

10a: Anti-Bullying Policy		Implementation Date	01 Oct 2019	
Author	Deputy Head	Reviewer	Head	

INTRODUCTION

Thetford Grammar School's ('the School') Anti-Bullying Policy applies to all pupils at the School including the Early Years Foundation Stage. This policy was written with regard to the Department for Education's Guidance "Preventing and Tackling Bullying" and "Cyberbullying: advice for head teachers and school staff" and will be reviewed in light of any substituting or amending guidance as issued from time to time.

The School is committed to maintaining and promoting good behaviour. Bullying of any kind is unacceptable. All bullying incidents will be dealt with in accordance with this policy. This policy covers all bullying (inside and outside of School) of which the School is aware including cyberbullying.

DEFINITION OF BULLYING

Bullying refers to behaviour, which may be repeated over time and intentionally hurts, intimidates or degrades another pupil or group. Bullying behaviour can include (but is not limited to):

- **PHYSICAL** – pushing, kicking, hitting, pinching, spitting or damaging another person's possessions.
- **VERBAL** – name-calling, sarcasm, spreading rumours or teasing.
- **EMOTIONAL** – exclusionary behaviour, intimidating, being unfriendly, using silent treatment and unfriendly body language to upset others. Emotional bullying can cause psychological damage.
- **CYBER BULLYING** – using the internet, email, social networking sites, mobile phones or other electronic devices to deliberately upset others. The School has an ICT Acceptable Use Policy for pupils which also sets out how the School will deal with cyber bullying. The School may search for include any item banned under the school rules¹ and any other item identified as such by law which includes electronic devices. The School may examine and erase any data from the device if the School considers there to be good reason to do so.
- **PEER-ON-PEER ALLEGATIONS** - abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting,

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sexual assault, initiation/hazing-type violence, rituals, gender-based issues, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexual violence, sexual harassment, and up skirting. Peer-on-peer abuse should never be tolerated or dismissed as “banter”, “just having a laugh” or “part of growing up”.

Bullying may also be motivated by prejudice against particular groups, for example, on the grounds of race, religion, culture, disability or special educational needs, sex and sexual orientation, homophobia, special educational needs and disability, gender or because a pupil is adopted or a carer. The School deals with all bullying in accordance with this policy so that the bullying can be corrected.

Harassment, threatening behaviour and damage to another’s property may also be a criminal offence (and a civil wrong) which has repercussions outside the School. Malicious electronic communications (such as a text or email) which intends to cause distress or conveys an indecent message is also an offence. The School will inform external agencies such as the police and social services as appropriate.

If bullying behaviour continues or is particularly serious in nature, the bully may be excluded from School in accordance with the School’s Exclusions Policy

POLICY AIMS AND OBJECTIVES

The aims of this policy are to:

- So far as is reasonably practicable, ensure that bullying incidents are prevented in the School by providing a clear anti-bullying framework and strategy, understood by all staff and pupils
- Foster and promote a positive environment where all pupils can thrive and be happy
- Foster positive attitudes towards individuals who have special educational needs and disabilities and towards religious, cultural or ethnic groups in and outside the School community
- Support the bully and victim with the aim of deterring bullying behaviour
- Create an ethos in which pupils feel able to disclose and discuss incidents of bullying, confident that they will be dealt with effectively
- Encourage an environment where individuality is celebrated and individuals can flourish, in an ethos where it is clear that bullying will not be tolerated
- Identify and address patterns of bullying behaviour
- Comply with the School’s obligations under the Equality Act 2010

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SIGNS OF BULLYING

A pupil may exhibit more than one of these signs. A pupil may:

- Be unwilling to go to School
- Choose to stay near adults when in School
- Show a sudden or gradual deterioration in school work
- Become withdrawn
- Become easily distressed
- Stop eating
- Become disruptive or aggressive
- Regularly 'lose' possessions
- Begin to steal
- Self-harm

These signs are not necessarily indications of bullying but any concerns should be reported so appropriate action can be taken.

