# Prince Henry's Grammar School
### SPECIALIST LANGUAGE COLLEGE

# ANTI-BULLYING POLICY

Reviewed:          17 July, 2018
Next review due:      July, 2020

## Rationale

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance, promoting equality and diversity and ensuring the well-being of all members of the school community. If a student feels safe they are in a much better position to realise the five outcomes of Every Child Matters – they can be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Bullying affects everyone, not just the bullies and the victims. Bullying is not an inevitable part of school life or a necessary part of growing up, and every young person should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported.

The **law** requires that:

Governing bodies "*exercise their functions with a view to safeguarding and promoting the welfare of pupils.*"[1]

Headteachers determine the more detailed measures on behaviour and discipline that form the school's behaviour policy. This must include measures to be taken with a view to *"encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying and harassment".*[2]

Teachers *"promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment".*[3]


## What is bullying?

The Government defines bullying as:

*"Behaviour by an individual or group, usually repeated or over time, that intentionally hurts another individual or group either physically or emotionally".*

All bullying is aggressive, either physical, verbal or psychological, although not all aggression is necessarily bullying. There is not a stereotypical bully. Bullying takes many forms and it can be short term or continue for a long period of time. Any behaviour which includes the illegitimate use of power in order to hurt others is bullying behaviour. This includes:

- Name-calling, taunting and mocking;
- Making offensive comments;
- Making threats;
- Pressuring to hand over money or possessions;
- Hitting, kicking and pushing;
- Damaging or taking possessions;
- Spreading hurtful or untruthful rumours;
- Excluding or isolating;
- Producing offensive graffiti;
- Gossiping;
- Using text, e-mail or web space to say or write hurtful things (cyberbullying).

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[1] Education Act 2002 Section 175 (2)
[2] Education and Inspections Act 2006 Section 89
[3] School Teachers' Pay and Conditions Document 2006 Section 76.2.1

Some of the most common types of bullying include that related to:

- Race, religion or culture;
- Special educational needs or disabilities;
- Appearance or health conditions;
- Sexual orientation;
- Home circumstances;
- Gender.

## Our Objectives

At Prince Henry's Grammar School we want to create a community in which everyone:

- Can work without feeling intimidated by anyone else;
- Has a clear understanding of what we mean by 'bullying';
- Is aware of the school's position regarding bullying - that a situation where a person feels intimidated or threatened will not be tolerated.

## Our Principles

Our principles cover six areas and provide a commitment that we will work to:

### 1. ENVIRONMENT AND ETHOS

- Create an ethos and establish an environment where everyone feels safe, and where victims and witnesses have the confidence to report bullying.

### 2. CHALLENGING AND RECORDING BULLYING

- Consistently challenge and systematically record all incidents of bullying.

### 3. STRATEGIES FOR MODIFYING BEHAVIOUR

- Provide strategies for modifying the behaviour of bullies.

### 4. RAISING AWARENESS

- Raise awareness of the causes and effects of bullying through the curriculum.

### 5. MODELLING RESPECTFUL BEHAVIOUR

- Ensure that staff and students treat each other with respect.

### 6. STUDENT VOICE

- Provide students with structured opportunities to give us feedback on the effectiveness of our anti-bullying strategies, and the extent to which they feel safe in school.

## Achieving our principles

### 1. ENVIRONMENT AND ETHOS

- Our commitment to anti-bullying will be led by a nominated member of the Senior Leadership Team.

- We will ensure that an anti-bullying ethos is promoted through all aspects of school life, including in assemblies and through classroom displays.
- We will give students a range of options for reporting bullying, including a supportive point of contact, online reporting system and half-termly student welfare questionnaire.
- We will ensure high profile staff supervision of social areas at breaktimes and lunchtimes to monitor student behaviour, deter bullying and contribute to a feeling of safety around the site.

