



THE GRAMMAR SCHOOL
HIPPERHOLME
Established 1648

POLICY FOR ANTI-BULLYING

ANTI-BULLYING POLICY

(with regard to DCSF guidance: Safe to Learn- embedding anti- bullying work in schools)

The Hipperholme Grammar School Foundation promotes self esteem in all its students and staff. Our code of conduct is based upon mutual respect and encouragement at all levels; between staff, between students and between students and staff. We celebrate and enjoy each others' achievements and we seek to create an environment in which all individuals feel safe and where incidents of bullying are reported so they can be dealt with appropriately at the earliest opportunity. Bullying is a serious matter in extreme cases it can lead to psychological damage or even suicide. Although bullying is not in itself a criminal offence there are criminal laws which apply to harassment and threatening behaviour.

AIMS

We aim to:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to offer them support .
- To provide effective school leadership that promotes an open and honest anti-bullying ethos.
- Use curriculum opportunities (in particular, Tutor group sessions, R.S. and Citizenship lessons can be used to discuss issues around diversity and draw out anti-bullying messages. Likewise in The Junior School our Social and Emotional Aspects of Learning (SEAL) programme, is also highly relevant to reducing bullying.
- Use opportunities throughout the school calendar such as whole-school and Section assemblies to raise awareness of the negative consequences of bullying.
- Engage pupils in the process of developing the school anti-bullying policy and promote open and honest reporting.
- Improve the school environment, looking in particular at staff supervision patterns and the physical design of the building.
- make the unacceptable nature of bullying clear and in line with our behaviour policy make it known that the consequence of severe and persistent bullying may include strong sanctions such as suspension or even exclusion.
- review incidents of bullying regularly so that we can take action to reduce the risk of bullying at times and in those places where it is most likely to take place.

WHAT IS BULLYING?

Bullying may be defined as “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”. There are many different types of bullying: for example, Bullying can be expressed as insults against an individuals Religion, cultural background, sexual orientation or physical capabilities. It can be expressed as physical bullying, sexist

behaviour, racist behaviour, verbal intimidation, electronic or Cyber bullying via text messages/e-mails, and ostracism. There are also different roles within bullying:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

ACTION

The following guidance is promoted on our website, is distributed termly to students and in the Termly Newsletter to parents.

ANTI-BULLYING GUIDANCE TO STUDENTS

- Individuals are encouraged not to tolerate being bullied themselves and not to tolerate other people being bullied. To seek staff help immediately if any form of bullying behaviour is causing distress. To report bullying to their Form Tutor or any other member of staff. Not to put up with bullying in their group of friends.
- Take care how you speak and act towards other students, particularly young ones. Always aim to be considerate and helpful.
- As a member of the school, you should not have to put up with any form of bullying behaviour.
- You should feel free to speak to a teacher if you are being bullied. They can help you to cope with it straight away.
- When someone else is being bullied or is in distress, inform a member of staff immediately.
- Do not be afraid to report any incidents. Watching and doing nothing can suggest support for the bully.

ANTI-BULLYING GUIDANCE TO PARENTS AND GUARDIANS

- You may not recognise that your child is being bullied. However, changes in their manner, behaviour and general state of health can sometimes be explained by bullying.
- Encourage them to talk about it, but be patient. It is quite natural for them not to want to discuss the matter and not to want you to do anything about it.
- Listen and try not to interrupt.

- Reassure them that you are sympathetic and that it is a problem that can be solved.
- Try to keep the situation in proportion and so remain good-humoured.
- Encourage your child to talk to his/her Head of Section or another member of staff that they feel they can talk to about the matter.
- You should feel free to contact your child's Head of Section to discuss the matter if you are concerned.

Parents of children in The Junior School please contact:	Mrs. Reynolds
Parents of children in HGS Years 7- 9 please contact:	Mrs. Sugden
Parents of children in HGS Years 10-11 please contact:	Mr. Rose.
Parents of students in Sixth Form please contact:	Mr Hendry.

Also, parents may always contact the Headmaster, Dr Scarth, with any of their concerns.

We will take all allegations of bullying seriously.

