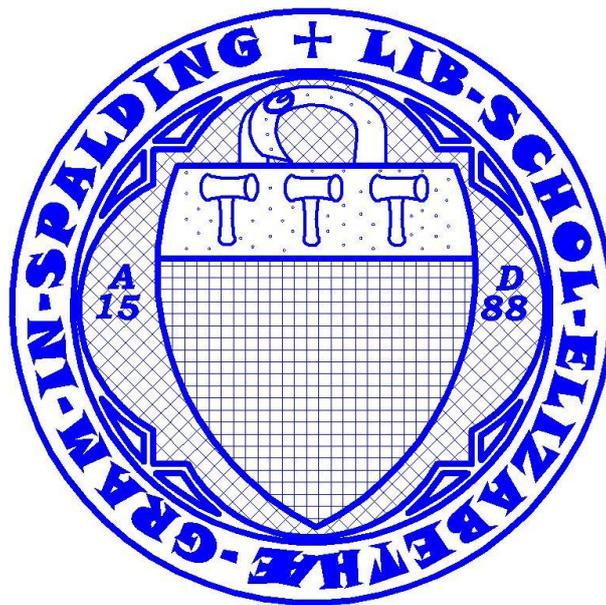


Spalding Grammar School



Anti-bullying Policy

Author:	AGB
Ratified by:	Headmaster
Review Cycle:	Three years
Next Review Date:	April 2021

The School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable.

The School Aims include our commitment to encouraging all students to show consideration for others and to understand the value and importance of working in cooperation with others. Anti-bullying is an integral part of our Behaviour Policy sitting alongside other school policies that reflect our commitment to promoting good relationships across all aspects of school life, to making sure students stay safe and are healthy, and feel able to make a positive contribution.

Students are encouraged to report any bullying whether they are the victim, witness or simply know about it. Students all know that bullying will be dealt with promptly and effectively as soon as school staff know about it.

Objectives of this Policy

1. To prevent, de-escalate, and/or stop any continuation of harmful behaviour.
2. To react to bullying incidents in a reasonable, proportionate and consistent way.
3. To safeguard the student who has experienced bullying and to trigger sources of support for that student.
4. To apply disciplinary sanctions to the student causing the bullying and to ensure they learn from the experience, possibly through multi-agency support.

This policy complies with:

- Equality Act 2010
- Education Act 2011
- SEND Code of Practice 2014
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Keeping Children Safe in Education, DFE July 2015

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policies
- Behaviour Policy
- SEN Policy
- Equality and Diversity Policy 2016
- Disability Discrimination Act
- E-safety Policy
- PaCE Curriculum and Schemes of Work

What Is Bullying?

There is no legal definition of bullying. At Spalding Grammar School, bullying is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many different forms:

1. Physical bullying e.g. hitting, kicking, scratching.
2. Verbal bullying e.g. name calling, making threats.
3. Indirect bullying e.g. spreading rumours, threatening looks, wearing provocative badges / insignia.
4. Cyberbullying e.g. abuse of internet, instant messenger, text messages, and online photos/film.
5. Sexual bullying e.g. harmful and humiliating actions such as sexting.
6. Alienation e.g. ignoring somebody.

Bullying in itself is not a criminal offence; however, some types of harassing or threatening behaviour, or communications, could be a criminal offence, e.g. under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. We will seek assistance from the police if we consider that a criminal offence might have been committed.

Bullying incidents can occur outside school. Where bullying outside school is reported to school, it will be investigated and acted on. The Headmaster will then consider, in consultation with staff, whether it is appropriate to notify the police or local authority.

The Headmaster, again after consultation with staff, should address any bullying incident as a child protection issue if there is reasonable cause to suspect that a student is suffering, or is likely to suffer, significant harm. In these circumstances the school staff should report their concerns to the local authority children's social care.

The rapid development of, and widespread access to, technology has provided a new medium for cyber bullying which can occur inside or outside school. Cyber-bullying can happen at all times, with a potentially bigger audience and more accessories as students forward content at a click. The wider search powers of Education Act 2011 give school staff stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices.

