THE GRAMMAR SCHOOL
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# ANTI-BULLYING POLICY FOR GSAL
# Including EYFS

| Rationale for the Policy: | We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. |
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| **Policy aim:** | The aim of the anti-bullying policy is to ensure that all pupils learn in a supportive, caring and safe environment without fear of being bullied. |

| Author: | Designated Safeguarding Lead (DSL) |
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| **Agreed and Authorised by:** | GSAL SLT and Education Governor's subcommittee |
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**The School runs on FREDIE principles:**
**Fairness, Respect, Equity, Diversity, Inclusion and Engagement**

**Statement of intent**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied by anyone. All staff and pupils, particular the older pupils in the community, should set the example of good behaviour. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for every member of our community so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. The school adopts a **zero tolerance approach** to any bullying issues. All staff will report on to the Designated Safeguarding Lead immediately any issues of this nature. Please see Safeguarding policy for further details about dealing with child-on-child abuse.

This policy has been drawn up with reference to the advice for non-statutory guidance from the Department for Education entitled:
- "Behaviour in Schools" (July 2022)
- "Preventing and tackling bullying" (July 2017)
- "Advice for parents and carers on cyberbullying"
- "Cyberbullying: Advice for headteachers and school staff" (2014)
- "Sharing nudes and semi-nudes advice for education settings" (December 2020)

and should be read in conjunction with the following GSAL policies and documents:
- GSAL Safeguarding and Child Protection policy
- GSAL behaviour policy (including rewards and sanctions)
- Serious Discipline Policy and Procedures
- Online Safety policy

These policies are available to all parents through the School's website and is accessible on our internal platform, GSAL World. It is also available on request.

Members of the GSAL community should demonstrate respect for the FREDIE principles (Fairness, Respect, Equity, Diversity, Inclusion and Engagement) and take steps to promote this by:
i.      addressing issues promptly of any type of bullying whenever they arise; and
ii.     helping to create a fair and inclusive School environment.

**The need for an Anti-Bullying Policy?**

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have a serious physical and emotional impact (which may in some cases cause psychological damage) on a person for their entire life.

This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

**What is Bullying?**

Bullying may be defined as the **intentional** hurting, harming or humiliating of another person, or group. Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others.

It is widely recognised that there are many different types of bullying, including racist, religious,

cultural, sexual, gender, homophobic, biphobic, transphobic, verbal, cyber, special educational needs, disability, or because a child is adopted or is a carer. Discriminatory and prejudice based bullying will not be tolerated. Nor will emotional bullying (by excluding, tormenting or spreading malicious rumours), a hate incident and/or which focus on physical, emotional or intellectual difficulties/disabilities or physical attributes (such as hair colour or body shape). Bullying on the basis of protected characteristics is taken particularly seriously.

It is usually persistent but not always (there can be one-off issues) and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. It can involve a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs or email. There are varying degrees of severity of bullying, but, at its most serious, it can 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).

A bullying incident will be treated as a child protection concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. Bullying can happen anywhere and at any time. We always treat any reports very seriously and want to act on it quickly with an aim to nip things in the bud as soon as possible.

Pupils who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Bullying can take many forms including:
  ➢ **Physical** bullying which can include kicking, hitting, pushing and taking away belongings;
  ➢ **Verbal** bullying which includes name-calling, mocking, sarcasm and making offensive comments;
  ➢ **Emotional** bullying which includes isolating an individual, tormenting, spreading rumours about them or being made to feel uncomfortable because of religion, individual needs or appearance
  ➢ **Indirect** bullying which can include talking behind someone's back or purposeful exclusion;
  ➢ **Cyber** bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media. Cyberbullying can occur between any members of the school community, and it is important that it is recognised that this is not just a phenomenon which affects pupils.
  ➢ **Racist** bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
  ➢ **Sexual** bullying is where someone makes unwanted physical contact or makes sexually abusive comments.
  ➢ **Homophobic and biphobic** bullying is motivated by a prejudice against lesbian, gay or bisexual people.
  ➢ **Transphobic** bullying occurs when bullying is motivated by a prejudice against people who identify as trans
  ➢ **Disablist** bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
  ➢ **Sexist** bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by their actions or words. A bystander is someone who is complicit in the bullying if not reported immediately.

Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore our school has Online Safety policy all students, from Year 3 up to and including Year 13 are required to agree to the Pupil Acceptable Use policy.