CYBER BULLYING

Bullying can also take place via email, texts, social media and otherwise online both inside and out of school. It can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. It can take many different forms such as "cyber stalking"; exclusion or peer rejection; impersonation; unauthorised publication of private information or images; setting up website pages and inviting others to post derogatory comments; and sending messages of a sexual nature ('sexting'). It is important therefore that pupils are aware that their actions can have severe and distressing consequences and that participating in such activity will not be tolerated.

The School may take such disciplinary action that is considered reasonable in dealing with cyber- bullying which takes place outside of school with a view to regulating conduct or where the welfare of other pupils or the reputation of the School is at risk.

Although cyber-bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening communications. For example, although bullying in itself is not a specific criminal offence, some types of harassing or threatening behaviour – or communications – could be a criminal offence. Where the School considers that an offence may have been committed, the police will be informed. **Any** bullying behaviour which could be criminal or pose a threat to a member of the

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public (even if it takes place outside school but which is reported to the School) will be reported to the police.

All pupils are required to sign the School's Acceptable Use Policy which sets out their responsibilities for the safe and appropriate use of the School's computer systems. The School will take an active management of school hardware, software and connectivity to monitor use of school ICT systems and reserves the right to monitor pupils' use of the internet on a routine basis and to examine mobile phones where there is reason to suspect abuse or inappropriate use.

Staff authorised by the Head may search for an electronic device, such as a pupil's mobile phone, and may examine and erase any data from the device if the School considers there to be good reason to do so. If a member of staff has reasonable ground to suspect that a device contains evidence in relation to an offence, the device will be handed to the police as soon as it is reasonably practicable.

Parents will be informed of any search conducted of their child and their belongings and the School will keep records of all searches carried out including the results of the search and any follow up action taken

The School may manage a cyber-bullying incident in accordance with the School's Safeguarding Policy where it raises safeguarding concerns.

RAISING AWARENESS

Training is provided to all staff (including new staff) to ensure they understand the School's Anti-bullying Policy and procedures and the School's legal responsibilities in this regard. Such training will ensure that staff understand the action to be taken in relation to a bullying incident (including incidents which take place online) and the steps taken to resolve and prevent such problems arising and/or escalating.

Staff will be informed about the various sources of available support, such as via the School counsellor and local agency support networks and helplines.

The School will consider what additional training may be needed to ensure that staff understand and are able to respond to the needs of vulnerable pupils, particularly those with special educational needs and/or disabilities and lesbian, gay, bisexual and transgender (LGBT) pupils.

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Year 12 prefects have a responsibility to ensure they act as examples of good behaviour to their peers. As part of their supportive role to other pupils, Year 12 prefects operate a peer support scheme, for which they receive training as part of their prefect induction day. They follow a continuous programme to develop their peer support role so they are able to offer help to younger children (where appropriate) and alert staff to any potential bullying concerns.

PARENTS

If parents know or suspect that their child or another pupil is being bullied, parents should contact the School without delay. All concerns about bullying will be taken seriously. If parents are not satisfied with the action taken by the School, they can make a formal complaint by following the School's Complaints Procedure.

PREVENTATIVE MEASURES

The School aims to create a caring, supportive ethos through its pastoral structure, teaching, literature, assemblies and Personal, Social and Health Education, events and the School's November anti-bullying week. Discussion of differences between people and the importance of avoiding prejudice-based language is discussed. Pupils are also encouraged to hold and promote positive attitudes and to raise any concerns relating to bullying behaviour.

The Code of Conduct in the pupil planner outlines the School's expectations regarding behaviour. This is drawn to each form's attention and discussed in the first form time of the School year, when the planners are issued. Pupils are reassured that any concerns should be reported to their Tutor or Head of Key Stage.

The School also has Peer Listeners who are appropriately selected and trained Sixth Form pupils whose role is to listen and advise younger pupils who may be having concerns or worries. The School's Peer Listeners are advertised visibly around the School and identified in assembly early each year, to ensure that all members of the School community are aware of them and their function, as well as what this says about the School ethos.

