



# Anti-Bullying Policy - Senior School

Academic year: 2018-19

To be read alongside the Safeguarding and Child Protection Policy

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## 1. Introduction

This policy should be read alongside other related School policies including Safeguarding and Child Protection; Acceptable Use Policy for ICT (Students) and our E-safety Policy. The School also draws on information from non-statutory guidance including “Preventing and Tackling Bullying, Advice for headteachers, staff and governing bodies (July 2017)”.

Following DfE Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts, harms, humiliates or causes distress to another individual or group.

A Derby Grammar School policy statement on tackling bullying is published to pupils and parents, as follows:

*“Our aim is to maintain an ordered, civilised and stable community at Derby Grammar School, with the full and willing co-operation of every member of the School. All forms of bullying are unacceptable at Derby Grammar School. It is very important that everyone is fully aware of the issues, and how the School deals with them.*

*The main forms that bullying takes are:*

- *Verbal [emotional] which may include name-calling, ridicule, threats of physical violence and hurtful personal comments ranging across a broad spectrum that may include references to intelligence, appearance and physical strength, as well as racial, religious, cultural, sexual, sexist, gender, cross-gender, homophobic and special educational needs and disability issues together with personal circumstances such as being adopted or being a carer for others. Verbal bullying may be communicated directly by spoken comments and written notes, and by cyber-technology [social websites, mobile phones, text messages, images and email]. ‘Banter’ is not an acceptable excuse for verbal bullying.*
- *Physical which may include deliberate jostling, physical violence, interference with another pupil’s property.*
- *Manipulative for example when groups of pupils act with the intention of excluding individuals from their friends or normal situations.*

*We are fully aware of the effect that bullying has, and that it may, if unchecked, lead to serious and lasting psychological damage. [Also that cases are reported in the media from time to time in which bullying has even led to a victim’s suicide or attempted suicide].*

*You [and your parents] are urged to assist the staff in combating bullying, in order to make the School a safe and pleasant environment for all.*

*If you are being bullied, or are aware of another person being bullied, you must tell someone. This person might be one of your parents, your Form Teacher, another member of staff, a prefect, or a friend who you know will help you to find the right adult. The sooner the matter is in the open, the sooner the issues can be addressed and support offered. All the teachers are fully trained in the School’s procedures to tackle bullying.*

*Although many factors may contribute to a bullying incident, and blame may not easily be ascribed to anyone in particular, bullies must realise that they will have to face the consequences of what they*

*have done, and that the School will take appropriate action both against them, but also with them, to resolve the problem.*

*The School keeps records of bullying incidents, and any patterns are monitored carefully and followed up”.*

## **2. Raising Awareness**

Raising awareness of bullying is a national requirement and at DGS we use:

- The PHSE Programme
- ICT lessons to raise awareness of responsible use of social media and on-line bullying
- Assemblies, for example at the time of National Anti-Bullying Week
- Bullying themes are covered in English, History, Religious Studies and other programmes of study
- Poster displays around School
- Individual discussions between pupils and Tutors during/after bullying investigations
- Talks to individual Year Groups and Forms if the need arises, for example, a general debrief following an investigation
- Feedback to staff on bullying investigations, if appropriate, at Briefings or via email
- Staff undertake INSET [in-service training]
- If a group, or individual, is identified as being particularly vulnerable to bullying or has been severely impacted by bullying, a risk assessment can be carried out to best support the affected individual(s).

## **3. Preventative Action by Staff, Parents and Pupils**

We expect staff, whether formally on duty or not, to be alert for signs of bullying at all times, and report to Form Tutors or Heads of Year as appropriate. Staff training to help staff recognise the signs of bullying as well as how to respond to it is given at staff induction sessions, during regular safeguarding training sessions and in tutor team meetings. Staff should be aware that children with special educational needs can be more vulnerable to bullying.

The School is committed to ensuring that parents and pupils are aware of their responsibilities for preventing bullying. Parents and pupils can play a part in preventing bullying, including online bullying, by reporting incidents of bullying or raising any suspicions they may have with School staff. It is important that pupils recognise that, if they find themselves as a bystander to bullying or part of an online group that includes bullying behaviour, that they have a responsibility to take action and report it.

## **4. Tutor Time and Tutor Groups**

- Look out for pupils who are unwilling to talk to others, or who are withdrawn
- Look out for attendance patterns that suggest deliberate avoidance of certain situations
- Look for patterns in online ticket records
- Investigate damage to, or frequent unexplained loss of, personal property.

## 5. During lessons

- Some problems may arise if a teacher arrives late for a lesson or leaves before the last pupil, so you must always aim to be in your room to supervise both the entry and departure of the pupils.
- Look out for pupils who are unwilling to talk to others in class, or who are withdrawn. Report concerns to Tutors
- Look out for torn clothing, cuts and bruises, particularly when they appear repeatedly during the school day. Bruising can be observed discreetly during games lessons, so pass any concerns to the relevant games teacher.

