

Anti-Bullying Policy

Queen Elizabeth Grammar School Penrith



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Chair of Governors: T Castles

Date: 04.07.2018

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Date: 04.07.2018

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1. Introduction

Bullying behaviour can occur in many different settings and in all walks of life. Unfortunately it is unlikely there is a school where bullying has not taken place. We have a zero tolerance approach to bullying at Queen Elizabeth Grammar School. This encompasses all the protected characteristics of the Equality Act 2010, which include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

All members of our school community have the right to be treated equally and with respect and we expect high standards of behaviour and consideration from everyone. As a school community we are committed to tackling all reported incidents of bullying quickly and effectively.

This policy has been written with reference to the following Department for Education's statutory guidance:

- Preventing and tackling bullying; Advice for Headteachers, staff and governors, July 2017.
- Sexual violence and sexual harassment between children in schools and colleges; Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children, December 2017

This policy is also based on the following legislation:

- The Education and Inspections Act 2006
- The Equality Act 2010

2. Aims

We strive to empower our pupils by offering them strategies for coping, and by encouraging them to develop strength of character, self-respect and respect for others.

We aim to create a caring community where no pupil need fear intimidation, by promoting an open listening ethos and encouraging pupils to support each other by reporting all instances of bullying.

3. Contract against antisocial behaviour

The starting point for discussions about bullying was the contract against antisocial behaviour. This was drawn up in 1996 by the school community after discussions between pupils and staff, and is still very useful today:

- 1. Learn to look at life from the viewpoint of others, as well as from your own.**
- 2. Think before you speak or act.**
- 3. Respect other people's right to do their own thing within the school rules.**
- 4. Encourage others to behave in an acceptable way.**
- 5. Always treat people according to the quality of their true character, not by what they appear to be.**
- 6. If you see antisocial behaviour, be strong enough to tell somebody who should know.**
- 7. Treat others as you would wish to be treated.**

8. Behave in a way that makes you feel proud of yourself.

4. Definition of bullying behaviour

We use the definition of bullying as set out by the Department for Education in, Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2017, page 8:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived difference...”

“...Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.”

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching or comments
Homophobic, Biphobic, Transphobic or gender-related	Any action, physical or verbal which relates to sexuality and / or gender identity.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Bullying that occurs outside of school premises

Although the school is not directly responsible for bullying which occurs outside school, school staff have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but

only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or the Local Children's Safeguarding Board (Cumbria LSCB). If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

The Governors reserve the right to exclude a student for bullying, either inside or outside of school.

6. Prevention of bullying

We work hard to prevent the occurrence of bullying behaviour in the following ways:

1. A 'zero tolerance' approach to bullying is adopted by all staff at Queen Elizabeth Grammar School. Pupils are reassured that the school cannot condone any form of bullying and that staff will take firm action should this behaviour occur.
2. We raise the issue of bullying with Year 5/6 pupils as part of the induction programme. The Assistant Head (Student Welfare) or Head of Year 7 visit all catchment area primary schools to meet Year 5/6 pupils. They are encouraged to discuss concerns about the transfer process and participate in discussions about bullying and friendship.

The Head of Year 7 and the Year 7 tutor team work with pupils on the Year 6 Discovery Day and explain procedures for dealing with difficult situations. Our primary school programme is now facilitating contact for pupils from year 3 upwards with QEGS staff. This will enable Year 6 pupils to feel comfortable about the transfer process and to establish friendships with senior pupils.

The Assistant Head (Student Welfare) leads a Year 7 assembly in their first few days of school to reassure them and to sign post them to all the different sources of support in school.

Each Year 7 tutor group has sixth form buddies attached to it, so that the younger pupils have additional support and can confide in a buddy if they are too shy to tell a teacher.

3. Each form room has a copy of the safeguarding leaflet, which gives details of key staff and ways for students to access help. Spare copies are always on display in reception for students to take and can be found on the school website.
4. The topics of friendship and bullying are an integral part of our Key Stage 3 Citizenship programme. The Citizenship Co-ordinator provides a good range of materials. All tutor groups have the opportunity to discuss sensitive issues with their tutor.

5. All pupils and parents subscribe to the home-school agreement in the student planner, which promotes considerate and responsible behaviour.
6. SLT and Year Heads raise bullying and friendship issues at regular intervals through the assembly programme. Visiting speakers often focus on kindness, tolerance, self-respect and empathy.
7. Tutors, Year Heads and the Assistant Head (Student Welfare) are quick to communicate difficulties as they arise, and maintain good contact with parents and support services.
8. The Assistant Head (Student Welfare) has attended online safety training by the South West Grid for Learning and the Safer Internet Centre, which included online bullying. All pupils have the opportunity to view Child Exploitation and Online Protection (CEOP) films in assembly or in citizenship lessons.
9. The Deputy Head and Assistant Head (Student Welfare) have completed a 'train the trainer' course by Stonewall to understand homophobic, biphobic and transphobic bullying and deliver practical strategies to prevent bullying of this type and to support victims.
10. Support and advice resource materials are available for all Year Heads and tutors to use, if they need to address difficult or challenging behaviour, and to promote inclusion.

7. Dealing with bullying behaviour: Advice for teachers

- It is essential that incidents are dealt with quickly, and that pupils see that they are receiving support.
- Pupils involved in bullying incidents should be interviewed by a member of staff and a written record should be made of each pupil's statement. The statement should be signed and dated by the pupil and the teacher. A record of the interview should be given to the tutor, Year Head and Assistant Head (Student Welfare).
- The appropriate Year Head and Assistant Head will log bullying incidents.
- It is wise to interview pupils separately at first. In some cases a pupil will be very worried or upset, and it can be helpful for him/her to talk to a member of staff with whom he/she feels particularly comfortable.
- Insist that you will find the truth. As soon as the truth is established then everyone can move forward. You do not have to tell the parents of offenders the source of your information.
- Where possible, keep witnesses apart, especially those you suspect of wrongdoing.
- Do not be rushed into action before you are satisfied you know exactly what happened and each pupil's part in it.
- Insist on language that has clear meaning. Use direct questions. Avoid metaphorical language.
- It is better to find out what has happened than to insist that a child tells you why it has happened, as he or she may not really understand why.
- Keep parents informed of what is happening and explain any course of action you decide to take.
- Investigate the incident thoroughly and use the system of punishments set out in the Behaviour Policy, if necessary.
- Follow up any pupil who has been bullied to ensure that there has been no continuation of the problem.
- Talk to the children concerned on a regular basis to follow up any further difficulties. This could be individually or as a group, depending on the sensitivities of the pupils concerned. This gives continued protection and security to the victim.
- Consideration will be given as to the appropriateness of follow-up work with a tutor group or year group, using appropriate, specialist resources.
- Consideration will be given to the opportunity for a group of children to work towards a group reward for improved behaviour and mutual respect.
- Consideration will be given to the appropriateness of a referral to the Attendance and Support Officer, the SENDCo or outside agencies.

8. Useful information

You may find the following links helpful where you will find advice for young people, for parents and for teachers:

www.childline.org.uk
www.bullying.co.uk
www.kidscape.org.uk
www.nspcc.org.uk
www.anti-bullyingalliance.org.uk
<http://ceop.police.uk/>
www.kidpower.org

9. Links to other policies

This policy also links to the following School policies:

- Child Protection and Safeguarding Policy and Procedures
- Behaviour Policy
- SEN/D Policy and Information Report
- Supporting Pupils With Medical Conditions

Policy updated: July 2018
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