



Anti-Bullying Policy



Aims

This policy aims to address the following outcomes of the Every Child Matters Framework:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Social and economic well-being

This policy has regard to DCSF Guidance: *Safe to Learn: Embedding anti-bullying work in schools*"

Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of bullying
 - At Bradford Grammar School bullying will not be tolerated
 - All governors, teaching and non-teaching staff, pupils and parents should know what the policy is on bullying and what they should do if bullying occurs.
 - Pupils and parents should be confident that there will be prompt action when bullying occurs and that there will be support for both the bully and the bullied.
 - The school's policy deals with all forms of bullying including:
 - Physical bullying
 - Verbal bullying
 - Gender bullying (sexual/sexist bullying)
 - Racial bullying
 - Religious bullying
 - Cultural bullying
 - Cyber bullying (emails, images and on social websites) and including the use of text messaging and by mobile phones
 - Bullying based on an individual's sexual orientation (homophobic bullying)
 - Bullying which refers to another's disability
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| Special educational needs bullying |
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The nature of bullying

A survey of our own pupils in 2005 confirmed conclusions of national research that bullying is potentially a problem in every school.

Bullying behaviour can affect pupils in a number of ways. When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem and blame themselves for “inviting” the bullying behaviour. This unhappiness is likely to affect their concentration and impair their learning. Some children may experience stress related symptoms: stomach aches and headaches; nightmares or anxiety attacks. Some will avoid being bullied by not going to school. Pupils may take subject choices because they want to avoid certain individuals rather than being interested in or successful and particular choices.

The seriousness of bullying must be recognised as it can cause major psychological damage and may even lead to suicide. There may even be a need to invoke the law (with reference to threatening behaviour and harassment)

Most definitions identify bullying as being:

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves

Bullying can take many forms but the three main types are:

- physical – hitting, kicking or taking belongings
- verbal – name-calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours especially on social networking sites, sending malicious emails or text messages on mobile phones.

Name calling is the most direct form and is an occasional problem at Bradford Grammar School. It may be because of individual characteristics because of a person’s ethnic origin, colour, gender, sexual orientation or some form of disability.

It is possible for bullying to occur in all parts of school including the journey to and from school and in changing rooms, corridors and in playground areas.

Both boys and girls can be bullies but the most common perpetrators are individual boys or groups of boys. Verbal bullying is common amongst boys and girls. Boys are more likely to experience physical threats and violence than girls. Girls tend to use indirect methods which are more difficult to detect.

The following are some characteristics of a victim of bullying although **none** of these characteristics can excuse it:

- lacking close friends at school
- being shy
- having an over-protective home environment
- being from a racial or ethnic minority
- being different in some obvious physical respect - such as stammering
- having special needs or a disability

- having a less wealthy home background than the majority (this can be a particular issue at BGS)

Some people become bullies for a variety of reasons:

They have:

- family problems e.g. bereavement, divorce
- been victims of bullying themselves
- had a spoilt and pampered upbringing
- have few friends and are lonely
- lack self-esteem and are insecure – bullying gives them power
- take out their frustrations on others
- been bullied into joining a “gang” and co-operate with others in intimidating others
- do not understand the consequences of bullying

Whatever the causes are, bullying is usually a signal that they bully needs help. Attempts should be made to:

- help the bully empathise with the victims
- re-assure the bully that it is the bullying behaviour that is unacceptable not the individual
- look for ways for the bully to “make amends”
- investigate the circumstances when and where bullying occurs and look for alternative ways of behaviour
- be aware of “anger management” issues (see policy)
- try to re-establish their self-esteem by finding opportunities for the bully to contribute to the community in a constructive way

Being bullied tends to decrease with age, probably because older pupils develop coping skills. This tends to be the case nationally as well as at BGS. Most pupils say they would not join in or would like to help the victim of bullying but fewer say they would help. Girls tend to be more supportive of victims than boys.

Families are more likely to be told of bullying than teachers. ***A “culture of silence” still tends to prevail and colleagues must take steps to uncover bullying.***

Research suggest that bullying rarely “goes away” without intervention from teachers and although victims often worry that telling a teacher will make matters worse, it is clear that the unchallenged bully may consider their behaviour acceptable or lack the empathy to appreciate the impact that they have on the victim.

Survey results at BGS reveal that pupils have a large measure of faith in the school in dealing with bullying problems. They also usually express satisfaction in the outcome **provided action is not half-hearted or claims of bullying are not taken seriously.**

Bullying by text messages on mobile phones is an increasing problem at all schools including BGS. Pupils need to be encouraged to take care in who they give their phone number to, and to keep a record of the date and time of offensive messages.

When pupils report bullying text messages the school will take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will be dealt with firmly. The same also applies to malicious e mails.

Bullying can be based on assumptions about a pupil's sexual orientation. Pupils do not necessarily have to be lesbian, gay or bi-sexual to experience such bullying. Within BGS, some pupils often use the word "gay" to criticise others without a full understanding of its meaning.

