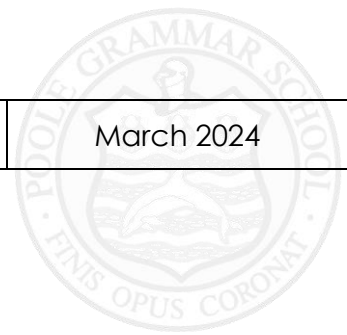


Poole Grammar School	Policy – Mandatory	Version 2	March 2024
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Anti-bullying policy

1. Safeguarding

Ensuring all students are free to come to school without fear of threat and intimidation is essential to the safeguarding of all students at Poole Grammar School. By having a rigorous and consistently applied Anti-Bullying policy, we will be supporting and promoting the safeguarding of all students in our school.

2. Rationale

Poole Grammar School is committed to ensuring a working and learning environment in which all are expected and encouraged to behave towards each other in line with the school ethos. The ethos of the school revolves around the idea that 'every student should feel part of a community where they are known'. This policy applies to all students, staff and governors at Poole Grammar, irrespective of age. Whilst this policy focuses mainly on the bullying of students by other students, it is recognised other forms of bullying may occur, and this is also addressed.

We believe that:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- Bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

This policy covers school-related activities that may be off-site as well as in the normal school environment, on the journey to and from school, and online. This policy has due regard for the Equality Act 2010 whereby the policy's actions advance equality of opportunity, foster good relations and seek to eliminate discrimination for all members of the school community.

3. Aims

3.1. To ensure Poole Grammar School maintains a safe and secure learning environment throughout the school by:

- 3.1.1. Promoting the importance of respect for others, regardless of differences.
- 3.1.2. Raising awareness of the impact of bullying behaviour and others.

- 3.1.3. Ensuring staff, students, governors and parents/carers have an understanding of what harassment and bullying are, and what they should do if these arise.
- 3.2.** To outline what Poole Grammar will do to prevent and tackle all forms of bullying.
- 3.3.** To deter bullying behaviour, detect it when it occurs and deal with it by appropriate and proportionate sanctions, and pastoral care.

4. Roles and Responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying behaviour.

By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, Poole Grammar School have developed this anti-bullying policy. A copy of this is available on the school website for parents/carers, staff and students to access when and as they wish.

Schools have the legal power to make sure students behave and do not exhibit bullying behaviour outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the headteacher can choose to report bullying behaviour to the police or local council as a result of investigations undertaken in the school. During school hours, including while students are taking part in school visits, after school clubs or online the school has direct responsibility to ensure children feel safe and secure.

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.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including; governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents and carers to support their children and work in partnership with the school.
- Students to be aware and abide by the policy.

5. Clarification of Terms

Definition of Key Terms

Poole Grammar School makes a deliberate choice to not use the term 'bully' within the community. This is due to our belief that no individual ought to be labelled. Appropriate sanctions will be issued in line with the school's behaviour policy, and Poole Grammar will work with students in a restorative way, enabling them to correct and learn from mistakes.

The school community also makes a distinction between 'unkind' behaviour and 'bullying behaviour' (see definitions below). Whilst neither are acceptable and will be challenged, the response will be graduated depending on the severity of the situation. Staff are to use professional judgement in these cases.

5.1. Behaviour

- 5.1.1. 'Unkind' behaviour – actions carried out by an individual or group of individuals with the intent of upsetting another member of the school community.
- 5.1.2. 'Bullying' behaviour – the definition will be taken from the Anti-Bullying Alliance's definition: 'bullying is 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.' We will use the acronym STOP (several times on purpose) to decide whether this behaviour constitutes Bullying Behaviour.

5.2. Bullying behaviour

- 5.2.1. Physical: Deliberately hurting particular children on a regular basis
- 5.2.2. Verbal: Deliberately hurting feelings through name-calling etc.
- 5.2.3. Ostracising: Making someone feel left out and different by deliberately setting out to exclude them

5.3. Target(s) – the person(s) that have become upset by the unkind behaviour or bullying behaviour.

5.4. Ring Leader(s) – the person(s) that initiated and carried out the unkind behaviour or bullying behaviour.

5.5. By-Stander(s) – Any person that witnessed the unkind behaviour or bullying behaviour but failed to challenge or report it.