GUIDANCE AND ADVICE TO STAFF

We are seeking to create a climate where bullying is not accepted by any member of the school community:

- Staff look out for early signs of the distress that may be caused by bullying e.g. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to or suffering already from – bullying. Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.
- We therefore commit ourselves to taking all reports of bullying seriously and acting upon them in an appropriate way.
- Act upon incidents when they are confronted by them, in an objective and sensitive way.
- Deal with any bullying you observe by explaining why it is unacceptable and appealing to reason and good sense. All incidents involving students are reported to the Head of Section.
- Any teacher who learns about the bullying of a pupil, even if the concern is general rather than specific, will report to the Head of Section, as soon as possible, so that the matter can be further assessed and considered.

- Any reports or concerns of bullying must be documented and kept as a matter of written record by the School, even if they are proven to be minor or ill-founded. This will provide a secure basis for the School to monitor effectively any patterns over time.
- Any evidence of bullying should be retained.
- There is a great deal that we can do through our teaching style, our relationship with our students and our example as a role model to promote the message that bullying is unacceptable.
- Use teaching and learning styles that encourage positive behaviour. Supervise students positively, with plenty of reference to their good social behaviour.
- Be on time to lessons and to duty. Be consistent and firm with poor behaviour.
- Be prepared to challenge any racist or sexist language of students and other adults.
- **As standard procedure, any electronic device (eg mobile phone/camera/mp3 player, ipod) is confiscated when seen on the school premises.** The device is given to the Deputy from whom the item may be collected at the end of the school day. For a repeat offence, the Deputy will keep the item until parents are able to come to school to collect it. The pupil will not be entitled to have the device (or any similar) at school again. We believe that this zero tolerance approach sends out a strong message to the pupils and reduced the likelihood of cyber-bullying at school.

Recording Bullying Incidents (What type of information should be held)

- Date and type of incident.
- Evidence of bullying.
- Information on what action the school took and the impact this had on the bullying.
- A range of data from pupil surveys including quantitative data and perception data.
- Records of initiatives and strategies used in anti-bullying work.
- Parental complaints to the school regarding bullying.
- Exclusions data related to bullying.
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment.
- Record suspected bullying behaviour in Day Book where there is a special category for 'suspected bullying'.

LEAD BEHAVIOUR PROFESSIONAL

Specific responsibility for anti-bullying work is allocated by the Headmaster within the school's leadership structure to the Deputy Head at The Grammar School, Mrs. Graham, and to the Head teacher at The Junior School, Mrs Reynolds, who will act as the Lead Behaviour Professionals (LBP).

This lead role on anti-bullying will include the following core elements:

- Data evaluation to inform policy development.
- Co-ordination of anti-bullying curriculum opportunities.
- Overview of the anti-bullying prevention and response strategies.
- Managing duties to ensure alignment with the school anti-bullying policy and practice.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, we will assess the harm done, identify those responsible, secure any evidence and take the following action to undo the harm and to prevent recurrence:-

We support and counsel the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- informing the victims' parents/guardians and offer them support.
- by offering continuing support when they feel they need it.
- arrange for them to be escorted to and from the School premises, if necessary.
- for Cyber Bullying we will arrange for them to contact CyberMentors as recommended by BECTA.
- by taking one or more of the seven disciplinary steps (see below) described below to prevent more bullying.

We discipline, and counsel the **bullies** in the following ways:

- by talking about what happened, to discover why they became involved.
- informing the bullies' parents/guardians.
- by continuing to work with the bullies in order to get rid of prejudiced attitudes as far as possible.
- by taking one or more of the seven disciplinary steps (see below) described below to prevent more bullying.

DISCIPLINARY STEPS

Disciplinary action for bullying will only be instigated by a senior teacher and for repeat offences action will be taken by the Deputy or Headmaster only.

1. The pupil(s) will be warned officially to stop offending.
2. Informing the bullies' parents/guardians.
3. They may be excluded from the School premises at break and/or lunch times.
4. We may arrange for them to be escorted to and from the School premises.

5. If they do not stop bullying they will be suspended for a minor fixed period (one or two days).
6. If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period.
7. If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).
8. We will inform the police as appropriate.
9. If appropriate we will send all the evidence to the **Child Exploitation and Online Protection (CEOP) Centre**
http://www.ceop.police.uk/contact/reporting_abuse.asp

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