



# Anti-Bullying Policy

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## 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

## 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.

## DEFINITIONS 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

## SCHOOL ETHOS

QEGS community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

## OUR COMMUNITY:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
  - o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - o Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy

- Seeks to learn from good anti-bullying practice elsewhere.
- o Utilises support from the Local Authority and other relevant organisations when appropriate

## RESPONDING TO BULLYING

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
  - o The headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff or head of year will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## CYBERBULLYING

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - o looking at use of the school systems;
  - o identifying and interviewing possible witnesses;
  - o Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

## BULLYING THAT OCCURS OUTSIDE THE 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 CSCP). 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.**

## PREVENTION OF BULLYING

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

- 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.
- We raise the issue of bullying with Year 5/6 pupils as part of the induction programme. The Year 6 Transition officer 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.

- 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.
- 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.
- 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.
- All pupils and parents subscribe to the home-school agreement in the student planner, which promotes considerate and responsible behaviour.
- 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.
- Tutors, Year Heads and the Assistant Head (Pastoral) are quick to communicate difficulties as they arise, and maintain good contact with parents and support services.
- The Assistant Head (Pastoral) 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.
- 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.

## DEALING WITH BULLYING BEHAVIOURS 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 (Pastoral).
- The appropriate Year Head and Assistant Head will log bullying incidents on CPOMS.
- 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.

## USEFUL INFORMATION

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

- 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)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.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)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## CYBERBULLYING

- Childnet: [www.childnet.com](http://www.childnet.com)
- 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)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) Race, religion and nationality
- 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)
- Tell Mama: [www.tellmama.org](http://www.tellmama.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk) Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

## LINK 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