Bullying is often motivated by prejudice against a particular individual or groups of students. In these respects the bullying will overlap with the school's Equality and Diversity Policy. We are committed to preventing any form of discrimination, harassment and victimisation because of:

1. Being or becoming a transsexual person. This is called "gender reassignment" in law
2. Disability as defined by the Equality Act 2010. We are alert to the fact that students with Special Educational Needs or disabilities are often at greater risk of being bullied than other students
3. Race including colour, nationality, ethnic or national origin
4. Religion, belief or lack of religion/belief
5. Sex
6. Sexual orientation whether being lesbian, gay, bisexual, transgender or heterosexual

Procedures for Dealing with Suspected and Reported Bullying Incidents

Signs and Symptoms

Students who are being bullied may show signs of changes in behaviour, changes in work patterns, may lack concentration, and/or may have poor attendance. All staff at Spalding Grammar School must be alert to signs of bullying and report it, in the first instant, to the student's Form Tutor. The signs and symptoms of bullying are detailed in Appendix 2.

The School will take all reports of bullying seriously and will act promptly and effectively:

- When a member of staff witnesses an incident he/she will stop the incident and reassure the student who is the victim, ask any witnesses for statements while ensuring they understand what they have seen is wrong, and take action to separate the instigator(s) while ensuring they too know why it is wrong. The member of staff will report the incident immediately to the relevant Form Tutor and House teams for further investigation.
- All members of staff will always report any alleged bullying to the Form Tutor. The Form Tutor in consultation with the appropriate Head of House will ensure the allegation of bullying is investigated promptly and effectively. He/she/they will record the account as bullying, a Level 3 in the Levels of Response (Behaviour Policy).
- If the bullying is judged to reach Level 4, a serious breach of the Behaviour Policy, the Form Tutor and Head of House will consult the Senior Team. The Headmaster will be informed of the investigations and consulted about outcomes.
- The incident will be recorded in the Bullying Incident book (kept in the School Office).
- Parents/carers of the victim and the bullies will be kept informed.

Student(s) who have been bullied (victims) will be supported:

The School will support the victim(s) and enable him/her/them to discuss the incident with an adult, and to be reassured that no student deserves to be treated in this way. The staff involved will make clear to the victim why revenge is not appropriate. He/she/they will be offered continuous support to restore self-esteem and regain confidence.

Student(s) who have bullied will be helped:

The School will take action to enable the bully/ies to reflect on what happened, why he/she/they became involved, establish why it was wrong and the need to change behaviour. Bullying is, at least, a Level 3 offence on the Behaviour Policy so parents will be involved. Persistent and/or serious bullying is a Level 4+ offence on the Behaviour Policy.

Prevention

We will use a range of methods to prevent bullying. Some ideas are listed in Appendix 3.

Curriculum teaching and learning raises awareness of the nature of bullying through PaCE activities, Tutor Time, assemblies, and subject content, as appropriate, to eradicate such behaviour.

Help Organisations

We will make sure students are aware of where they can find help to prevent bullying whether they are being bullied, witness bullying, know of bullying or want help to stop bullying. The Help Organisations are detailed in Appendix 4.

We include a section on bullying and sources of help in the students' Planners.

Appendix 1

Types of Bullying

Bullying can be related to:

1. Race, Religion and Culture

This is a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless and worthless because of his/her colour, ethnicity, culture, faith community, lack of faith community, national origin, or national status.

A distinctive feature of such bullying is that the victim will/may be offended not only as an individual but as a representative of his/her family, community, or group. Other members of the family, community or group may/will feel threatened,

Racism is against the law. All incidents must be recorded in the school Racist Incident book.

This type of bullying is also addressed at SGS through the Equality and Diversity Policy.

2. Special Educational Needs (SEN) and/or disability

We recognise that SEN and disabled students are more likely to be bullied than other students, and that we have a legal duty in school to promote disability equality and eliminate discrimination (Disability Discrimination Act).

A disabled person is a person who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

SEN students have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

- Gifted and Talented students can suffer from bullying because they “stand out from the crowd”, and may choose to under-perform in order to be accepted and to stop any harassment they may have been experiencing.
- Students with Special Needs do not always have the same levels of social competence and confidence and the robust friendship bonds that can protect against bullying.

This type of bullying is also addressed at SGS through the Equality and Diversity Policy.

3. Appearance and/or health conditions

Students with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be trigger causes of bullying.

4. Sexual Orientation

Sexual orientation bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual or heterosexual people, or against those perceived to be lesbian, gay, bisexual or heterosexual.

