Anti-Bullying Policy 2020 – 2021

THIS POLICY REFERS TO ALL PUPILS INCLUDING EYFS

Date of Implementation: **September 2020**

Date of Annual Review by the Governing Body: **September 2021**

The Governing Body of Derby Grammar School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

Anti-Bullying Policy

The following policy is made available to staff, both teaching and support, pupils and parents and this policy is informed by the DfE Guidance 'Preventing and Tackling Bullying' (July 2017) and Cyberbullying: Advice for Headteachers and school staff (2014)

The School recognises its legal duty under the Independent Schools Standards Regulations (2014) to make provision for measures to tackle all forms of bullying in so far as is reasonably practicable. Under the Children Act 1989 a bullying incident will 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'. In such cases the safeguarding procedures should be followed and it may then become necessary to inform external agencies such as the Police or Children's Social Care.
This policy should be read in conjunction with the Safeguarding Policy (which covers peer-on peer abuse and allegations), Behaviour Policy, Discipline & Exclusions Policy and E-Safety Policy.

Aims

Everybody involved with Derby Grammar School shares an abhorrence of bullying, both physical and psychological. The central and stated aims of the School – Excellence, Enrichment, Encouragement - cannot be achieved within an environment where bullying exists. Any form of bullying is totally unacceptable. It will not be tolerated by the School. School regulations make it clear that "behaviour that shows a lack of consideration and respect for others, and their feelings is considered a breach of School rules." The School aims to prevent bullying of all forms within the School community. In the first instance the objective is to provide awareness of the corrosive effects of bullying and the measures that can be taken to prevent it from happening in the first place.

Objectives

· All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is.
· All governors, teaching and non-teaching staff should know what the School policy is on bullying, and follow it when bullying is reported.
· All pupils and parents should know what the School policy is on bullying, and what they should do if bullying arises.
· To create a happy, well-ordered and caring community.
· To reduce incidents of bullying through the implementation of appropriate strategies, preventative and proactive as well as reactive.
· To ensure that pupils have knowledge of, and access to, a support structure within the School so they can share worries and seek help.
· To implement strategies for treating bullies and victims which effect appropriate behavioural changes.

What is bullying?

Bullying is behaviour which is repeated over time and intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile 'phones, text messages, photographs and email). It is the wilful desire to hurt or frighten someone. It can be physical or psychological and can cause psychological damage, and in extreme cases can lead to suicide. The bully is likely to know exactly what he or she is doing, but it is

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also possible that he or she may not appreciate the effect of their actions. Any behaviour which is deemed to be of a bullying nature will be recorded as such, even if it is a single incident, to enable the School to spot patterns ensure that a single incident does not become the first of a series. The victim and the bully are both in need of help and the crucial point is that the victim must talk about the situation.

Bullying thrives on secrecy and so it is the responsibility of every member of the Derby Grammar community to remain vigilant to the threat of bullying at all times and to act immediately if they see or suspect that bullying is happening.

It is important to remember that any pupil, regardless of age, personality and profile within the community, may be subject to bullying from other members of the community. Staff should be especially vigilant of those who may be more vulnerable, such as:
• those new to the community, especially any with a history of social difficulties at previous schools • those who are distinct from their peers on the grounds of appearance, sexual, gender or cultural identity, background or beliefs.
• those who struggle to develop friendships or do so in inappropriate ways, or whose interests are more solitary

Types of bullying

Verbal: Being insulting, threatening, abusive, offensive, hurtful, spreading rumours; using sarcasm; nasty teasing.

Emotional or Psychological: Behaviour or body language which others find intimidating, unfriendly, threatening, tormenting; excluding from friendship or working groups, spreading rumours, making silent or offensive phone calls, making things up to get other people into trouble or peer pressure to behave in inappropriate ways.

Cyber bullying: Cyber-bullying is the use of information and communication devices such as computers, laptops, tablets, gaming devices mobile phones and services to bully, harass or intimidate an individual or group. It can be spoken or written or placed on computer/mobile text messages or images on camera phones/internet sites/chat rooms/social networking sites. It can by posting or sharing insulting messages, rumours or photos online or sending offensive text messages.
Physical: Violence of any form - pushing, kicking, punching, hitting, taking, pinching, biting and shoving and damaging or hiding belongings.