INTERVENTION

The School will apply disciplinary measures to pupils who bully. Any disciplinary sanctions imposed will reflect the seriousness of the bullying incident. If bullying behaviour persists and/or is particularly severe, the bully may be permanently excluded or temporarily suspended from School in accordance with the School's Exclusions Policy.

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Staff should always consider the motive behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If staff have any reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm the School's Safeguarding Policy should be followed. Even where safeguarding is not considered to be an issue, the School will consider whether external services need to be informed to support the pupil and help tackle underlying issues, for example, which may have contributed to bullying behaviour.

The School also recognises the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of pupils towards each other will be covered by this policy or the School's Behaviour Policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. When an allegation is made by a pupil against another pupil, staff should consider whether the bullying type behaviour raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed without delay in accordance with the School's Safeguarding Policy.

ANTI BULLYING PROCEDURES

This procedure applies in relation to all instances of bullying, including cyber-bullying and bullying outside School of which the School is aware.

Stage 1 - Initial Concern

1. If staff, pupil or parent reports a case of bullying, or suspects bullying is taking place, this must be reported straight away to the pupil's Tutor or Head of Key Stage. Where a report is made to any other member of staff, that member of staff must inform the pupil's Tutor or Head of Key Stage without delay. The Tutor or Head of Key Stage will:
 - treat it seriously, listen carefully and sensitively and record the details in writing as soon as possible in order to enable patterns to be identified
 - offer the victim support and reassurance but will not guarantee absolute confidentiality
 - inform the deputy head

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2. The Deputy Head will take action as soon as possible on receipt of the allegation. The Deputy Head will:
 - keep a full written record of the incident in order to enable patterns to be identified
 - consider the allegation and whether to interview all pupils (victims and perpetrators) involved in the allegations to form an initial view
 - inform the parents concerned of the allegation of bullying, unless considered more appropriate for the Head to do so.
3. If the Deputy Head believes that serious bullying may have taken place, the Deputy Head will inform the Head under Stage 2. For one off and/or less serious incidents of bullying, the Deputy Head will consider the appropriate action to take which may include putting in place support for the bully and victim, such as counselling. The Deputy Head may impose an appropriate disciplinary sanction (such as a withdrawal of privileges, a verbal or written apology, confiscation of a mobile phone or restriction of the use of the internet where it has been used to bullying or a reprimand) on the bully following discussion with, and agreement of, the Head.

Stage 2 - Serious Incident

4. The Deputy Head will inform the Head of all serious incidents. The Head will consider the matter and the appropriate course of action to take, which may include a disciplinary sanction. The Head may take into account the pupil's disciplinary record when deciding on the appropriate sanction.
5. The Head will consider whether the School's DSL should also be informed and the School's safeguarding procedures instigated. Where there are concerns that a criminal act has or may be committed, the matter may need to be referred to the police and/or Children's Social Services. This will not determine or prejudice the School's right to act in accordance with its own disciplinary procedures.
6. The Head will also ensure the parents of the pupils concerned are informed of the incident and of the likely sanction (if not done so already).

Stage 3 – Sanctions

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Any sanction imposed will be aimed at impressing upon the bully that what they have done is unacceptable, deterring the bully from further bullying behaviour and indicating to others that such behaviour is unacceptable. The School uses a range of disciplinary sanctions. These include but are not limited to:

- informing parents of the bullying behaviour and inviting the parents and the pupil to attend a meeting
- a written and verbal apology to the victim
- advice and support so that the bully can address their behaviour
- disciplinary action in accordance with the School's Behaviour and Exclusion Policies.

Any sanction will be proportionate to the offence and should allow the pupil to make amends where appropriate. The School will take into account the impact of disciplinary measures on any disabilities, special educational needs or vulnerabilities. The School will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the pupil engaging in bullying may need support themselves.

The Head will ensure a record of the bullying incident and any action taken is kept on the pupil's file.