Bradford Grammar School will act on any allegation of bullying between members of the school, irrespective of where, when or how it happens. We are particularly conscious of the increasing trend of bullying over social networking sites such as Facebook, and of abusive text messaging. We will treat these kinds of bullying just as if the bullying occurred face to face in school. It is important that pupils are forthcoming if they experience problems of this type or if they are aware that other pupils are experiencing problems.

Bullying is not confined solely to relationships between young people. Verbal emotional bullying may occur between staff, staff and parents staff and children, parents and children. All members of the school community have a responsibility to prevent such occurrences of bullying.

BGS Anti-bully strategy

It is important that all those at BGS know that bullying will not be tolerated and this message must be reinforced frequently. The message will be delivered through:

- whole-school assemblies from the SMT
- year group assemblies
- the form period programme
- the form teacher
- subject teachers are sometimes able to incorporate an "anti-bully" message in their lessons eg. In literature, drama, discussions of current affairs etc.
- INSET for all staff

It is particularly important for pupils to be encouraged to speak to a member of staff if they experience or know of incidents bullying taking place.

It is also important for parents to be informed of the anti-bully message via school correspondence and the school's website.

The school will conduct regular surveys of pupils in order to ascertain the incidence of bullying within BGS and also to enable any patterns to be identified.

Identifying signs of bullying

Children may:

- Be frightened of journeying to and from school
- Be unwilling to come to school
- Wish to be taken to school by an adult
- Take an unusual route to school
- Under-achieving academically
- Return to home with clothes or belongings missing or damaged
- Become withdrawn or distressed, stop eating
- Attempt to self-harm
- Have difficulty sleeping
- Have unexplained scratches, bruises and cuts
- Attempt to gain money for unusual requests (stealing is possible)

Procedures

- All staff must be responsive to allegations of bullying.
- It is essential that pupils have the confidence that all allegations are taken seriously and acted upon. The incident will always be investigated and recorded.
- After initial investigations, if the incident appears to be a serious one, control of the investigation will be handled by the Head of Year. The Assistant Head (Pastoral) will be kept informed.
- When the matter is very serious, the Assistant Head (Pastoral), the Deputy Head or the Headmaster will assume responsibility in conjunction with the Head of Year.
- It should be noted that some colleagues have considerable experience and training in dealing with bullying issues. These members of staff, such as the Heads of Year and the Assistant Head (Pastoral) should be consulted at an early stage when there are serious incidents.
- When there are serious incidents, the parents of the bully and the victim will be informed.
- Where appropriate the parents of the bully will be asked to come to School for a meeting.
- In extreme cases the police will be informed.
- Investigations will be made to ascertain the reasons for the bully's behaviour and, if possible, action taken to alter the behaviour of the bully or bullies.
- The victims of bullying should receive support and help to develop strategies for dealing with bullying. In particular, attempts need to be made to rebuild the self-esteem of victims of bullying.
- Disciplinary action will be taken against the bully including a written assurance that he/she will not be involved or responsible for any further incidents of bullying.

- In the most extreme cases supervision at break time and lunch time will be considered for the bully.
- In the most serious cases, it may be necessary to seek assistance from outside agencies to help with the victims and bullies ie specialist counselling may be needed.
- After an incident, there must be “follow-up” to ensure that the problem does not re-surface. Experience suggests that bullying will not take place again if they know that there will be follow-up. This should take place some 2 weeks after the initial incident and then perhaps some further half a term later.
- Incidents of bullying must be recorded.

Sanctions

Pupils should know that **all sanctions** are available in dealing with the bully including:

- the loss of free time at break time and lunch time
- control over the mode of transport used to and from school
- parental involvement
- Monday evening detention(s)
- temporary exclusion
- removal from class
- withholding participation in school teams, events or trips
- police involvement
- permanent exclusion

Anti-Bullying Policy (Junior School Addendum)

Written in conjunction with DCSF Guidance Safe to Learn - embedding anti-bullying work in schools.

Introduction

All staff, pupils and parents should have an understanding of bullying and know that at Clock House bullying will not be tolerated. Bullying can take many forms including physical, verbal, gender, sexist, homophobic, racial, cyber and religious bullying. We treat all incidences of any type of bullying seriously and there are some broad guidelines which should be followed. (Please also read the School Anti-Bullying Policy in the Whole School Staff Handbook)

Aims and Objectives

The aim of this policy is not only to help staff and pupils to deal with bullying when it occurs, but even more importantly to provide a culture in which bullying is prevented.

Definition of Bullying

Bullying can take the form of:

racial, religious, cultural, sexual/sexist, homophobic, disability and cyber (social websites, mobile 'phones, text messages, photographs and email).

The seriousness of Bullying

Bullying has been known to cause:

psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Guidelines - Procedures to follow (in conjunction with the School Behaviour policy).