5.6. Up-stander(s) – Any person that witnessed the unkind behaviour or bullying behaviour and challenges and/or reports it. All members of our community are expected to actively follow this policy and be upstanders rather than bystanders.

5.7. Cyber-bullying

5.7.1. Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Instagram and Snapchat to harass, threaten, embarrass, intimidate, or target somebody. Unlike physical bullying, cyber-bullying can often be difficult to track as the person responsible for the acts of cyber-bullying can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

5.7.2. To that end, using a mobile phone or other device to take pictures or videos in school is strictly forbidden. Both students and staff are asked to be vigilant in this respect, and report any misuse in this way. The school behavior sanctions will be applied where this is the case

5.8. Types of cyber-bullying

5.8.1. Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

5.8.2. Denigration: Putting mean or unkind online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

5.8.3.Outing: Sharing secrets about someone online including confidential information.

6. Reporting, sanctions and monitoring

'Unkind' behaviour or exhibitions of bullying behaviour must be reported to any member of staff by any member of our school community or parent/carer. This can be done by speaking to any school adult or through the use of confidential mechanisms such as the [Whisper](#) Anonymous Reporting Form (follow the QR below):



and the Anti-Bullying email anti-bullying@poolegrammar.com to facilitate this. Such behaviour should be recorded on Sims and MyConcern and brought to the attention of the relevant pastoral team who will work with the school's Anti-Bullying Champion to decide on an appropriate course of action in accordance with the Anti-Bullying Stages of Response Flow Chart (see attached flow chart – Appendix A).

Where sanctions are necessary because of 'unkind' behaviour or bullying behaviour, the school behaviour policy will be followed, using the incident levels as a guide to decide on an appropriate sanction. The school is committed to providing pastoral support for both victims and perpetrators of unkind and bullying behaviours.

7. Strategies to reduce bullying

- Through the curriculum, assemblies and extra-curricular activities, all staff will contribute to an environment where:
- All students can feel safe and secure.
- The contribution of all students is valued.
- Opinions based on stereotypes are questioned and students learn to view positively. differences in others, whether these arise from race, religion, culture, gender, sexual orientation, or disability students are supported to develop their social and emotional skills.
- In addition to assemblies and PSHE (Life Skills) lessons throughout the year, promotion to both students and parents/carers of national events such as Anti-Bullying Week (November) and Safer Internet Day (February) are used to heighten awareness of bullying issues. Student-generated and commercially produced anti-bullying messages are displayed throughout the school to promote a culture of not tolerating any form of harassment, bullying or discrimination. Promotion of diversity and difference through organisations such as Diversity Role Models is used to broaden the perspectives of our students.
- Within the PSHE (Life Skills) lessons students are taught the meaning of bullying and cyberbullying and the impact it can have on an individual. They also have the opportunity to explore the appropriate ways of responding to discriminating, hurtful or intimidating behaviour and are able to explain where to seek support and advice on bullying/cyberbullying.

The message that bullying in any form will not be tolerated will be promoted at every opportunity in the school. Poole Grammar School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The training and use of peer mentoring through the Anti-Bullying Alliance.
- The use of Anti-Bullying Ambassadors as student links with Year 7 tutor groups.
- The consistent promotion of the school's values and expectations which require all students to respect the rights of others.
- Taking part in initiatives such as Diversity Week and Anti-Bullying Week.
- Providing information to all parents/carers on the symptoms of bullying behaviour and the steps to take if they suspect their child is a target.
- Effective recording systems and a clearly defined system to respond to reports of mean moments and bullying behaviour.
- Working with multi-agency teams including police and children's services as appropriate
- Contacting and feedback to the parents/carers of the target(s), ringleader(s) and bystander(s)
- Challenging sexual content within verbal abuse – for instance challenging the word 'gay' and other homophobic or transphobic language.