Stage 4 - Follow up action

- The Head will inform the CEO of all bullying incidents which result in suspension and/or permanent exclusion from the School.
- The Head will ensure that relevant staff (such as the bully and victim's teachers, Tutor and Head of Key Stage) are informed of the bullying incident so that they can monitor the situation.
- The Head will consider whether Peer Listeners should be used to support individual pupils and/or to monitor the situation, under the guidance of the Peer Coordinator.
- The Head will ensure a proper record of the incident and any action taken is kept on the pupil's file.

Any repeat behaviour will be dealt with under these procedures. If the matter is sufficiently serious and/or cannot be successfully resolved such that the bully is not able to modify their behaviour, they may be permanently excluded from the School.

EARLY YEARS FOUNDATION STAGE

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The School keeps a record of any occasion where physical intervention is used and parents will be informed on the same day, or as soon as reasonably practicable.

MONITORING AND REVIEW

The Head and/or Deputy Head and Head of Key Stages will review all incidents of reported bullying on a termly basis to help identify possible patterns of bullying behaviour so that appropriate steps can be taken to address such behaviour

Records of bullying incidents are also kept to evaluate the effectiveness of the School's anti-bullying approach and procedures and whether these need to be amended.

This policy is reviewed and updated annually or as appropriate by the Deputy Head and is published on the School website.

Date	Summary of Changers	Author	Approver
Jun 2019	Inclusion of gender in definition of bullying section Re-formatting of procedure	Amanda Faye	Michael Brewer
Oct 2019	Inclusion of peer-on-peer abuse in the definitions of bullying	Amanda Faye	Michael Brewer

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APPENDIX 1 – ADVICE, GUIDANCE AND HELP ORGANISATIONS

There is evidence that bullies themselves have feelings of inadequacy generated by problems with friendships or home circumstances and a perceived lack of success in certain areas. They are often individuals who measure their personal success by their ability to control others through fear and/or ridicule. Therefore, the School's aim is to support both the victim and bully.

It is essential to:

- take preventative action to diminish the incidence of bullying;
- act promptly and sensitively in dealing with any incidents arising.

Guidelines for pupils:

- Inform your Tutor, Head of Key Stage or any other teacher immediately when you know or suspect someone is being bullied or is in distress.
- Do not take part in bullying incidents. Be this in person or online. Never respond or retaliate to bullying or cyberbullying incidents.
- Save any evidence of bullying, such as a screen print of messages or web pages. This can help us to stop the bullying.
- Only accept as your friends those who do not bully others.
- Remember that if you are a victim of bullying (including cyber bullying) you have a responsibility to yourself and others to report the incident.
- If you see another pupil being bullied, tell a member of staff so that we can help stop the bullying.
- Be confident that the member of staff you approach will act promptly and sensitively on your behalf. The School is here to help and support you.

Guidelines for parents:

- Watch for signs of distress in your child(ren) including reluctance to attend school, complaints about minor illnesses, complaints about missing possessions, apparent isolation.
- Pay particular attention to your child's online presence and be mindful that bullying can take place online or via other technologies. Save any evidence of bullying, such as a screen print of messages or web page and record the time and date and pass this to a member of the school staff.
- Maintain regular contact with your child's Tutor and form teacher and keep them informed of any concerns.
- Encourage your child to talk to a member of staff about any concerns.
- Where your child has been a victim of bullying or has participated in bullying type behaviour, help your child's Tutor and form teacher devise strategies that will provide support for your child both in and out of school.

Guidelines for teachers:

- Ensure that all accessible areas of the School are patrolled effectively.
- Watch for early signs of bullying, such as distress, deterioration of work, spurious minor illnesses, erratic attendance, attention seeking behaviour, over-sensitive reactions.
- When a pupil reports an instance of bullying, listen carefully and respond sensitively; offer the victim immediate support and reassurance; and follow the School's anti-bullying procedures.

HELP ORGANISATIONS

Advisory Centre for Education: 0207 354 8321, ace-ed.org.uk

Childline: 0800 1111, childline.org.uk

Children's Legal Centre: 0207 359 6251, childrenlegalcentre.com

KIDSCAPE: 0207 730 3300, kidscape.org.uk

ThinkUKnow:

<https://www.thinkuknow.co.uk/>