In all cases of bullying a serious incident form must be completed. These are found on the network in the Clock House Policy folder.

Who to tell?

As indicated later in this document children must be encouraged to seek out any member of staff including lunchtime supervisors and paired readers.

Staff must be responsive to allegations of bullying. The member of staff who is first contacted by the pupil takes initial responsibility for investigating the incident (in the event that the person contacted is not a teacher, they should immediately contact a member of the teaching staff). It is essential that pupils have the confidence that all allegations are taken seriously and acted upon.

The incident will always be investigated and recorded. The Form Teacher of both the victim and the culprit (if proven) will be kept fully informed, as will the Deputy Head or Head.

Recording of Bullying:

- All incidents of bullying should be placed on a Serious Incident form and dealt with as per the Behaviour Policy. With follow up meetings etc. The serious incident forms are kept in a folder in reception to allow any patterns or trends to be identified and one copy is placed in the pupil's personal folder.
- After initial investigations, if the incident appears to be a serious one, the Deputy Head should be closely involved as well as the form teacher(s).
- If the matter is very serious, the Deputy Head and Head will assume responsibility for continuing the investigations.
- Some members of staff, including the school nurse, have considerable experience in dealing with bullying issues and can offer advice.
- When serious incidents occur, the parents of the bully and the victim should be informed.
- Where appropriate the parents of the bully and the victim will be asked to come to School for a meeting.
- In extreme cases the police will be informed.
- Enquiries should be made to determine the reasons for the bully's behaviour and, if possible, action taken to alter the behaviour of the bully or bullies. The victims of bullying should receive support and help to develop strategies for dealing with bullying.
- Disciplinary action will be taken against the bully including a written assurance that s/he will not be involved or responsible for any further incidents of bullying. In cases of severe and persistent bullying exclusion may be necessary.

Having established who the culprit is and taking appropriate action, a follow up meeting within two weeks should be held by the Form Teacher/Deputy Head in order to prevent this happening again. A further meeting during the next half term is also recommended. In this way support is given not only to the victim but also to the bully.

- In some cases supervision at break time and lunchtime will be considered for the bully and any other appropriate measures.
- In the most serious cases, it may be necessary to seek assistance from outside agencies to help with the victims and bullies i.e. specialist counselling may be needed.
- In extreme circumstances suspension and expulsion will be considered.

What we can do

We raise awareness of staff through training, focussed staff meetings and taking action to reduce the risk of bullying at times and in places where it is most likely. We can use elements such as personal, social, health and citizen education (PSHCE), assemblies, projects (group work), drama, stories, bringing bullying into historical events, current affairs and so on.

We should always bear in mind that the anti-bullying policy and the school's behaviour policy make it clear what the sanctions are for bullying (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying). They also indicate what support is required for the victim and the bully.

All schools have the potential for bullying to be a serious problem and Clock House is no exception. The usually exceptional behaviour of the pupils should not lead to complacency.

As staff we can lead from the front and make sure that no sexist, racist, homophobic or other jokes, suggestive remarks and criticisms are made. Pupils will see the way staff treat each other and so even casual joking or innuendo on the above topics should be avoided. The school population as a whole is incredibly tolerant of others and this should constantly be reinforced in all aspects of school life.

Bullying behaviour can affect pupils in a number of ways. When pupils are bullied, their lives are made miserable. They may suffer injury. They may be unhappy about coming to school. Over time, they are likely to lose self-confidence and self-esteem, blaming themselves for "inviting" the bullying behaviour. This unhappiness is likely to affect their concentration and impair their learning. Some children may experience stress-related symptoms: stomach aches and headaches; nightmares or anxiety attacks. Some will avoid being bullied by not going to school. We must all be aware and watch for symptoms that may suggest bullying.

Promoting the Anti-bullying message:

If unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of pupils and become accepted as normal.

- The anti-bullying message must be repeated in form, house and whole school assemblies; and via the Form Teacher.
- Pupils should be constantly made aware that we, as a school, will not tolerate bullying. They must constantly be told that they should not suffer and that any teacher or supervisor is prepared to help. They should always be encouraged to talk to someone.
- The help and assistance of staff responsible for particular groups of pupils, such as in sports teams or drama, should also help in disseminating the anti-bully message.
- Younger children will often notice bullying and will usually tell teachers about it. This atmosphere of looking after others should be positively encouraged by all teachers.
- Potential victims of bullying should be encouraged to use specific parts of the school as a safe refuge for example, the area outside the staff room, the lunchtime work room or reception area, prior to speaking with a member of staff.
- Duty staff and lunchtime supervisor should be particularly vigilant when patrolling the school and playgrounds.
- Offenders may lose their right to use the lunchtimes and break times as they wish.
- Staff should be aware of the potential for the development of groups or factions in school. These groups could be year groups, religious or ethnic groups, sexist or racist in character. These should be actively discouraged.