



## **LEICESTER GRAMMAR SCHOOL TRUST**

### **LGS STONEYGATE**

## **ANTI-BULLYING POLICY**

*This is one of the policies concerned with pastoral care. It should be read with regard to the policies on equal opportunities, safeguarding, pastoral care, social media and phones and pupil behaviour.*

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

*This policy has been written with regard to the guidance given in the DfE guidance: "Safe to learn" embedding anti-bullying work in schools" and "Safe from bullying".*

### **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.

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". At Stoneygate, a culture of respect and respectful relationships is fostered through the PSHE curriculum, assemblies and classroom visits from Key Stage Pastoral Leads.

Any concern raised by a child will be thoroughly investigated and all cases will be listened to.

Any form of bullying is totally unacceptable and is not tolerated at LGS Stoneygate. We should all make every effort to prevent it occurring. Those being bullied should be given the help and support that they need. Those doing the bullying must be reprimanded, but it should be recognised that they are also in need of help. All members of the School community should treat each other with courtesy, care and consideration. This policy is available to parents via the School website

### **WHAT IS BULLYING?**

The term "bullying" is often applied to cover a wide range of contexts, sometimes incorrectly. Incidents of bullying may include:

- physical bullying

- verbal abuse including things said about ethnic background, religious faith, gender, sexuality (homophobic comments), disability, special educational need, appearance or specific family issues and cyber (text messaging, e-mails, photographs, social websites, mobile phones)
- teasing that goes too far and can be carried out by a group or by an individual usually to an individual
- tormenting, short or long term
- sexual harassment and sexual violence in any form (verbal, physical, on-line)

### **Bullying is:**

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

**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.

### **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:

- changes in work patterns
- truanting
- clinging to adults
- staying behind after lessons
- reluctance to go into the playground
- discomfort when changing for PE lessons
- awkwardness when working in small groups in the classroom
- bag, books and belongings going missing
- unexplained bruises or scratches (this issue must be dealt with very carefully by staff who should always seek the advice of the Headteacher or Deputy Head Pastoral. It may be necessary to consider abuse outside school as a possible cause. Staff should consider their obligations under the Children Act)
- improbable excuses for any of the above

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

### **THE ROLE OF STAFF**

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 (on the school management system-SIMs) and an appropriate follow up procedure must be implemented.

Frequently the victim 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 after thorough investigation, if deemed necessary, record any concerns in the pupil record folder on SIMs.

Incidents are recorded in differing categories to differentiate the type of bullying.

All staff should encourage a culture where everyone 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 and or banter is, therefore, not acceptable and is recorded as peer-on-peer abuse on SIMs. "Boys being boys"- "just part of growing up"- "just having a laugh"-are not acceptable terms and may lead to in the worst-case scenario to unacceptable behaviours and an unsafe environment.

## **PROCEDURES 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 for their classmates. 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 written record should always be kept of the allegation and outcome in the pupil information folder.

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 teacher/ responsible adult must be relayed to the class-teacher and be recorded in writing.

A discussion should take place between the pupils involved in the incident including at least one appropriate member of staff. (Appropriate staff are the member(s) of staff who witnessed the incident or to whom an incident has been reported, the teacher of the victim and/or bully, the Headteacher or the Deputy Head Pastoral.) Statements may be taken from the pupils involved and from any witnesses. Written records may be taken at any stage.

The form teacher will ascertain the gravity of the incident by collecting and collating evidence.

The Headteacher and Deputy Head Pastoral must be informed if there is evidence of bullying.

The Headteacher or Deputy Head Pastoral will alert *all* staff and ask them to give an in-put and to collect evidence.

The parents of both parties will be informally alerted regarding the situation and will be invited to meet with the Headteacher or Deputy Head Pastoral (and other 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.)*

Following discussion, the Deputy Head Pastoral in discussion with the Headteacher will judge whether bullying has taken place. The incident will be recorded together with the sanctions taken. These sanctions range from loss of play-time privileges, to not being allowed on a school trip through to exclusion for a period deemed appropriate to the seriousness of the incident.

The situation will be reviewed as necessary to ensure that the bullying has stopped. If deemed necessary, a welfare risk assessment will take place, and reviewed at a half termly basis unless an incident occurs that requires more regular assessment.

## **SERIOUS CASES OF BULLYING**

In serious cases the Headteacher may decide to suspend the bully or in the most serious and persistent case remove him/her from the school permanently. Every effort will be made to include parents of both victim and the bully in discussions, as appropriate, before any final decisions are taken. However, the Headteacher reserves the right to respond quickly to serious situations.

Parents may be informed either formally by letter, or informally by telephone as deemed appropriate by the Head.

## **CURRICULUM**

Positive relationships between pupils are taught across all Key Stages.

Positive behaviour is also taught through assemblies, literature, drama and theatrical performances and the PHSE programme.

## **BEHAVIOUR OF STAFF TOWARDS PUPILS**

It should be recognised that the behaviour of staff towards pupils may be viewed as bullying. This may be where staff are over-zealous in carrying out their duties, but the consequences are very distressing for a pupil.

Staff should always aim to treat pupils with courtesy, acting in a manner which reflects a real care for their welfare. 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 therefore unacceptable for a member of staff to act aggressively towards a pupil.

Allegations of bullying by staff will be investigated by the Headteacher and appropriate action taken.

Changes to KCSIE 2021, refer to “Low Level” concerns. If a concern is raised against a member of staff, the procedure for dealing with this is to be found in the “Low Level Concerns” policy.

If the concern raised against a member of staff/adult working within the school is judged to pass the harms threshold, guidance on procedures is to be found in Part 4 section 1 of KCSIE.

## **CYBERBULLYING**

This is covered in detail in the Policy on Social Media, Cameras and Phones. Please refer to this policy.