



## LEICESTER GRAMMAR JUNIOR SCHOOL

### POLICY AND PROCEDURES ON ANTI-BULLYING

*This is one of the policies concerned with safeguarding and pastoral care. It should be read with regard to the policies on equal opportunities, safeguarding, pastoral care, social media, IT and Online Safety (including acceptable use), SEND, and pupil behaviour. It should also be read in line with the Prevent Duty and the PSHE curriculum.*

*It is a whole school policy and as such refers to the EYFS.*

*This policy has been written with regard to the Equality Act 2010 and the DfE guidance: "Preventing and Tackling Bullying" (Updated July 2017) and supporting documents. It also considers Keeping Children Safe in Education 2023 and Sexual violence and sexual harassment between children in schools and college.*

*This school is also working towards an Anti-Bullying Alliance Award.*

#### 1. INTRODUCTION

Civilised behaviour and consideration for others are the central principles of the school's behaviour policy. Common sense will usually enable every pupil to bring credit to him/herself and to the school. Pupils learn best in a safe and calm environment that is free from disruption in which education is the primary focus.

There will be specific announcements from time to time about behaviour in Assembly and guidance will be given in class to ensure that everyone is aware of school expectations. Antisocial behaviour takes various forms; one of these being "bullying".

Any form of bullying is totally unacceptable and is not tolerated at Leicester Grammar Junior School. We foster a school ethos which makes every effort to prevent it occurring. Those being bullied should be given the help and support they need. Those demonstrating bullying behaviour must be reprimanded, but it should be recognised that they are also in need of help. All members of the school community are expected to treat each other with courtesy, care and consideration.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with the Prevent Duty (2015).

This policy is available to parents via the school website.

## **2. REPSONSIBILITIES**

It is the responsibility of:

The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Trustees to take a lead role in monitoring and reviewing this policy.

All staff, including trustees, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

Parents/carers to support their children and work in partnership with the school.

Pupils to abide by the policy.

## **3. WHAT IS BULLYING?**

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation or a disability or special educational needs

The Anti Bullying Alliance defines bullying as:

*'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online'.*

and the DfE 'Preventing and Tackling Bullying' guidance defines it as:

*'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'.*

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Bullying is:

- designed to lower self-esteem of an individual
- attention seeking
- a quest for superiority
- social exclusion of an individual

- intimidation of a person or persons

**Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically and emotionally and cause psychological damage and at its worst may result in pupil suicide.**

Often at the mildest level the person(s) responsible see their behaviour as harmless, and are unaware of the hurt and damage being caused. At the most serious level there is malice intended. In most cases at primary level, bullying is not an appropriate term to apply to rough and-tumble behaviour in the playground.

Leicester Grammar Junior School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe environment, where pupils are able to learn and fulfil their potential.

### **3.1 Child on Child Abuse**

At Leicester Grammar Junior School bullying is recognised as a form of child on child abuse.

Child on child abuse is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children. It includes (but is not limited to) bullying, cyberbullying, sexual violence, harassment and the sharing of nude/semi-nude images and/or videos. The School has a zero tolerance approach to abuse, it will never be passed off as 'banter', because this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Incidents of peer on peer abuse will be taken seriously and will be dealt with according to the School Safeguarding Policy and in line with *Keeping Children safe in Education 2023*.

### **3.2 Vulnerable students (including those with protected characteristics) and Special Educational Needs (SEND)**

The school considers the special educational needs and vulnerabilities of our pupils when considering anti-bullying measures. Some students are particularly vulnerable and may be severely affected by bullying, such as those with special educational needs and/or disabilities or those with protected characteristics (disability, age, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity). Others may be particularly vulnerable because they are going through a personal or family crisis or suffering from health or fitness problems. Students in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyber bullying. Therefore, counselling and education on E safety may be helpful.

## **4. RESPONDING TO BULLYING CONCERNS**

Awareness of anti-bullying is developed through staff training and through discussion at staff meetings.