8. Harassment of staff online

In the same way that the internet means that students can potentially be subjected to cyber-bullying and harassment online in school or outside of school hours, the same can be true of staff. It is stressed to all members of staff and Governors through our Child Protection Safeguarding Policies and Procedures that they should abide by the indicated protocols when using technology. Nevertheless, it may be the case that even whilst working to these guidelines they may suffer from instances of being harassed online.

If a member of staff receives any form of harassment either in person or through electronic means, then they should contact the Headteacher or the Designated Safeguarding Lead immediately.

9. Conclusion

Everyone at Poole Grammar School deserves to exist within a tolerant and respectful environment. Any student or member of staff should feel able to report freely bullying issues, whether they be perceived as real or not, to any adult within the school.

For students this may be their Form Tutor, Head of Year, Deputy Headteacher, Headteacher or any member of staff they feel comfortable talking to.

Staff should report to their Line Manager or other staff they feel they can discuss the matter with.

All discussions will be treated in confidence and any actions taken will only occur once permission has been sought and given by the victim.

The school is aware that the nature of bullying and the bullies' tactics change and evolve through time. Cyberbullying is an example of how things change.

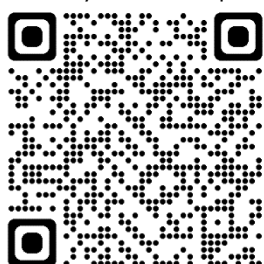
Consequently, this policy and the various processes outlined within the appendices will be monitored and revised on an annual basis to ensure all necessary systems are updated.

10. Appendices

10.1. Appendix A – reporting a bullying incident

The school is committed to ensuring all members of the community feel safe and valued. Having clear and consistent methods of reporting unkind or bullying behaviours is a priority.

The school utilises a number of methods to promote openness. Students are encouraged to report to a trusted staff member. Responsible adults may be their Form Tutor, Class Teacher, Head of Year, Headteacher or any member of the Support Staff that may come in contact with. Any reported incident should be passed to the appropriate Head of Year where students reporting the incident will expect confidentiality and those whom have been reported on will be given an effective and fair investigation. Any parent/carer concerned that their child is experiencing bullying should report the matter directly to the Form Tutor, Head of Year, appropriate Deputy Head or Headteacher. The school also uses the [Whisper](#) Anonymous Reporting Form (follow the QR below):



and the Anti-Bullying email anti-bullying@poolegrammar.com to ensure students have a number of options.

Once received the member of staff decides as to what level the incident should be dealt with. It may be referred to the appropriate Head of Year, Form Tutor or Anti Bullying Ambassadors, depending on the severity of the case.

All investigations completed should be rigorous and involve due care and sensitivity to the victim. Note taking should be made throughout the investigation and used as “hard” evidence for all parties concerned. At all stages, the investigation should be transparent to all parties.

Permission should always be sought and gained from the victim to deal with the person displaying bullying behaviours. Parents and carers will be informed promptly when any bullying issue becomes known. Regular updates will be provided as to the progress of the investigation and parents and carers will be involved in the outcome. The school sees the role of parents and carers in two distinct ways:

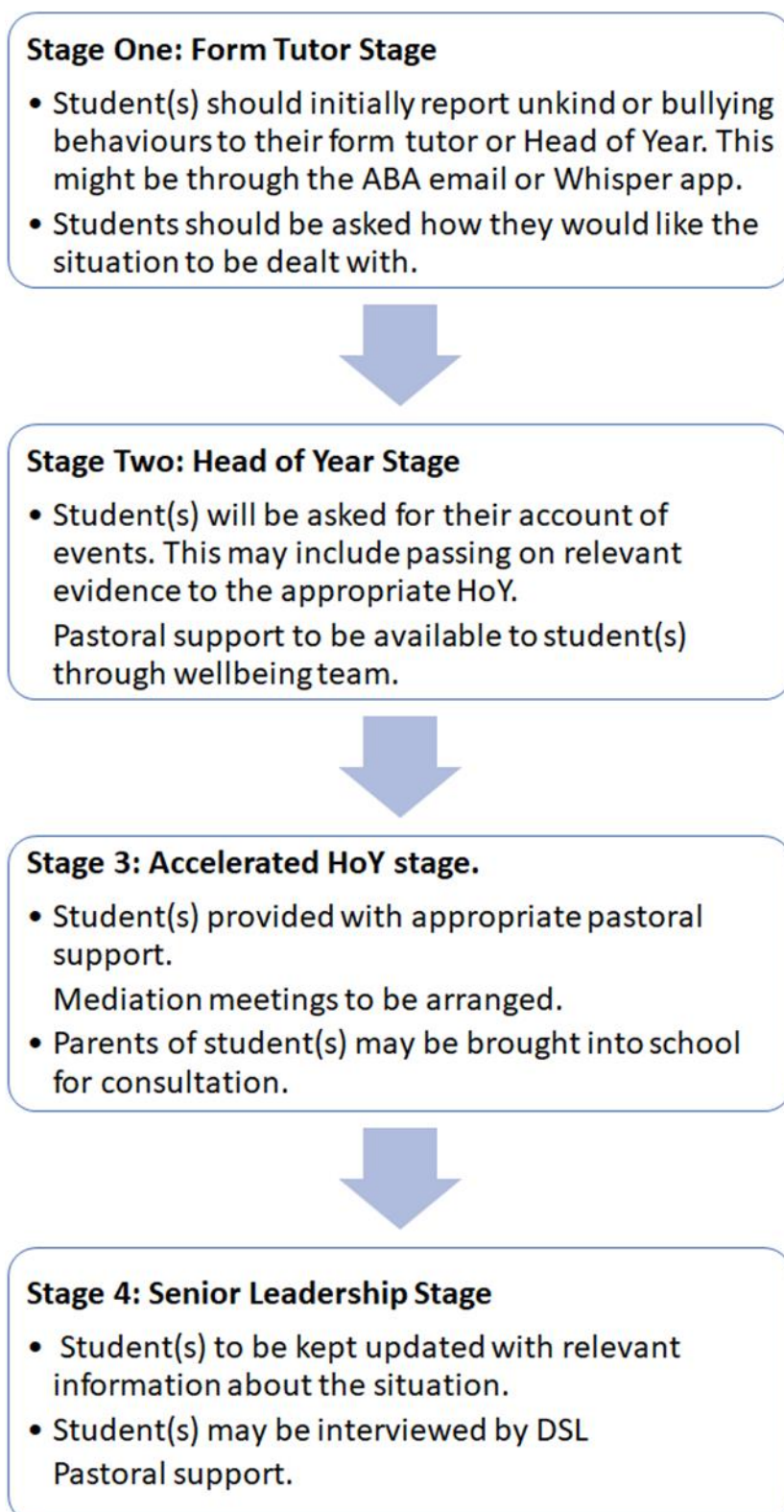
- To support the school in its sanctions in dealing with the student(s) displaying bullying behaviour and provide further support, in addition to any external agencies who may work with the student, to resolve the problem
- To support the victim with any issues that may need to be tackled as a result of the incident, possibly with access to external agencies

Once the case has been thoroughly investigated and it is apparent that a form of bullying has taken place, investigating staff should make clear to the perpetrator (s) that what they have done is wrong and hurtful. Attempts may be made to resolve the problem through mediation or conflict resolution, but this will depend on the severity of the incident. Staff should encourage the student displaying bullying behaviours to appreciate the hurt they have caused and hopefully learn from the

incident. This may also involve restorative conversations being set-up between both parties, facilitated by a member of the pastoral team. It should be made clear to all parties the sanctions that will be imposed and the reasons for these sanctions.

At all times, the safety and sensitivity of the victim is paramount. In some cases, it may be deemed necessary to seek assistance from external agencies, such as Child and Adolescent Mental Health Services (CAMHS) to support either the victim or the perpetrator of bullying behaviours. This decision will be made in full liaison with the DSL. Once decisions and sanctions, if appropriate, have been taken, the school will follow up with the victim and the person displaying bullying behaviour at a later date to ensure no recurrence has occurred and that a resolution has been made. The timetable will depend on the nature and severity of the incident. It will be discussed with both victim and perpetrator, so all parties are clear as to the outcome of any possible review.

