

# LANCASTER ROYAL GRAMMAR SCHOOL

## POLICY STATEMENT

<b>Number</b> 22	<b>Date Approved by Governing Body</b> July 2018
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### **ANTI-BULLYING POLICY** **(including racist, sexist and homophobic bullying)**

#### **The School's Aims**

1. This policy aims to create an environment where pupils are free from any kind of bullying by other members of the school community. It has been created to ensure that students feel a strong sense of wellbeing, security and happiness inside and outside school and also with the aim of opening up channels of communication between students, staff, parents and carers, other members of the community and relevant support networks where necessary.
2. To create an environment in which bullying is seen as inappropriate and unacceptable and will not be tolerated.
3. To promote the anti-bullying message through the academic and pastoral curriculum and to encourage all members of the school to act with tolerance and consideration to others at all times.
4. To ensure a good communication system with a range of people in whom pupils can confide and to ensure that pupils know that their problems will be dealt with sensitively and confidentially, and indicate ways in which bullies and their victims are dealt with.
5. To provide teaching staff with the necessary skills and in-service training to identify and deal with bullying.
6. To raise awareness that LRGS takes bullying seriously and will support parents and pupils that report bullying.
7. The policy applies to all members of the school community and will be made known to staff, pupils and parents annually.
8. To celebrate diversity, ensuring that all members of the school community feel valued and respected.
9. To comply with the school's obligations under the Equality Act 2010.

#### **Definition**

The broad definition of bullying is anything said or done to hurt, harass or intimidate someone else. It can be unprovoked and is often repeated over time.

Bullying can be:

- Physical -assault, pushing, shouldering, elbowing, tripping, kicking, spitting, unacceptable touching, (including that of a sexual nature), throwing missiles, blocking (preventing passage or movement in and around the school) or any other physical activity that is used in such a way that makes another person feel threatened or intimidated.
- Verbal -racist, sexist, homophobic biphobic and transphobic remarks, any words used in a sexual manner to hurt or cause offence, comments about size, appearance including hair colour, odour, clothing, academic or other abilities, weaknesses, home life, social circumstances or financial circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate.
- Written- insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another individual, Cyber- inappropriate use of all areas of internet, such as e-mail, instant messaging and internet chat room misuse, web logs, mobile phone threats by text messaging and calls, misuse of associated technology, ie camera and video.
- Interference with another individual-theft, extortion, vandalism, defacing property, ruining games, blackmail or any other activity designed to intimidate or hurt.
- Intentional psychological pressure-social exclusion, passing or starting rumours, reorganising or pressurising friendship groups or any other activity to intimidate or hurt an individual.
- Bullying can have a devastating impact on a students' mental health or well-being or can have serious long term consequences and therefore will not be tolerated.
- Disability-because of or focussing on a person's disability.
- SEN-because of or focussing on a person's special educational need.

It is not bullying when:

- There is no intention to hurt or harm (i.e. behaviour is thoughtless or accidental)
- There is a one-off fight/ argument between pupils
- There is a good reason why others cannot be included in a group activity
- A pupil is called a nickname with which they are happy.

### The Limits of the Policy

Where bullying behaviour occurs in school and on school visits etc. the school policy will be applied. If bullying takes place out of school, but there is a school connection the school will, if it is within their powers, take action. If bullying takes place out of school and there is no school connection, the policy cannot be invoked but the school may offer support.

### Preventative Strategies

LRGS has a number of preventative measures designed to prevent bullying. They include:

- Issues around all aspects of bullying are discussed within the curriculum particularly in the Values programme
- The school ethos is one which is supportive and tolerant
- Behaviour is very good as pupil and staff relationships are very strong
- Monitoring of attitudes towards bullying through pupil and parental questionnaires
- Peer mentoring system

- Seward Committee Meetings
- Form prefect system
- “Who to turn to” poster at assemblies
- Wide range of extra-curricular activities
- Anti Bullying Week and eSafety Week
- Pastoral Heads meetings will discuss friendship groups or particular incidents to develop strategies to prevent bullying

### Symptoms of bullying

This is the key feature in the eradication of bullying within any school. Adults should be aware of the signs or behaviour that could be symptoms of bullying. They may include:

- deterioration of work
- spurious illness
- isolation
- erratic attendance
- desire to remain with adults
- asks for money or starts stealing money
- changes friendship groups
- unexplained cuts and bruises
- is nervous and jumpy when a cyber message is received
- is afraid to use the internet or mobile phone.
- is worried about going to school
- becomes withdrawn, anxious or lacking in confidence
- feels ill in the morning
- has possessions that are damaged or they ‘go missing’
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what’s wrong

These may be symptomatic of other problems but can be the early signs of bullying.