Initiation ceremonies: Intended to cause pain, anxiety or humiliation

Reasons why someone might be bullied

Racial, Religious and Cultural: Offensive mimicry; racial, religious and cultural taunts or jokes; wearing of provocative badges or insignia; derogatory racial, religious and cultural graffiti; making fun of customs, accent or dress; refusal to co-operate or work with others of a different culture. Bullying because of a person's religious belief.

Homophobic, Transphobic and Biphobic Bullying: Homophobic, transphobic and biphobic bullying are the official terms that describe bullying motivated by the irrational hatred, intolerance, and/or fear of lesbian, gay, bisexual and transgender (LGBT) people. This can involve any hostile or offensive action against lesbians, gay males, bisexual, transgender people or those perceived to be lesbian, gay, bisexual or transgender. This may include a person receiving threats to 'out' them and tell their friends and family about their sexuality or gender, or being compared to LGBT celebrities or characters that portray particular stereotypes of LGBT people.

Sexual/sexist: Bullying because of gender or focusing on the issue of sex. unwanted physical contact or sexually abusive comments.

Special Educational Needs and Disability: Bullying because of a specific learning need or physical or mental disability.

Appearance or health: Bullying based upon appearance or health conditions.

Home circumstances: Bullying based on a person's home circumstances.

Protected Characteristics: Bullying bases on protected characteristics (age, gender reassignment, marriage, pregnancy and maternity, race, religion or belief, sex, sexual orientation) is taken particularly seriously.

Derby Grammar School does not tolerate the use of racist language and we will be proactive in maintaining a culture of equality where all incidents of bullying are investigated equally, no incident is dismissed and there is no unlawful discrimination. Derby Grammar School values each member of its School community and will not tolerate any form of racism or racist behaviour. We take every opportunity to educate our community about racial, cultural and religious differences and celebrate the achievements of all pupils and staff.

Signs of Bullying

A pupil may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a pupil:
· is frightened of travelling to or from School
· changes their usual routine
· is unwilling to go to School
· rapid weight gain or loss
· becomes withdrawn anxious, or lacking in confidence
· starts stammering
· attempts or threatens suicide or runs away
· cries themselves to sleep at night or has nightmares
· feels ill in the morning
· begins to do poorly in school work
· comes home with clothes torn or books damaged
· has possessions which are damaged or " go missing"
· asks for money or starts stealing money
· has unexplained cuts or bruises
· becomes aggressive, disruptive or unreasonable
· is bullying other children or siblings
· is frightened to say what's wrong
· gives improbable excuses for any of the above
· is afraid to use the internet or mobile phone
· is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Implementation

The principle underlying the Anti-Bullying Policy is that a student who is a victim of bullying, or who witnesses an incident of bullying, should feel free to approach any member of staff for help. The member of staff is expected to act in accordance with School policy. All staff have a vital part to play in

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making it clear that bullying is not tolerated, in being vigilant and proactive if they note what may be developing into a bullying relationship and in being approachable and willing to offer help and support to any pupil who feels the need to discuss an incident.

Preventative Measures

Fostering a whole School ethos of good behaviour, mutual respect, and consideration. The School aims to create a safe, happy, and inclusive environment for learning, and encourage pupils to value diversity and difference, protect the vulnerable, and appreciate how their actions might affect others.

The following measures are in place to prevent bullying:

A strong pastoral team (Tutors, Heads of House, Heads of Year, Assistant Head Pastoral, School Counsellor and Safeguarding team) dedicated to pupil welfare and experienced in dealing with bullying issues. All Incidents of bullying are reflected upon and discussed when they occur so that lessons can be learned.