## 2. CHALLENGING BULLYING

- We will adopt a robust response to all forms of bullying and harassment and ensure that these are sanctioned appropriately through the Positive Discipline system.
- We will systematically record and report all incidents of bullying through the school's data management system.

## 3. STRATEGIES FOR MODIFYING BEHAVIOUR

- We will work with the parents/carers of students engaged in bullying behaviour to ensure that this behaviour stops.
- We will work with students involved in bullying to ensure that they understand why their behaviour is unacceptable, and monitor them to ensure that this behaviour does not continue.
- We will engage the support of external agencies, where appropriate.

## 4. RAISING AWARENESS

- We will ensure that students explore the causes and effects of bullying through the PSHE and Citizenship curriculum, including specific types of bullying such as homophobia and racism.
- We will raise awareness of bullying through year group assemblies and events to mark National Anti-bullying Week.

## 5. MODELLING RESPECTFUL BEHAVIOUR

- We will model relationships which promote mutual respect and value similarities and differences.
- We will provide training for all staff at least at every two years to make clear their role in modelling respectful behaviour, and ensure that this training forms part of the induction programme for new staff.
- We will encourage everyone in the school community to have a positive self-image and high self-esteem so that they may develop their potential.

## 6. STUDENT VOICE

- We will undertake a survey of students at least every two years to provide feedback on the effectiveness of our anti-bullying stance.
- We will empower students to take a lead in anti-bullying work through groups such as the Student Council and Student Diversity Forum.

**Responding to incidents of bullying**

All allegations of bullying will be investigated and dealt with firmly and fairly. Initially we will speak to the suspected victim and bully, as well as any witnesses.

Our priorities are to:

- Make sure that the victim is safe;
- Work to stop the bullying happening again;

- Support the victim;
- Take action to ensure that the person doing the bullying learns not to harm others.

Support for victims of bullying includes:
- Counselling and building confidence;
- Informing parents / carers so that they can give support;
- Where appropriate, establishing a "buddy" system to support the victim;
- Where appropriate, involving external agencies;
- Monitoring the situation to make sure there is no more bullying.

## Sanctions for bullying and harassment

| Level 1 | Minor incidents of name-calling, gossip, spreading rumours, negative texting, teasing, pushing. | **Always recorded**<br>Counselling by Personal Tutor / Subject Teacher.  Mutual discussion. Resolve amicably, where possible. |
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| Level 2 | Repetition, escalation or a more serious incident | **School Detention** |
| Level 3 | Continuation or a more serious incident. | **Isolation**<br>External agencies may become involved. |
| Level 4 | Persistent bullying or a serious incident, including unprovoked physical assault | **Fixed term / Permanent Exclusion**<br>at the Head's discretion |

At any stage a serious incident of bullying can lead directly to Level 4.

## Racist, homophobic and other forms of discriminatory bullying

We are proud to have achieved the Stephen Lawrence Education Standard at Level 3 in recognition of our success in celebrating diversity and promoting equality. This reflects a commitment to ensure that all members of our school community are free from bullying and harassment because of their ethnicity, faith, gender, sexuality, disability or socio-economic background.

We adopt a "zero tolerance" approach to all incidents of racist or homophobic language use, and this forms part of our training for staff. All discriminatory incidents are recorded on the school's data management system, with a facility to "flag" those which are racist, homophobic, sexist or disablist.

Further details are provided in the *Race Equality and Community Cohesion Policy*.

**Monitoring the impact of this policy**

The impact of this policy will be measured through:

- A biennial survey of students on the extent to which they feel safe, and how well the school responds to incidents of bullying
- A biennial survey of parents and carers on the effectiveness with which the school creates a safe environment for students and responds to incidents of bullying, as part of the wider "Parent and Carer Voice" survey

In addition, we will monitor other indicators on an ongoing basis, such as:

- Incidents of bullying and harassment
- Attendance, attainment and progress
- Sanctions and rewards

As a school we also monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity and outcome.

**Reviewing this policy**

This policy will be reviewed at least every two years.