It is the role of all staff to prevent over-exuberance and to intervene, where appropriate, by making the children aware of what is acceptable behaviour. All signs of bullying must be

stopped as soon as possible along with a firm reminder that such acts are not acceptable. Incidents must be recorded and an appropriate follow up procedure must be implemented.

Pupils are encouraged to 'speak out' about bullying. They are taught to understand the importance of taking steps to protect themselves and others from harmful behaviour. Pupils are encouraged to speak with any member of staff if they have concerns, while 'Worry Monster' and 'Voice Boxes' provide an opportunity for an anonymous referral.

Frequently the target of bullying will fear for reprisals if the matter is to be dealt with officially and will need reassurance and support from staff on that point. Whatever the degree of seriousness, the operating principle in handling the situation is to bring matters into the open so that all parties concerned (pupils, staff and parents) are quite clear about what has happened and how the school regards it

Following an incident of bullying or alleged bullying staff must monitor future relationships and record any concerns in the allocated section of CPOMS.

The school ethos encourages a culture where each individual has responsibility for the care and well-being of others.

Staff must be aware that teasing may encourage pupils to go further and overstep the boundary. Teasing is, therefore, not acceptable.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is "reasonable cause to suspect that the child is suffering or is likely to suffer significant harm". Where this is the case, the school staff should deal with it in line the safeguarding procedures outlined in the Safeguarding Policy.

#### **4.1 Signs of Bullying**

A pupil who is being bullied may keep the matter secret. However, the following changes in behaviour may indicate that the pupil is under stress:

- Unexplainable injuries (this issue must be dealt with very carefully by staff who should always seek the advice of the Headteacher, Deputy Head Pastoral/Head of Infants. It may be necessary to consider abuse outside school as a possible cause. Staff should consider their obligations under the Children Act).
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide

On their own these signs may be caused by another reason, trivial or serious, but staff should be aware that bullying might be one of the causes. A quiet enquiry to check that there is no problem might encourage a pupil to speak of his/her problems.

## 4.2 Procedure for Dealing with Bullying

An atmosphere of trust should exist between pupils and staff to enable pupils to voice their fears, either for themselves, or others.

When a pupil claims that bullying has occurred, the claim must always be taken seriously and never ridiculed or ignored. It should be made clear to the pupil that the allegation is a serious one. Appropriate action should be swift and sensitive.

- Where possible immediate action should be taken to relieve the situation, e.g., moving his/her seat in the classroom, minimising the contact between conflicting pupils.
- A full written record should always be kept on CPOMS of the allegation, actions and outcomes.
- The DSL should be informed of any mention or allegation of bullying and will record the incident on the bullying log. The bullying log will list the names of all pupils involved, a brief outline of the incident, actions and outcome. The purpose of the log is to track trends and themes. The complete record will be on CPOMS
- The Headteacher should be informed of any incidents of bullying.

Bullying incidents should be dealt with on an individual basis. The following procedure is designed to serve as a guide.

- The nature of the incident as observed/reported to/by the adult must be relayed to the class teacher and be recorded in writing on CPOMS by the adult who first became aware. It is best practice to write notes immediately after speaking to a child and then scan these to CPOMS.
- All pupils should be given a chance to explain what happened. Pupil voice must be heard. This should be done by the member of staff who first became aware or the class teacher (whichever is most appropriate). It is possible to ask older pupils to write their statement. Pupil voice will be gathered individually, but additional group discussions may also take place as appropriate.
- Once facts have been gathered, the Headteacher and DSL must be informed.
- All staff will be alerted via email, via the pastoral bulleting or at a staff meeting to enable pupil supervision to be heightened and to ask for any additional in-put.
- There will be a discussion to understand whether the incident meets the definition of bullying behaviour.
- If it is considered to be bullying behaviour, the parents of both parties will be informed and will be invited to meet with the Headteacher or DSL (and staff if appropriate) to discuss the matter fully. *(The regularity of occurrence and the precise nature of the matter must be clearly in evidence and emotive terminology is to be avoided.)*
- The incident will be recorded together with the sanctions taken. These sanctions range from loss of House Points, loss of play-time privileges, removal of House captaincy or similar status through to exclusion for a period deemed appropriate to the seriousness

of the incident. The consequences of bullying reflect the seriousness of the incident so that others can see that bullying is unacceptable.

