previously looked after children
 - Children with SEND
 - LGBTQ+ community

Effects of Bullying

Young people who are being bullied are being denied the opportunity to reach their full potential. Effects may be long term and could include:

- Absenteeism – unknown or prolonged periods of time out of school
- Fall in academic performance
- Poor self-esteem
- Health problems
- Isolation and failure to develop socially
- Depression and suicide
- Relationship difficulties
- Anxiety about certain situations or people

4. Preventing Bullying

- 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
 - Lessons about healthy relationships and bullying are delivered in timetable PSHCE lessons. Friendships, relationships and to challenge issues or support others is covered in PSHCE
 - In assemblies key anti-bullying messages are reinforced as well as regular reminders of responsibilities and reporting procedures.
 - 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
 - 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 and surveys

- 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
- We actively provide opportunities to develop pupils' social and emotional skills, including resilience throughout the curriculum. For example, oracy skills in lessons and student led and delivered assemblies

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

- Stopping violence and ensuring immediate physical safety is our first priority although we recognise that all forms of bullying can be as harmful
- Each year in the Autumn Term students are taught that if they feel they are the target of bullying behaviour or witness to bullying behaviours that they tell the person behaving in this way that they do not like what is happening and to ask for it to stop
- If the behaviours continue, we would like students to tell someone in school, who will initiate action to resolve the problem. This includes peer mentors who can support a student in sharing with an adult. We appreciate this might be difficult so have provided ways which are not face-to-face to make this easier. There is a space to report incidents on the school website under the student area and wellbeing. There is also a designated reporting form on the student welcome screen. Students can speak to any adult in school. We encourage them to speak to the Form Tutor or Progress Leader but appreciate that some students might feel more comfortable sharing with a different adult.
- 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
- Parents are encouraged to get in touch and report concerns if they feel their child is being bullied. Email addresses of Progress Leaders are shared on Information Evenings but parents can also address concerns to admin@stretfordgrammar.com
- In the first instance we would expect the adult who has been informed to note the details of any incidents and pass these to the Progress Leader on CPOMS logging the incident as a bullying concern. 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
- The Progress Leader completes a bullying checklist to establish if what has happened constitutes bullying and to signpost to the appropriate action and intervention. Whilst an incident might not constitute bullying, it will still be investigated and action taken to resolve the issue
- The Assistant Head Teacher 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 the details of any incidents
- All parties are given the opportunity to give a witness statement including any witnesses or bystanders
- Emotional support and safe spaces are offered so that students feel safe and supported school whilst the incident is being investigated
- Parents and carers are informed as soon as possible by telephone and a meeting might be held

- 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
- Interventions are solution-focused and might 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. It may also involve outside agencies
- In the first instance, intervention is likely to be a warning with parents being informed. We will impress on students acting in a bullying manner that what they have done will not be tolerated and that we are giving the opportunity for behaviours to change
- Where possible, and with the consent of the target, we encourage students to complete an impact statement (appendix 3) which can be shared with the perpetrator as part of restorative processes. Whilst we are aware that restorative processes can be useful in supporting the learning of those displaying bullying behaviours, the target is always given the choice if they want to participate in these processes
- Bullying incidents, checklists, witness statements, impact statements and follow up actions are recorded on CPOMS. The students who are being bullied are offered additional support such as counselling sessions with our School Counsellor
- Information about bullying incidents is shared with staff so that staff are vigilant to any recurrence or escalation of the unacceptable behaviours
- Reflection and education work is completed with the aggressor to restore and repair relationships – with the aim of preventing repeated incidents
- The Responding to Allegations of Sexual Harassment and Violence policy outlines further procedures to be followed in relation to child-on-child abuse

6. How we monitor the situation

- The Form Tutor monitors the student who has been bullied and monitor their wellbeing. Monitoring conversations must be logged on CPOMS. Support and reassurance towards restoring self esteem
- Offering restorative conversations in a safe space (this should be led by target)
- Access to mental health first aid (such as professionals within school – pastoral team, Thrive, counsellor drop ins)
- 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 cannot take action if we are not made aware of any behaviours continuing

7. Links with other policies

- Relational behaviour policy
- School Values – We ARE Stretford Grammar (aspiration, respect, endeavour)
- Equality, diversity and inclusion
- Safeguarding

Useful Websites

Local

TalkShop: <https://traffordeducation.co.uk/Page/5621>

National

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

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

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

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

EACH: <https://each.education/resources>

Stonewall: www.stonewall.org.uk

Proud Trust: <https://www.theproudtrust.org/>

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: <http://www.theredcard.org/>

Tell MAMMA <https://tellmamauk.org/>

Anti Deformation League: <https://www.adl.org/who-we-are>

Appendix 1

Process Flowchart

The victim reports the incident to an adult in school who notes down the details and records them on CPOMS alerting the Form Tutor and the Progress Leader.

A student makes a report online and it is followed up by the Progress Leader

A student approaches a Peer Mentor who supports them to report the bullying to an adult

An online checklist helps students to establish if bullying is taking place

The Progress Leader completes the checklist (appendix A) to identify if the behaviour constitutes bullying

If the behaviour does not constitute bullying, intervention takes place according to the Behaviour Policy

If the behaviour is bullying and witness statements support this, the following steps are taken

The student guilty of bullying will be warned that the behaviours are unacceptable and that any repetition will lead to sanctions being put in place

The victim will be told to report immediately any repetition of the bullying behaviour.

The victim will be offered a safe space

The victim will be asked to complete an impact statement and asked if they would like to take part in a restorative meeting

Both sets of parents are contacted.

The incident is logged on CPOMS as bullying

If further incidents are reported:
Both sets of parents are contacted
The following sanctions are considered:
Detention of at least one hour
Internal Isolation
Fixed-term exclusion
Support is offered to the victim
Support or mentoring might be offered to the perpetrator

In cases where witness statements differ, further witness statements are taken. The period of investigation may be longer but will continue until a satisfactory conclusion is reached. This may be based on a balance of probability

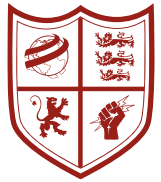
A restorative meeting takes place. The victim is asked to attend with someone to support them.

The impact statement is read to the perpetrator who is given the opportunity to make amends. This could be verbal or in the form of a letter.

Monitoring takes place of the victim by the Progress Leader or the Form Tutor.

This takes place once a week for the first month after the reporting and then monthly for the remainder of the year.

Appendix 2



Factors to help determine if incident constitutes bullying

Name of Student _____

Date _____

Incident was bullying if all 3 warnings below are confirmed

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power:
- Target feels she/he cannot defend her/himself, or
 - Perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site
-
- Incident was not bullying on this occasion because it was:
- The first hurtful incident between these children
- Teasing between friends without intention to cause hurt
- Falling out between friends after a quarrel, disagreement or misunderstanding
- Conflict that got out of hand
- Activities that all parties have consented to and enjoyed (check for coercion)
-

Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstances (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Details of any support given:-

- Counselling Weekly check-ins Other, please specify:

Was alleged bullying confirmed? Yes No Insufficient evidence

- If yes, please log details on CPOMS along with details of the actions

Have parents of students involved been contacted?