There are many areas across the curriculum where pupils have opportunities to discuss the issue of bullying, where success is celebrated and where good behaviour and respect for each other are promoted and modelled by staff. These include: PSHE and Tutorials. Appropriate opportunities are taken within the curriculum to consider issues relating to bullying, developing team spirit in PE/Games, use of literature (including poems, stories and plays), historic events, current affairs and videos, problem solving activities, Assemblies and ICT – appropriate use of language in text messages, email and social networking sites. These opportunities will include discussions of differences between people and the importance of avoiding prejudiced-based language.

Developing pupils' social skills, confidence, resilience and self-esteem; and defining the value of assertiveness in relationships as opposed to aggression, whether direct or indirect. Pupils are also encouraged to recognise that they can help prevent bullying by reporting it or by acting when they find themselves as a bystander.

All pupils have access to the listen@derbygrammar.org email address to report their concerns and all staff are made aware of the School's anti-bullying policy, including new staff and support staff.

Teaching staff, ancillary staff, and prefects are suitably deployed as a supervisory presence around the School and all staff are asked to be vigilant and to be willing to take appropriate action if they suspect that a pupil is being bullied.

Staff are vigilant of low-level disruption and the use of offensive language as if left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

The School encourages close contact between the Tutor and/or Head of Year and parents/guardians, and would always make contact if we were worried about a pupil's well-being.

Feedback from parents and guardians on the effectiveness of our preventative measures is always welcome.

Cyber Bullying

"Cyber bullying" is any form of intimidation, abuse or unpleasant behaviour which targets any member of the Derby Grammar School community that uses information and communication technologies – for example, e-mail, digital and mobile device cameras, text messages, social networking sites, web documents and online blogs. "Cyber bullying" is not restricted to School-based activities. Any form of

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bullying, intimidation or unpleasantness directed at anyone in the Derby Grammar School community that is publicised on such sites or through any form of electronic communication will not be tolerated and will be treated as a breach of the School Regulations. Likewise, any posting on such sites that brings the reputation of Derby Grammar School into disrepute will be treated as a serious breach of School Regulations. An incident of cyber bullying will be dealt with in accordance with the procedures in this policy. See the School's separate ICT Acceptable Use Policy for further information about online safety.

Peer on Peer abuse

Peer on peer / child on child abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. This is most likely to include but is not limited to:

- Bullying (including cyberbullying);
- Abuse within intimate partner relationships;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Upskirting[1], which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Sexting, also known as youth produced sexual imagery; and
- Initiating/hazing type violence and rituals.

It can affect any child/young person, sometimes vulnerable children are targeted. For example:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend

Black and minority ethnic children are under identified as victims but are over identified as perpetrators.

There is recognition of the gendered nature of peer on peer / child on child abuse; it is more likely that girls will be victims and boys perpetrators. However, both girls and boys can experience peer on peer / child on child abuse but they are likely to experience it differently i.e. girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group). It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc, can all be used to exert power over a peer.

Peer on peer / child on child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and has the opportunity or is in an environment where this is possible.

While perpetrators of peer on peer / child on child abuse pose a risk to others they are often victims of abuse themselves.

Procedure for Dealing with Bullying

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[1] The Voyeurism (Offences) Act came into force on April 2019, upskirting is a criminal offence and anyone of any gender can be a victim

For Pupils: All pupils are briefed on the School's expected standards of behaviour. They are told what to do if they encounter bullying. Whistle-blowers who act in good faith will not be penalised and will be supported. Bullying thrives on fear and silence. It is important that the School encourages pupils to be brave, and to talk. Pupils can talk to any member of staff. For example, their Tutor, their Head of House, their Head of Year, the School Counsellor or the Assistant Head Pastoral. Pupils can also report their concerns remotely via the School's anti-bullying email address – listen@derbygrammar.org

If the pupil needs support, and they probably will, then they might ask a friend to accompany them. This friend may have witnessed events and will be a useful ally. The bully themselves may be acting out of a lack of self-worth and low self-esteem, and they too may feel the need to talk to someone about it.