It can also be targeted towards pupils who are seen to be “different” in some other way, for example, because they may be considered shy by other pupils. In this way, a person’s identity is used to abuse them and sexual orientation bullying can therefore be experienced by all pupils, regardless of their sexuality. Such bullying is a problem that young people may face whether they are lesbian, gay, bisexual or heterosexual. Young people subject to sexual orientation bullying must know they will be given confidentiality and access to appropriate advice.

This type of bullying is also addressed at Spalding Grammar School through the Equality and Diversity Policy.

5. Sexist and Sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

This type of bullying is also addressed at SGS through the Equality and Diversity Policy.

6. Being or becoming a transsexual person

Students identifying as transsexual or becoming a transsexual person can also be targeted by bullies.

This type of bullying is also addressed at SGS through the Equality and Diversity Policy.

7. Young Carers, Looked After Children, or other home circumstances

5. Young

Students may be vulnerable to bullying if they provide care, directly or indirectly, to someone in their family with an illness, disability, mental health or substance-misuse problem. Young Carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties Young Carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. We can help Young Carers by being alert to signs that someone may be a Young Carer, knowing what support structures and services are available, and listening to Young Carers and being sensitive to their needs.

Looked After Children may also be vulnerable to bullying.

Some students may be influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues such as domestic violence or bereavement.

7. Cyberbullying

This is the use of Information and Communication Technology, particularly mobile phones and the internet. It can take on many forms: threats and intimidation, harassment (or cyber-stalking), vilification/defamation, exclusion or peer rejection, impersonation, unauthorised publication of private information or images, or manipulation.

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or video clips posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

8. Bullying of school staff by students, parents, or other staff

This bullying will be managed under the guidance of professional associations and Trade Unions.

Appendix 2

Signs and symptoms of possible bullying

Any student might indicate signs or behaviour that he/she is being bullied. Staff and parents should be aware of these possible signs and they should investigate if a student:

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes his/her usual routine
- is unwilling to go to school (school phobic)
- begins being absent from school and/or particular lessons
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries him/herself 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 go "missing"
- asks for money or starts stealing money (possibly to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

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

The adult should promptly raise his/her concerns with the Form Tutor.

Appendix 3

Good practice to prevent bullying

Bullying will not stop if it is kept secret and no-one faces up to it.

We will use a range of methods to prevent bullying:

- Bully boxes are located by the School Office and Library
- Students are consulted about bullying through surveys
- The Student Voice is an established route for students to raise concerns

The following methods teaching and learning strategies help to prevent bullying:

- Writing a set of school rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays.
- Having discussions about bullying and why it matters
- Using trained mentors from Years 12 and 13
- Highlighting the issue of bullying in both Year and House assemblies
- Using PaCE sessions to increase awareness of bullying
- Meetings with the Wellbeing Officer

Pastoral teams will adopt a variety of mediation methods to work with students who have been bullied and those who have bullied. This mediation will involve regular meetings over a period of time to ensure the bullying has stopped.

Appendix 4

HELP ORGANISATIONS:

Childline	0800 1111	ChildLine is a free 24-hour helpline for children and young people in the UK.
NSPCC	0800 800 5000	
Childline	0800 1111	24 hour service: free, confidential, staffed by trained counsellors
ChildNet International	www.childnet.com	Specialist resources for young people to raise awareness of online safety.
Kidscape	0845 12 05 204	The only national charity helping to prevent bullying and child abuse.
Connexions Lincolnshire	www.c4yp.co.uk	A website with lots of helpful information about bullying.
National Bullying Helpline	0845 22 55 787	The only bullying helpline for adults and children.
Bullying UK	www.bullying.co.uk	An informative site with lots of useful advice for young people and how to deal with bullies and sections for parents too. It is regularly updated.
CEOP Child Exploitation and Online Protection Centre	www.ceop.gov.uk	Think U Know: new source of help dealing with all cyber-bullying and internet protection issues. It has sections for young people, parents and teachers.
Mencap	www.mencap.org.uk	Specific advice and information for students with, and staff working with, children with special learning needs.
Show racism the red card	www.theredcard.org	Resources and workshops for schools to educate students about racism.
School's Out	www.schools-out.org.uk	Practical advice, resources and training for schools on lesbian, gay, bisexual and transgender education.
Anti-Bullying Alliance	www.anti-bullyingalliance.org.uk	This is an alliance of over 60 organisation committed to stopping bullying and providing safe environments for children.