



**QUEEN ELIZABETH'S
GRAMMAR SCHOOL**
Ashbourne, Derbyshire

Anti-Bullying Policy

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Contents

Statement of Intent3

Objectives of this Policy.....3

What Is Bullying?3

Signs and Symptoms of bullying4

Why is it Important to Respond to Bullying?4

Reporting concerns.....6

Responsibilities.....7

Links with other school policies and practices.....7

Supporting Organisations and Guidance8

Appendix A - Guidelines for teaching and non-teaching staff in their general dealings with students.....9

Appendix B - Procedure in case of incidents involving students..... 10

Dealing and Working with Bullies and Victims..... 10

Statement of Intent

Queen Elizabeth's Grammar School, Ashbourne Academy, is committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a safe and secure atmosphere. Bullying of any kind is unacceptable. The academy is committed to developing an anti-bullying culture whereby bullying will not be tolerated.

A major part of achieving this depends to a great extent on students themselves, who should always appreciate and value each other as individuals. It is the right of all our students to receive their education in a school where they feel happy and where they do not feel threatened or frightened by others around them. It is, therefore, important that students not only understand that they have this right but that with it they also take on the responsibility of ensuring that everyone else has the same right. This means that a students' behaviour should not be of the nature that puts other students under physical, psychological or emotional stress.

There are certain kinds of behaviour and conduct which are acceptable and which will always be encouraged within the academy, for example courtesy, kindness, tolerance, consideration for others, helpfulness, politeness, respects for other people and their property, reliability etc.

Conversely, there are other types of behaviour, which are unacceptable. These include; general disregard for others, use of bad language, derogatory ways of speaking such as name calling and personal remarks, taunting, intimidation, harassment, physical and verbal threats and abuse, extortion, isolation and interfering with other people's property.

The academy will do all that it possibly can to ensure that both on the academy premises and on the way to and from the academy, unacceptable behaviour is discouraged and stopped. It is important to appreciate that this will only be achieved if students, teachers, non-teaching staff and parents work together to the same end. Students should realise that they will face consequences and sanctions for any behaviour, which is anti-social and hurtful to others.

If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

Objectives of this Policy

- All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is.
- All students and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Students and parents should be assured that they will be supported when bullying is reported as bullying will not be tolerated.

What Is Bullying?

Bullying is 'Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power' (DfE definition from 'Preventing and Tackling Bullying')

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures

- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as by email and all forms of social media. Threats by text messaging and phone calls. Misuse of associated technology, i.e. camera and video facilities

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –“cyberbullying”

Signs and Symptoms of bullying

A student’s behaviour may indicate that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- 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 their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to achieve less well in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- 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
- is afraid to use the internet or mobile phone
- spends more time on their mobile phone or is secretive with it.

Why is it Important to Respond to Bullying?

Bullying harms the victim. No one deserves to be a victim of bullying. Everybody has the right to be treated with courtesy and respect. Students have the right to be educated in an environment where bullying is not tolerated. Students who bully need to be taught to respect others and may require help to modify their behaviour.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Participate in the Diana Award, training students to be anti-bullying ambassadors, developing a student led anti-bullying campaign across the school.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Provide a range of approaches for students, staff and parents/carers to access support and report concerns
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable students
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Give students opportunities via both the curriculum and co-curricular offer to develop personal and social skills such as decision making, negotiation, discussion and assertiveness which in turn should lead to increased self-confidence and self-esteem.

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of the pastoral team or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with academy's behaviour policy.

Reporting concerns

In the first instance students should be encouraged at all times to seek help or support if they are unhappy or feel threatened. Parents will have an important role to play in the communication between home and school.

If a student is being bullied they can communicate this information;

- By talking to either teaching or support staff (any adult whom they trust)
- By giving a note or a letter to a member of staff, teaching or support staff.
- A friend could report it to a member of staff on their behalf.
- A parent can contact their child's Form Tutor, Head/Deputy head of Year or another member of the school's pastoral team.
- Through a teacher passing on written details of incidents in class or around the school, to Form Tutor or Head/Deputy head of Year.
- By making use of the Report it! Link on the student intranet page.

It is important that students realise and accept that it is important to tell someone if they are made to feel unhappy and miserable by the words or actions of other students and that, if requested, confidentiality will be maintained unless circumstances make this impossible.

Responses

Possible action may include:

- The bully (bullies) may be asked to apologise.
- Whenever possible, and appropriate, restorative justice will be practised.