### Legal Aspects

A person who makes a physical or sexual assault on another, or who steals or causes damage to the property of another commits a criminal offence and also a civil wrong known as a ‘tort’ for which there can be legal consequences outside the school. Bullying behaviour may also be regarded as threatening behaviour or harassment which can either be a criminal offence or a civil wrong.

Misuse of electrical equipment can also be a criminal offence, for example it is a criminal offence to send an electronic communication to another person with the intent to cause distress or anxiety.

### **What should you do if Bullying is taking Place?**

#### **Pupils**

If you are being bullied or you know of someone else who is being bullied - TELL SOMEONE.

‘Who to turn to’ information is posted around the school. You can tell your parents, form tutor or any other adult you feel you can confide in. You can speak to another pupil such as prefects, mentors or friends. During the school day, teaching staff and prefects undertake supervisory duties around school. Prefects are also allocated to forms to provide another person to whom the boys can turn. They act as important role models to the pupils and can exert a powerful influence by their own attitude and demeanour, and an extensive academic mentoring system using Year 12 students is very well established.

You can use the school e-mail at [help@lrgs.org.uk](mailto:help@lrgs.org.uk) to report any incident of bullying. Help can also be sought by *texting* 07825166762 from Childline (telephone 0800 1111 free phone)

Pastoral Heads' meeting every fortnight to discuss the issues of bullying is a standing item.

### **Boarders.**

Boarders can use any of the methods above to report incidents of bullying but they may be more likely to report it to one of the House staff, particularly one of the matrons. 'Who to turn to' information specific to boarding pupils is posted in the boarding houses.

### **Parents**

Parents should also feel free to contact any staff member at any time. The school strongly encourages such exchanges of information.

### **Recording and Dealing with Incidents**

Staff must listen carefully to members of their form and react in accordance with any information received. Staff should:

- never ignore suspected bullying
- not make premature assumptions
- listen carefully to all accounts

All allegations of bullying will be treated seriously. A record of the incident will be made by using the school's Information Management System. This information will be passed to the boy's form teacher and if necessary his Head of Year for action. The central record produced on the data base is used to identify patterns of behaviour.

All pupils who attend the medical centre due to injury are asked to complete an accident report form. If the medical staff suspects that it may have been more than an accident then a copy of the accident form is sent to the Head of Year to investigate further. These accident reports are filed according to the location in the school that the incident took place so that any patterns can be identified.

As an initial response to minor cases of bullying, the staff will point out to pupils the distress they are causing by their unsociable and inconsiderate behaviour. This is often sufficient to put an end to the matter. Sometimes it is necessary to speak to groups of pupils or forms to sort out the problem. The situation will be monitored, usually by the form teacher, working closely with the Head of Year.

For repeat offenders and more serious cases of bullying, parents will be informed at an early stage and invited to attend a meeting at school. Sanctions will be used as laid out in the school's 'Behavioural Policy'. When sanctions are necessary they will be applied consistently and fairly. Copies of all correspondence are kept by the school.

A bullying incident should be addressed as a child protection concern if there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm.

If the senior staff considers that a criminal offence may have been committed assistance from the police may be sought. The school will also take into account any special educational needs or disabilities that a pupil may have and consider the needs of vulnerable pupils.

Boarders: If an incident takes place in school involving a boarder the procedure will be the same as above but the Housemaster who is acting in loco parentis must be fully involved in the process. The Housemaster will be the main contact with parents.

The level of bullying across the year groups will be monitored by the Deputy Head (Pastoral and Boarding) working with the Heads of Year. This will take place annually following the school questionnaire.

### **Intervention Strategies**

Sometimes there may be a need to intervene to change behaviour if bullying persists.

These may include the offer of counselling either within or outside school through the student support team or school nurse or involve other outside agencies.

Pupils who have bullied will be told of the hurtful nature of their actions and that such behaviour is unacceptable. The staff working with parents and guardians will provide support and advice about the ways in which their behaviour can improve.

### **Procedure for dealing with complaints**

If there is a problem which any parent feels is not being dealt with properly they should follow the procedures as laid out in the school's Concerns & Complaints Policy.

### **Monitoring, evaluation and review.**

Senior Staff and Governors will review this policy annually and a report will be made to assess its implementation and effectiveness, and adjustments will be made to address any ongoing concerns. Any changes will be communicated with parents/carers and pupils. This policy is available on the school web-site and other relevant policies include Behaviour of Pupils, SEN, Child Protection, Acceptable Use of ICT and e-safety policies.