## 6. Outside lesson times

The following areas may be vulnerable:

- All form rooms during breaks – do not hesitate to enter quietly and assess what's going on
- Toilets used by pupils
- Corridors, especially where pupils have to gain access to their lockers in a thoroughfare. Jostling is sometimes less than innocent

## 7. Outside of School hours or the School context

If bullying of any kind occurs outside School hours or the School context, the School will support victims, bullies and parents, as appropriate, and under the guidance of the Senior Master or Heads of Year. The aim would be to ensure that bullying ceases and does not impact on any pupil's wellbeing.

## 8. School Buses

The Senior Master consults with senior pupils wherever possible, and follows up all reports from the pupils and other sources of bullying and other unacceptable behaviour.

## 9. Staff Procedures when dealing with Bullying

The aim of all bullying investigations is to reach a situation in which the bullying ceases and all parties move on with their lives positively and with mutual respect.

Where a member of staff encounters an act of bullying, whether physical or verbal, he/she must act to prevent an immediate recurrence [for example, by separating the individuals concerned]. Where a member of staff has evidence or grounds for suspicion of an act of bullying he/she must inform the Tutor/HoY of the perceived victim as a matter of urgency – certainly on the same day. A bullying incident should be treated as a safeguarding concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

## 10. When the alleged bullying involves just two pupils

The victim's Tutor or his/her nominee must:

- Interview the victim, sympathise and encourage him/her to 'open up' about all incidents and to give full details and names offenders
- Tell the victim that action will be taken and that the situation should improve
- Keep a written record

- Speak to the bully's Tutor and pass on all information
- Discuss ways that the victim can help him/herself [avoiding provocative behaviour etc]
- Suggest others [Parents, School Counsellor] who might listen if victim is unforthcoming
- Contact the victim's parents to ensure that they are fully aware of the situation. If the victim is absent from school, ask the parents if they would like his/her friends to get in touch. Organise this via the friends' Tutors
- Speak to the victim's friends – ask them to be vigilant, protective and to report back on any relevant developments
- Provide support. Suggest the victim talks to the School Counsellor or other adult they feel they can trust. If they suggest someone, let that person know
- Offer advice, if appropriate, on strategies for 'self-help', for example, in not provoking a known situation or in moving forward
- Make a diary note to check whether the situation improves over a period of time. If this does not happen give further support and take further action.
- The bully's Tutor or his/her nominee must:
  - Speak to the bully on the same day he/she receives any information
  - Listen to the bully's point of view [There may be underlying reasons]
  - Keep a written record
  - Point out very strongly that bullying is not acceptable
  - Stress the importance of not retaliating [a useful strategy may be to imply that the information came from a concerned witness, rather than the victim]
  - Appeal to the bully to help the situation, for example, by exerting his/her influence to stop another pupil who might start bullying the victim.
  - Consider whether punishment is appropriate. A minimum response is to issue a yellow slip and a strong, severe warning about the consequences of a recurrence. Other sanctions may include detention [see below]
  - Inform the bully's parents of the situation or discuss with the Senior Master or Head of Year whether a meeting with parents is needed. In such a meeting the Senior Master or Head of Year will advise parents that suspension from school is a possibility for serious offences and that persistent offenders risk losing their place at the school
  - Agree a review date with the victim's Tutor
  - The victim's Tutor or person handling any significant incident must write a brief account using the Derby Grammar School Record of Bullying form [Appendix A] and give copies, via admin to the Designated Safeguarding Lead, Senior Master, Head of Year and bully's Tutor. Teachers of both victim and bully should be informed [usually by email] with a plea for vigilance and assistance with monitoring.

#### **11. If several pupils are involved in bullying another/other pupils**

Acting on information received from a victim's Tutor or other sources the Head of Year will conduct

interviews, co-ordinate action by Tutors and speak to the whole Year if necessary. If several pupils in the same form are involved in a bullying incident the Tutor may need to speak to the form when the victim is not present, in order to reiterate points made by Tutors.

If the situation does not improve or is repeated the Senior Master or Head of Year will see the bullies, and it is likely that parents will be called into School for a discussion, see above. Significant issues should be raised at the weekly Year Team briefing.

Any Head of Year handling any significant incident must write a brief account using the Derby Grammar School Record of Bullying form and give copies to the Designated Safeguarding Lead, Senior Master or Head of Year and to the Tutors of perpetrators and victims. Teachers of both victim and bully should be informed [usually by email] with a plea for vigilance and assistance with monitoring. The record of bullying will be entered onto SchoolBase.

## **12. Support for Victims and Perpetrators of Bullying**

There is extensive support for victims of bullying in School via Tutors, Heads of Year and Senior Pastoral Staff. There is access to a School Counsellor. Support is also offered by the School to perpetrators of bullying to encourage a change in behaviour.