If pupils know that someone else is being bullied: Don't stand and watch; fetch help. Tell an adult immediately. Teachers have ways of dealing with bullying without getting you in to trouble. If a friend tells you that they are being bullied, try to persuade them to tell a teacher themselves. If this does not happen, you should tell a teacher yourself. Do not condone, or pretend to condone bullying. Show that you and your friends disapprove. Be sympathetic and supportive to someone who may be being bullied. Be careful about teasing people or making personal remarks; if what you are about to say may be hurtful, do not say it.

All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place, so that the School can take steps to help the victim. Pupils are encouraged to be sceptical about rumours concerning other pupils rather than adding to them and to consider how they would feel if in the position of the person targeted. Pupils can also report their concerns about their peers remotely via the School's anti-bullying email address – listen@derbygrammar.org

Staff will
· Receive training to ensure they maintain awareness and are equipped to deal with issues in this area as well as understanding legal responsibilities.
· Be aware of early signs of distress or withdrawal in pupils.
· Ensure that all accessible areas of the School are patrolled effectively to reduce the risk of bullying at times and places where it is most likely.
· Use any opportunity to discuss aspects of bullying and the appropriate way to behave towards each other, e.g. PSHE Programme, assemblies, through the curriculum.
· Build positive self-images among the pupils.
· Commend appropriate behaviour.
· Offer positive role models in terms of mutual respect, listening and problem solving.
· Always take the allegation seriously and make the victim know that you are on their side.
· Establish whether there is any immediate threat to their welfare, either physical or psychological.
· Be sensitive, reassuring and emphasise that they are not alone in dealing with the problem and make sure that they are aware of all the support mechanisms available both within and outside the School.
· Use open questions to encourage them to describe the situation in their own words.
· Not promise confidentiality but reassure pupils that the situation will be dealt with sensitively.
· Keep a written record of information disclosed, using the wording used by the pupils, the nature of proof, any discussions held and actions taken. This should be dated and signed by the member of staff and copied to the pupils' central file and the Anti-Bullying file. This will enable evaluation of the effectiveness of the approach adopted as well as enabling the identification in trends.
· Report the matter immediately to the relevant Tutor/Head of Year who will liaise with the Assistant Head Pastoral.
· Deal quickly, firmly and fairly with any complaints involving parents where necessary.

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It can be extremely difficult for a pupil to speak out, whether they are the victim themselves or see the bullying of another. Even if a disclosure or report has not been made but a member of staff suspects that a pupil is subject to bullying from others, this must be reported to the relevant Tutor/Head of Year. These staff will liaise with the Assistant Head Pastoral. An opportunity will then be created by an appropriate member of staff for the pupil to speak in private and in a safe environment.

Any potential safeguarding issue must be reported directly to the Designated Safeguarding Lead (DSL), who will decide whether it is appropriate to involve local agencies including children's social care and the police. A bullying incident must be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Staff must act strictly in accordance with the School's Safeguarding Policy at all times.

However, in exceptional circumstances or if any pupil is in immediate danger, the instruction above does not prevent any member of staff from contacting the police and /or Social Services. Thereafter, the member of staff should report the incident as quickly as possible to the DSL.

The Tutor/Head of House will communicate with parents, who should be advised of the situation as early as possible. Allegations of bullying are highly emotive for parents on all sides and it is essential to ensure that they are kept well-informed throughout and able to support their children. All bullying will be taken seriously.

The victim will be supported throughout the process. The perpetrator is reprimanded, punished appropriately, the sanction reflecting the seriousness of the incident and warned that there must be no recurrence of such antisocial behaviour. The perpetrator is given suitable help and guidance. Linked records are kept on individuals' Daybook on Schoolbase and in the Anti-bullying file.

Parents

The School will work closely with the parents to deal with instances of bullying. Open communication between the Tutor/Head of Year and parents/guardians is encouraged, and staff should make contact if worried about a pupil's well-being.

Parents are advised to:
· be aware of distress or changes in behaviour or attitude in their children.
· take an active interest in their children's social lives, discussing friendships and how free time is spent;
· encourage their children to report bullying immediately whether they be witnesses or victims of negative behaviour;
· share information or concerns openly with staff;
· Discourage your child from hitting back as this will only exacerbate the issue.
· Encourage your child to talk to his/her tutor about any worries.