Other responses may include:

- Contact with parents;
- Withdrawal from lessons;
- Change of form or class;
- Loss of social time;
- After school detention;
- Internal isolation
- In the most serious cases fixed term or permanent exclusion;

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Involvement of students

The academy will:

- Ensure that students receive a 'student friendly' version of the anti-bullying policy
- Regularly canvas students' views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.

Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

The clear message to all stake holders is that: -

1. Anti-social behaviour, particularly bullying, is wrong - it is unacceptable and will not be tolerated.
2. Students should feel at ease talking about it and understand reporting bullying is the correct thing to do.
3. Students who resort to anti-social or bullying behaviour will be dealt with appropriately following the academy's Student Behaviour Management policy.
4. Parents must have confidence that they can communicate their worries and concerns to the academy and that they will receive the necessary support.

With the above in mind, the attached guidance is given to teaching and non-teaching staff (Appendix A and B).

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, the Leadership Team, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

The named Governor with lead responsibility for this policy is	Mr N Moore
The named member of staff with lead responsibility for this policy is:	Mrs K Starkie

Links with other school policies and practices

This Policy links with a number of other of the academy's policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Safeguarding and child protection policies
- Confidentiality Policy
- e-Safety (Online Safety) and Acceptable Use Policies(AUPs)
- Social media policies
- Whistle blowing policy
- Searching and confiscation
- School Improvement Plan and Self Evaluation

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

The Computer Misuse Act 1990

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies”, and
- “Supporting children and young people who are bullied: advice for schools” October 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to25>

Appendix A - Guidelines for teaching and non-teaching staff in their general dealings with students

Both teaching and non-teaching staff meet students in different roles - as form tutors, as classroom teachers, as duty staff, about the premises and as leaders or assistants in out of school activities. Some of the advice is clearly specific to one of these roles, but some applies to many or all.

1. Discourage students from abusing each other verbally i.e. when students speak to each other in disparaging ways, which lower self-esteem, inflame anger or cause embarrassment. Encourage co-operation and mutual respect in all aspects of school life.
2. Be aware of how you address students - is it with courtesy and respect? Are there occasions when firmness is allied with friendliness and humour so that you are seen to be approachable? Do not let firmness become intimidatory.
3. Arrive at lessons promptly, be alert to the atmosphere within the group and watchful of student interaction.
4. Where students need singling out for reprimand or praise, be alert to the range of implications.
5. In exercising your pastoral role encourage students to speak up about things that worry them.
6. If you are concerned about a student, discuss the matter with others who know him or her, including Form Tutor or Head/Deputy head of Year. This may arise from incidents in class, changes in students' behaviour or standard of work.
7. Whilst on duty and about the premises, be alert to what is happening. Visit quiet corners during your duty patrol. Make opportunities to speak to solitary students.

Appendix B - Procedure in case of incidents involving students

1. Separate the parties involved and immediately inform the Head/Deputy head of Year or another senior member of staff of the incident.
2. Keep the parties separate and prepare a written account of both sides of the incident. This account is to be based upon questioning of the students by the member of staff with a witness present.
3. If it is established that one party is the victim, give him/her the necessary support, help and reassurance.
5. The details of the incident and of the action taken to be given to the Form Tutors of both parties in order to support their mentoring role.
4. Member of staff should contact parents of one/both parties where it is deemed necessary.
5. The designated safeguarding lead should be informed, and the incident recorded on the bullying log.
6. Pastoral staff should be involved in helping/counselling both parties after the incident is dealt with. Other agencies might also be involved in offering the support required.

Dealing and Working with Bullies and Victims

1. Reassure the victim, be sympathetic and assure him/her that it is not his/her fault. It is important to listen to all accusations, to take them seriously and to act on them.
2. Do not bully the bully; this will serve to reinforce his/her behaviour. It is the bully's behaviour that is disapproved of and he/she needs help to appreciate the consequences of it and why it is unacceptable.
3. Both victim and bully will require help to come to terms with what has happened. Counselling should be available to both parties. Form Tutors of both bully and victim can be a vital part of this process and may be able to offer helpful and positive support.
4. Where necessary, involve parents of both bully and victim. They may not be aware of what has been happening and could offer support to their own child and to the academy in its dealings with bullying behaviour.

Appropriate action must be taken and recorded/logged on CPOMS®.