10.2. Appendix B – student experience flowchart



10.3. Appendix C – staff flowchart

Stage One: Form Tutor Stage

- Staff will record on MyConcern
- If there is already a pattern of bullying go straight to 'Stage 2'
- Informal discussion with ring leader(s) and bystander(s) to make them aware that they are doing is upsetting another student
- Informal warning given to ring leader(s) and bystander(s)
- Details of discussions recorded on MyConcern
- Feedback to parents/carers of the ring leader(s), bystander(s) and target(s) via the relevant Form Tutor or



Stage Two: Head of Year Stage

- Decision made on whether this is unkind behavior or bullying behavior. Made in conjunction with pastoral Deputy Headteacher.
- Formal warning issued to the ring leader(s) and bystander(s) that any reoccurrence of the behavior will be labelled as 'bullying behaviour' and an appropriate sanction will be issued
- If 'unkind' behavior, appropriate sanctions and restorative justice to be utilized
- Details of discussion(s) recorded on 'MyConcern'
- Feedback to parents/carers of the ring leader(s), bystander(s) and target(s) via the relevant HOY



Stage Three: Accelerated HOY stage

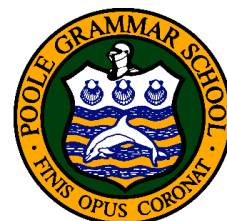
- Report of unfriendliness still continuing logged on MyConcern
- This behavior is now labelled as 'bullying behaviour' (using the STOP acronym)
- An appropriate sanction is now issued by HOY with discussion with pastoral Deputy Headteacher, in-line with the school behaviour policy.
- DSL liaised with for appropriate next steps.
- Mediation meeting arranged and facilitated by the Anti-Bullying Ambassadors to facilitate reconciliation.
- Parents/carers of the ring leader(s), bystander(s) and target(s) are invited in separately to discuss the next steps
- Review date agreed and details of discussions and outcomes recorded on MyConcern.



Stage Four: Senior Leadership Stage

- Report of 'bullying behaviour' still continuing logged on MyConcern
- HOY refers issue to the relevant Senior Leader
- Parents/carers of the ring leader(s), bystander(s) and target(s) are invited in separately to discuss why 'next steps' agreed at Stage 3 have not worked
- A new resolution is agreed with all sets of parents/carers
- A more serious sanction is issued with the school behaviour policy
- Review date agreed and details of discussions and outcomes recorded on MyConcern

Reviewed by	Date of Review / approval	Review cycle	Next Review Date	Statutory / Non statutory	Website
Deputy Headteacher - pastoral	February 2024	1 years	February 2025	Statutory	Yes



Equality Impact Assessment (EQIA)

Document Name: Reserves policy

1. Title of document/service for assessment	Anti-bullying policy
2. Date of assessment	27/02/2024
3. Date for review	01/02/2025
4. Directorate/Service	Pastoral
5. Approval	Mrs K Etheridge. Deputy Headteacher - pastoral

	Yes/No	Rationale
6. Does the document/service affect one group less or more favourably than another on the basis of:		
• Race	No	
• Gender (including transgender)	No	
• Religion or belief	No	
• Sexual orientation, to include heterosexual, lesbian, gay and bisexual people	No	
• Age	No	
• Disability – learning disabilities, physical disabilities, sensory impairment and mental health issues	No	
• Marriage and Civil Partnership	No	
• Pregnancy and Maternity	No	
7. Does this document affect an individual's human rights?	No	
8. If you have identified potential discrimination, are the exceptions valid, legal and/or justified?	N/A	

9. If the answers to any of the above questions is 'yes' then:	Tick	Rationale
Demonstrate that such a disadvantage or advantage can be justified or is valid	N/A	
Adjust the policy to remove disadvantage identified or better promote equality	N/A	
If neither of the above possible, submit to Diversity Committee for review	N/A	