- The situation will be reviewed as necessary to ensure that the bullying has ceased.
- Both the victim and the perpetrator will be offered ongoing support by the pastoral team (further details in section 4.5). It is best practice for a different adult to work with each individual to build a trusting relationship, but the adults should communicate regularly.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

### **4.3 Bullying outside the School Premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, or in the town or village centre. Where bullying outside the school is reported to school staff, it should be investigated and acted on.

### **4.4 Cyberbullying**

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, WhatsApp and Twitter
- SMS (Short Message Service) also known as Text Message sent through devices
- Instant Message (via devices, email provider services, apps, and social media messaging features)
- Email

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; Contacting the service provider and the police.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need. o Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, helping those involved to consider and manage any private information they may have in the public domain.

#### **4.5 Support for Pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Discussing how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, 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 regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include: official warnings, detentions/internal exclusions, removal of privileges (including online access when encountering cyberbullying concerns), in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

## **5. PREVENTING BULLYING**

The whole 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 and will recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).

The whole school community will challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

The whole school community will celebrate success and achievements to promote and build a positive school ethos.

### **5.1 Curriculum**

Positive relationships are taught across the school from age 3 to 11 in weekly Jigsaw PSHE lessons, enabling pupils to understand the school's approach and to be clear about the part they play to prevent bullying, including when they find themselves as bystanders. This includes open discussion about differences between people which could motivate bullying, such as religion, ethnicity, gender etc. The teacher may adapt the structured programme to address issues pertinent to their class.

Positive behaviour is also reinforced through form times, circle times, story times, assemblies, literature, drama and theatrical performances, the computing curriculum and during Anti-Bullying Week.

### **5.2 Behaviour of Staff**

It should be recognised that the behaviour of staff towards pupils or colleagues may be seen as bullying.

This may be where staff are over-zealous in carrying out their duties but the consequences are very distressing for a pupil or colleague. Staff should aim to treat pupils, parents and colleagues with courtesy at all times, acting in a manner which reflects real care of others.

There will be occasions when staff have to make pupils clearly aware of the unsatisfactory nature of their behaviour, and apply sanctions where appropriate, but in all cases they should



aim to avoid lowering the self-esteem of the pupil in doing so. It is unacceptable for a member of staff to act aggressively towards a pupil.

All allegations of bullying by staff should be reported to the Headteacher who will investigate and take appropriate action. Minor concerns, also referred to as low-level concerns in *Keeping Children Safe in Education 2023* about staff behaviour should also be reported to the Headteacher. If the low-level concern mentions bullying a brief note will also be kept on the bullying log. More detail about low-level concerns is available in the Low-Level Concerns Policy (Annex of Safeguarding Policy)

## **5.4 Education and Training**

Teaching staff and support staff have access to training to identify all forms of bullying allowing them to take appropriate action, to follow the school's policy and procedures, including recording and reporting incidents.

## **USEFUL LINKS AND SUPPORTING ORGANISATIONS**

The following links may provide additional support to children, staff or families.

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

Leicestershire Advice and Support <https://www.beyondbullying.com/>

## Cyberbullying

Childnet: [www.childnet.com](http://www.childnet.com)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Report Harmful Content: <https://reportharmfulcontent.com/>

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Internet Safety (UKCIS):

[www.gov.uk/government/organisations/ukcouncil-for-internet-safety](http://www.gov.uk/government/organisations/ukcouncil-for-internet-safety)

DfE 'Cyberbullying: advice for headteachers and school staff':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

DfE 'Advice for parents and carers on cyberbullying':

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

## SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and

disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)

## Protected Characteristics

Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Report it: [www.report-it.org.uk](http://www.report-it.org.uk)

Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srtc.org/educational](http://www.srtc.org/educational)

Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Ending Violence Against Women and Girls (EVAW):

[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)