



# Loughborough Grammar School

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Policy Title: Anti-bullying Policy - pupils

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Approved By: DJB

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Point of Contact (Reviewer): AJD

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**Aims: Why an anti-bullying policy is necessary.**

Bullying affects everyone, not just the bullies, the victims and their families. It also affects those other pupils who watch, and who can be drawn in by peer pressure. Bullying is not an inevitable part of school life, or a necessary part of growing up. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are all to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour.

Only when all issues of bullying are addressed, will a pupil best be able to benefit from all the opportunities available at Loughborough Grammar School.

There are many definitions of bullying, but most consider it to be behaviour that is:

- Intimidating or threatening.
- Deliberately hurtful, (either verbally or physically).
- Often repeated over a period of time.
- Difficult for victims to defend themselves against.

Bullying can take many forms, but the main categories are:

- **Physical** – hitting, kicking, taking belongings.
- **Verbal** – name calling, insulting, making offensive remarks.
- **Indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious text messages or images on mobile phones or via social media.

Alternatively, bullying can be categorised according to the nature of the hurtfulness or the medium being used:

- **Racial/religious/cultural** - behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.
- **Sexual/sexist** – behaviour or language that is derogatory towards a person's gender or sexual orientation.
- **Disability** – behaviour or language that is disrespectful towards a person's physical, mental or learning disability.
- **Cyber** – language or images that are sent or delivered using social media websites or mobile phones.

## **Objectives: How bullying will be addressed and tackled.**

All institutions, whatever their size, contain some people with a potential for bullying behaviour. A well-organized and disciplined school is able to minimise the occurrence of undesirable incidents.

The ethos of this school is clear in its aims, in that it promotes high moral values and a respect for others. Bullying at any level is therefore wrong and will not be tolerated. It is a stated objective that incidents of bullying reported to staff will be investigated promptly and concerns will be addressed firmly, fairly and proportionately.

Extensive support networks have been established to allow victims of bullying to raise their concerns, including the Form Tutor, Head of Year, School Nurse, Chaplain, Counsellor and the Assistant Headmaster (Pastoral). Clear messages, delivered by sectional assemblies, the PSHE programme and even within informal dialogue about the negative impact of bullying, are regular features within each calendar year.

## **Guidelines for staff in dealing with bullying.**

As members of staff we aim to behave sympathetically by:

- Never ignoring suspected bullying.
- Not making premature assumptions.
- Listening carefully to all accounts – several pupils with the same story does not necessarily mean they are telling the truth.
- Adopting a problem-solving approach which, by liaising with line managers, parents and pupils' peer groups, resolves issues.
- Following up by checking bullying has not resumed.
- Reinforcing the anti-bullying message wherever possible.

As a school we seek to:

- Organise the school in a way which minimises opportunities for bullying within the school curriculum, e.g. maintaining adequate levels of staff supervision out of lesson hours, separating known protagonists where possible.
- Inform relevant members of staff when incidents have arisen so that situations before, during and after classes can be monitored.
- Use any opportunity to discuss aspects of friendship, accommodation, tolerance etc. especially within the PSHE programme, or during tutor time and assemblies.
- Encourage pupils to treat others with respect, to develop positive views of other people, and to appreciate and embrace differences as well as similarities.
- Deal with any concerns regarding bullying quickly, firmly and fairly, communicating with parents / guardians / carers if appropriate.

- Continue to have a firm, but fair discipline structure, where the rules are clearly stated, easy to understand, and have the support of the community.
- Avoid using teaching materials and methods which give a negative view of any particular group.
- Discuss topics such as racism, sexism, disability, etc. openly and sensitively as they appear across the whole of the school curriculum.
- Treat bullying as a serious matter, and explore every possible action in order to eradicate it from our school community.

We seek to discipline, but also support bullies, by helping them to appreciate the effects of their actions and in doing so subsequently change their behaviour.

#### Disciplinary Steps :

- Perpetrators will be officially warned to stop offending. A written record will be recorded on SIMS.
- They may be excluded from socialising with their peers before school, during break and /or at lunch-times.
- Boys may be required to produce an apology or a written explanation of their behaviour.
- Depending on the degree of seriousness, pupils' parents may be contacted by phone or called in to discuss the issue. This would usually involve the Form Tutor, and / or the Head of Year. Failure to modify their behaviour would mean an escalation for the boy and / or his parents to meet with the Assistant Headmaster (Pastoral). This could necessitate a boy being required to sign and adhere to a contract of acceptable behaviour.
- The situation should be reviewed after an appropriate period of time. If there is no modification of behaviour, or incidents still persist, sterner measures will be taken in line with the School's Discipline Policy, which include temporary or permanent exclusion.

#### Good practice includes :

- Recognising that the parents are likely to be angry and upset.
- Keeping an awareness of relationships between boys – bullying can be difficult to detect, so staff knowledge of soured relationships and antagonism between boys is paramount.
- Remaining calm and understanding.
- Making it clear that the school does care and that something will be done.

## **Guidelines for pupils.**

If you are being bullied

- Remember that silence is the bully's greatest weapon! Report it to someone you know and trust.
- Tell yourself that you do not deserve to be bullied, and that it is wrong. Be proud of being yourself, and of your individuality.
- Understand that being different is not wrong, as long as you are respecting the rules of the school community.
- Try not to show that you are upset and that this is having a negative impact on you, as the bully will thrive on this reaction.
- Try to remain within a group of friends who will support you.
- Be assertive and resilient without being aggressive or physically fighting back as this tends to make matters worse.
- Try to keep things in proportion and do not over-react. Seeking advice will help to solve the problem more quickly.

If you know of someone who is being bullied

- Take action! Watching and doing nothing looks as if you are on the side of the bully, and makes the victim feel more isolated and alone.
- If you feel that you cannot get involved at that time, tell an adult or older pupil immediately. Teachers will know how to deal with it without getting you into trouble.
- Do not be, or pretend to be, friends with a bully. Encourage them to change their anti-social behaviour by making them aware of the impact their actions are having on others.

## **Advice for parents / guardians / carers.**

Parental support for the school is often the key to success or failure in anti-bullying initiatives. In an ideal world all cases of bullying would be resolved instantly and every pupil would be a kind and considerate member of our school community. In reality some cases of bullying take longer to investigate and resolve. This is particularly so in cases of cyber-bullying where technology sometimes does not produce tangible evidence. We try to foster a degree of resilience in our pupils. Resilience is an essential life skill. Resilience does not equate to tolerance and as stated in numerous places in our policy document, LGS does not tolerate bullying behaviour on or off our campus by our pupils.

If your son discloses to you that he has been a victim of bullying please inform the school immediately. Your first point of contact will be the tutor who is likely to be the staff member who knows your son best. Be patient while investigations take place. Successful outcomes occur more quickly when we are in full possession of the facts. The school

undertakes to keep you regularly updated of any lines of enquiry, sanctions applied or strategies to adopt that might minimise or eradicate the problem.