**Some warning signs that a student is being bullied**
- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell. Wanting to visit the nurse regularly
- Reluctance to come to school, attendance issues
- Clothes/bags torn or damaged
- Money/possessions going missing
- Unexplained cuts and bruises
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful
- Unhappiness
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

**Some reasons why people bully**
- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home
- Learned behaviour (They too have been bullied)

**How to get help**
Who students can talk to if they have any concerns about bullying?
- Form tutor / class teacher
- Head of Year / Year Group leader
- Subject teacher
- Peer mentor
- School Nurse
- Any member of staff

Students should feel confident that any of the above will listen to their problem.

Students can also anonymously report bullying via the 'REPORT IT!' box situated outside the library in senior school or via the electronic 'REPORT IT!' button on GSAL World.

Pupils who have been bullied will be supported by:
1. Offering an immediate opportunity to discuss the experience with a member of staff of their choice;
2. reassuring the pupil;
3. offering continuous support;
4. restoring self-esteem and confidence.

Pupils who have bullied will be helped by:
1. Discussing what happened;
2. discovering why the pupil became involved;
3. establishing the wrong doing and need to change;
4. informing parents or guardians to help change the attitude of the pupil;
5. offering continuous support to work to establish improved patterns of behaviour.

The following strategies may be used:
- Assertiveness training (victim);
- discussion with a nominated member of staff;
- peer mentoring;
- involvement of external agencies.

Responses will vary depending on the nature of the incident, but may include:
1. Counselling
2. Use of a report card
3. Involvement of external agencies
4. Monitoring by Class Teacher/Form Tutor/Head of Year/Year Group Leader
5. Peer support/peer mentoring
6. Formal recording (racism, HBT: homophobic, biphobic, transphobic)
7. Use of Behaviour Agreement Contract
8. Liaison with parents/guardian/social worker
9. Internal exclusion
10. Fixed term exclusion
11. Permanent exclusion

**Anti-Bullying Procedures**
It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

Staff Responsibilities:
- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents and reassure victims that they are being taken seriously and will be kept safe.
- To investigate incidents promptly and as fully as possible.

- To take appropriate action or to refer to Form Tutor/Class Teacher/Head of Year/Pastoral staff member as appropriate.
- To record on CPOMS and in the bullying file held by Pastoral deputies.
  (HBT: homophobic, biphobic, transphobic) record if appropriate.
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying.
- To implement appropriate procedures for a member of staff.
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour.
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate.
- To model the values our school believes in from the mission statement.
- To promote the use of interventions which are least intrusive and most effective.

**Prevention Strategies**
- Regular promotion of anti-bullying in assemblies and open discussions about bullying across the school through form time, in PSHE, in subject areas such as drama, as appropriate.
- A duty rota for staff so they supervise key areas before school, break, lunchtime and after school.
- Regular pupil surveys conducted to research student views on how safe they feel in school.
- Self-esteem and circle time work in the school's inclusion facilities.
- Anti-bullying training for the staff Pastoral Leaders.
- PSHE lessons on anti-bullying.
- Primary aged children are taught to use TAG as a strategy to prevent bullying. TAG (tell them how you feel, Ask them to stop, Get an adult to help) is regularly reinforced and displayed all-round the school to encourage pupils to become more assertive at dealing with situations where they feel someone has been unkind to them.
- Throughout the school, from Key Stage 2, we promote to our pupils to adopt a 'THINK' mentality before they speak or act. Is what they are about to do or say Truthful, is it Helpful, is it Inspiring, Necessary or Kind. If it does not meet the criteria, then it is best not said or done.
- A special e-mail address and anonymous box to report any incidents of bullying.
- Make use of pupil mentors where applicable in the Senior School.
- Strong teacher-student relationships so students feel comfortable in reporting any issues.
- CEOP training for staff (Child exploitation online protection).
- Information leaflet for students and parents about E-Safety.
- The member of staff with responsibility for the anti-bullying work in the Senior School is the Senior Deputy Head, Pastoral and the Head of PSHE, in the Primary School it is the Vice Principal of Primary who is also responsible for EYFS.

**Anti-bullying advice to Parents / Carers**
- This policy is available to all parents through the School's website and is accessible on our internal platform, GSAL World. It is also available on request.
- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, social media platforms and social gaming sites. Access to these is out of the school's control to monitor when your child is not in school.
- TALK to your child on a regular basis, so any problem is easier to share

- LISTEN to what they say
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT
- If your child is a victim, assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school and not be aggressive.
- Without a good working relationship between parents and the school, the situation could deteriorate, which won't help you or them
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

**REMEMBER – IT IS NOT THE CHILD'S FAULT**

**Monitoring, evaluation and review**

The whole school community is responsible for reviewing this policy annually to assess its implementation and effectiveness as well as reviewing all recorded incidents to ensure the effectiveness of the approaches adopted and identify any patterns. The policy will be promoted and implemented throughout the school.