All parents are able to access the School's anti-bullying policy via the School's website.

Strategies and Outcomes

The exact course of action will vary with each situation but the main objective is that bullying incidents are brought out into the open and strategies agreed to help resolve the problem. Relevant information will be recorded and bullying incidents will be logged in the anti-bullying file. The most important thing is to stop the bullying and ensure the victim is safe. The aim is for a peaceful resolution: revenge is not helpful for the victim or appropriate.

The following, however, represent the variety of strategies which can be used in order to move things forward positively:

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For the victim:
· The victim will be supported throughout the process.
· Offering counselling, often via the School Counsellor, to enable pupils to talk through their experiences and come to terms with these, to help build self-esteem and to restore a sense of well-being.
· Discussing and developing strategies which might help them become more assertive, though not aggressive, and therefore more resilient.
· If appropriate, educating pupils to become aware of their own behaviour so that they can limit the likelihood of similar incidents in the future.
· Following up with regular meetings for those involved or, indeed, for larger bodies of pupils such as whole year groups to address general issues.
· Continued close monitoring of the situation by the Assistant Head Pastoral, Head of House, Head of Year, Tutor and any other appropriate staff.
· Effective liaison with parents.

For the perpetrator:
· A Discussion with the Assistant Head Pastoral during which the School's expectations with regard to negative behaviour will be made clear: bullying has no place in the School community.
· The perpetrator's parents will usually be informed.
· The perpetrator is reprimanded and sanctioned appropriately. The sanction will reflect the seriousness of the incident and the perpetrator will be warned that there must be no recurrence of such antisocial behaviour.
· Offering counselling, often via the School Counsellor, to help them understand the negative impact of their poor behaviour and what might have caused such behaviour in the first place, and to educate them as to how to improve their conduct.
· Developing practical strategies for handling their frustrations and anxieties and finding more positive ways of interacting with their peers.
· Continued support for any issues within their school or home lives.
· Positive reintegration into their peer group.
· Continued close monitoring of the situation by the Assistant Head Pastoral, Head of House, Head of Year, Tutor and any other appropriate staff to ensure that the bullying does not continue. If bullying reoccurs, further action will be taken.
· Parents are informed where appropriate to maintain an environment of openness.
· If a pupil is unable or unwilling to stop bullying then further sanctions will follow, including, in extreme cases, expulsion (See policy on discipline & exclusion).
· A bullying incident will be regarded as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' (Children Act 1989). Where this is the case it may be necessary to make a report to the Social Services and in certain cases the police.

It is important to recognise that the impact of such incidents can be very long-lasting. Relevant staff should be briefed appropriately and remain vigilant with regard to relationships and aware of the need to support all parties in the long term. Linked records are kept on individuals' Daybook on Schoolbase and in the Anti-bullying file.

Bullying Outside School Premises

Where bullying outside School is reported to staff, it will be investigated and acted on, where appropriate. This includes cyber-bullying.

Monitoring the Effectiveness of Anti-Bullying Procedures

In order to ensure that anti-bullying procedures are effective, efforts are taken to identify any patterns or trends of bullying incidents. As such any incident that is deemed to be a bullying incident is

recorded and a file kept with the Head's PA Records are also kept on Schoolbase. This is reflected on the Major Sanctions Overview Spreadsheet (which also records if incidents of bullying are based on protected characteristics) and the Assistant Head Pastoral reviews this twice a term in order to ensure that any patterns in bullying behaviour or peer-to-peer issues within the school community can be identified and addressed.

Other Useful Websites
Bullying Alliance – www.anti-bullyingalliance.org.uk
Kidscape – www.kidscape.org.uk
Childnet – www.childnet.com
Childline – www.childline.org.uk
Stonewall – www.stonewall.org.uk
Mencap – www.mencap.org.uk
CEOP (Child Exploitation and Online Protection) – www.thinkuknow.co.uk
Children's Commissioner – www.childrenscommissioner.gov.uk