External agencies are also available, including:

- NSPCC - <https://www.nspcc.org.uk> / helpline 0808 800 5000
- Childline [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- Young Minds [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Samaritans can be called at any time free 116123 or Derby (01332) 364444

## **13. School sanctions used in combating bullying**

### a) Introduction

The purpose of sanctions issued in relation to bullying is:

1. To impress on the perpetrator that what they have done is unacceptable
2. To deter them from repeating his/her behaviour and
3. To signal to other pupils that the behaviour is unacceptable and that they must avoid it.

*A detailed summation of the sanctions that are applied can be found in the Behaviour Management Policy*

### b) Buses

A ban on travel may be imposed if a pupil does not respond to normal school sanctions in respect of poor behaviour, including bullying other pupils, on a school bus.

## **14. Miscellaneous**

### a) Central Record of Bullying Incidents

Central records of bullying are kept electronically on a Year Group basis by the Head of Year using a standard 'Record of Bullying' form. These are reviewed both by the Head, Senior Master and individual Heads of Year.

#### b) Involvement of External Agencies

Where necessary the School will refer victims of bullying/bullies to external agencies. These may include local CAMHS and organisations such as those listed at the end of the Safeguarding and Child Protection policy document.

#### c) Appeals Procedure for Pupils

Following discussion with their Tutor, all pupils have the right to appeal to the Senior Master if they feel a sanction is unreasonable, or if they feel a member of staff has treated them unfairly.

#### d) Appeals by Parents

Very occasionally parents may wish to query a sanction and in the first instance an approach should be made to their child's Tutor then, if necessary, to the Senior Master or Head of Year. Hopefully these steps will lead to clarification and resolution of any issues. Beyond this an appeal may subsequently be made to the Head or ultimately – via the Complaints Procedure published separately – the School Governors.

#### e) Signs of bullying – some points for parents

Parents occasionally ask for advice on changes in behaviour that may indicate that their child is being bullied and the following pointers may be useful:

- Unwillingness to return to school
- Displays of unexpected anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (eg giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self-confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be considered by parents and reported to Tutors.

#### f) Staff Training

All staff have a responsibility to prevent all types of bullying in school and take action to help resolve any bullying issues. Training to help staff recognise the signs of bullying as well as how to respond to it is given in regular safeguarding training sessions and in tutor team meetings. Support is offered to staff when dealing with bullying incidents by Heads of Year, and members of the Senior Leadership Team.

The Senior Master has sight of all the bullying reports and, when necessary, discusses the possible support and sanction options with the members of staff involved. Specialist training is offered to staff where necessary, for example, on LGBT and needs or issues affecting SEND pupils. Pupils with protected characteristics (as defined by the Equality Act 2010), such as LGBT pupils and SEND pupils may be at higher risk of bullying and staff should be alert to pupils and their peers who therefore may be more vulnerable.

## Appendix A – Record of Bullying Form

UPDATED July 2018, REVIEW DUE July 2019

# DERBY GRAMMAR SCHOOL RECORD OF BULLYING

Bullying is aggressive or insulting behaviour, often repeated over a period of time, that hurts, harms, humiliates or causes distress. All forms of bullying are unacceptable at Derby Grammar School. This brief record of bullying investigation is used by the Senior Master/Heads of Year to maintain an overview

<b>Date of Investigation</b>	
<b>Where did the original information come from?</b>	
<b>Perpetrator 1: Name &amp; Form</b>	
<b>Perpetrator 2: Name &amp; Form</b>	
<b>Perpetrator 3: Name &amp; Form</b>	
<b>Victim 1: Name &amp; Form</b>	
<b>Victim 2: Name &amp; Form</b>	
<b>Victim 3: Name &amp; Form</b>	
<b>Investigator 1</b>	
<b>Investigator 2</b>	
<b>Investigator 3</b>	
<b>Summary of Investigation</b>	

Last reviewed: JAJ September 2018  
Next review due: September 2019.

<b>Nature of bullying:</b>	
<b>Period of time:</b>	
<b>Facts and conclusions established</b>	
<b>Any previous history relating to perpetrator/victim(s)?</b>	
<b>Outcomes agreed with perpetrators(s) and victims(s)</b>	
<b>Details of support offered to victim(s)</b>	
<b>Name of person holding full details of investigation</b>	

Tick here.....if further sheets are attached to this record.

Date for follow up or review with victim \_\_\_\_\_

Copies to:

DSL, Senior Master, Head of Year(s) & Tutors (initials please)

**PLEASE RETURN THIS FORM TO SHONA TAYLOR, SCHOOL SECRETARY, ONCE COMPLETED**

## Appendix B: Further sources of information

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011. 17
- Cyber-bullying and online safety ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Internet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'
- LGBT Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
- SEND Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti- Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.
- Mental health MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues
- Race, religion and nationality Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.
- *Please note that internal servers may block access to some of these sites.*
- Sexual harassment and sexual bullying Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

- Disrespect NoBody: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.