

LANCASTER GIRLS' GRAMMAR SCHOOL ANTI BULLYING POLICY

Purpose of the Policy	The aim of this policy is to ensure that: <ul style="list-style-type: none"> • A climate is created at LGGS which minimises the risk of bullying taking place and prioritises early intervention • All governors and teaching and non-teaching staff should know what the school policy is on bullying, work to reduce the risk of bullying occurring and follow the policy when bullying is reported • All pupils and parents should know what the school policy is on bullying, feel confident about reporting any potential bullying behaviors and be aware of the strategies used in school • LGGS fulfills its statutory responsibility to respect the rights of all children and to safeguard and promote their welfare 	
Teachers responsible for Policy	Jackie Cahalin	
Dated	October 2012 Updated Nov 2015 Updated February 2018	
Related Material	DfE guidance 2017-Preventing and tackling bullying, advice for school leaders, staff and governing bodies Keeping Children Safe in Education 2017 The Equality Act 2010 The Children's Act 1989 Education Act 2011	
Review Date	Changes made	By whom
Nov 2015	Updated to reflect the work of the anti-bullying group and mentors.	JSC
Jan 2018	Updated to reflect the work of well being ambassadors in school, 2017 Guidance	JSC

1. Policy statement

This policy has been drawn up in the context of the school vision :

Our vision is for a school in which all students are supported and challenged as they grow in knowledge and confidence; enabling them to reach their full academic and personal potential. We are dedicated to preparing them for success and fulfilment in their futures as resilient, happy and responsible young women, who will make a positive contribution to society.

The **values**, which underpin this vision include:

Challenge

A school, which is ambitious for its students and staff, encouraging aspirations and promoting high achievement. The high quality teaching and enrichment opportunities foster enthusiasm for learning and encourage students to realise their dreams and hopes for their futures.

Community

A cohesive learning community, where everyone works with and for others. The school's family ethos is combined with an outward looking approach and strong international links.

Confidence

Providing self confidence and courage to face life positively, respond to change and be valuable members of society.

Equality

Celebrating diversity, ensuring that all members of the school community feel valued and respected.

Excellence

Encouraging continuous improvement for all members of the school community, striving to achieve the best we can in all we do.

Participation

Providing opportunities for students to lead, contribute and inspire through participation in a wide range of activities.

Support

Ensuring the all round development of our students through effective pastoral systems and a wide range of opportunities so that they may enjoy their learning in a safe and caring environment

Our school is a community based on self-discipline and a sense of responsibility

towards others. We expect our students to behave with courtesy towards staff, visitors and fellow students, to act with common sense and to co-operate with and consider others. They should respect their own property, other people's property and that of the school. The same standards of behaviour are expected outside school. Underlying all of the above is the school's commitment to discourage dishonesty, deceit, irresponsible actions, cheating and bullying. This should be in a partnership between home and school, with parents supporting the school on issues of attitude and behaviour.

As a school we take bullying seriously. Pupils and parents will be supported when bullying is reported. Bullying will not be tolerated. The Headteacher has a statutory power to discipline pupils for poor behaviour outside of school premises. If incidents of bullying outside of school premises are reported to school staff they shall be dealt with in accordance with this policy. The Headteacher will consider whether it is appropriate to notify the police or other external agencies of the incident.

Objectives

- To ensure all governors, staff, students and parents have an understanding of what bullying is, what they do should bullying be suspected and follow it when bullying is reported.
- To raise awareness that LGGS takes bullying seriously and will support parents and students who report bullying.
- To develop and implement an anti bullying culture within school including effective anti-bullying strategies based on a consistently implemented whole school approach
- To comply with the School's obligations under the Equality Act 2010

2. Definition of bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion or belief, disability, age, gender, gender reassignment, sexual orientation, pregnancy and maternity or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. All bullying including homophobic, biphobic and transphobic (HBT) bullying is unacceptable. Bullying can have a devastating impact on students' mental health and well being and serious long term consequences. **Peer on Peer Abuse** occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up"

Bullying is behaviour which

- deliberately makes another person feel uncomfortable, distressed or

- is repeated over time
- makes those being bullied feel powerless to defend themselves

Bullying may take many forms, such as

- physical: for example, hitting, pushing, kicking
- name-calling and verbal abuse
- making racist, sexist, disability or homophobic, biphobic and transphobic comments
- making threats
- taunting or mocking
- spreading rumours
- making jokes to make someone look 'small'
- shutting out a person
- ganging up on someone
- refusing to cooperate with someone
- hiding equipment or other possessions
- demanding money
- online bullying: using the internet, mobile phones, social networking sites (such as what's app and twitter) etc to deliberately upset someone else.

Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Staff should be aware of these possible signs and that they should pass on their concerns if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- changes their usual routine
- is unwilling to go to school (school phobic)

- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- feels ill in the morning
- begins to do poorly in school work
- changes friendship group
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

These signs and behaviours could indicate other problems, but bullying should be considered a possibility.

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 be either a criminal offence or a civil wrong. Misuse of electronic communications could also be a criminal offence, for example it is an offence to send an electronic communication (such as a text message or email) to another person with the intent to cause distress or anxiety.

3. Procedures to follow

3.1 Identifying a cause for concern

All staff at LGGS are expected to watch for possible warning signs – distress, work difficulties, illness, and irregular patterns of attendance and report concerns to the Head of Key Stage. These can be flagged up using cpoms.

3.2 Responding to an allegation

Pupils need to report any bullying behaviour. They can tell their parents, the school nurse, counsellor, an older pupil, their form teacher, any subject teacher, Head of Year, a Deputy Head or Headteacher. They can use the school email help@lggs.lancs.sch.uk, which is checked daily Monday to Friday. Parents can ring or write in with any concerns.

Pupils and parents will be listened to and reports recorded and taken seriously.

Any allegation of bullying should be dealt with as thoroughly and quickly as possible. Staff should

- never ignore suspected bullying
- not make premature assumptions
- listen carefully to all accounts
- adopt a problem-solving approach which moves pupils on from justifying themselves

3.3 Dealing with an allegation of bullying behaviour

A member of staff will be identified to deal with the allegation; this will usually be a member of the school's Safeguarding team. A bullying incident should be addressed as a child protection concern if there is reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm and advice sought from the local authority safeguarding team.

The key member of staff should talk to the pupil making the allegation and ask them to write down what has happened. The key teacher should then look into the allegations, talking to other pupils as necessary, consult with other senior staff and decide on action to be taken

Contact will usually be made with the parents of the students involved.

3.4 Responding to an extremely serious violent incident

If it is an extremely serious incident, key staff should assess the safety of the pupils involved and if necessary follow first aid procedures. Parents should be informed.

Staff should follow the same procedure as above and arrange for the safety of the pupils for the rest of the day, journey home and return to school.

4. Strategies and sanctions for dealing with bullying behaviour

The way in which the school responds to bullying incidents will differ from incident to incident and will depend on the circumstances and seriousness of the bullying. The views of the pupil(s) who have been bullied will be sought but other factors will also be taken into account.

The Head of Key Stage should consider whether the pupil is at any risk and whether it is necessary to keep pupils apart in class. An appropriate response should be decided on in line with the school's behaviour policy. These should be explained to all pupils involved and parents contacted and informed. Disciplinary measures will be applied fairly, consistently and reasonably in accordance with law and guidance.

The following strategies may be used as appropriate

- Pupil spoken to and warned that a record has been kept
- A group of pupils spoken to about the need to change their behaviour
- Contract drawn up about future behaviour
- Mediation involving the person who has been bullied, the person who has been accused of bullying and the key teacher.
- Opportunity for conciliation and to draw up strategies for the future

Support will be provided for any pupil who has been subject to bullying including access to pastoral staff, school counsellor referral and extra support at lunchtimes. A priority will be to enable the pupil to feel safe at school and continue to access their education.

If necessary, LGGS will take tougher action to deal with persistent and/or violent bullying. Sanctions might include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges
- detention;
- withholding participation in any school trip or sports events that are not an essential part of the curriculum
- fixed period exclusion

In the last resort, the Headteacher may permanently exclude a pupil. If LGGS considers that a criminal offence may have been committed assistance from the police may be sought. LGGS will take into account any special education needs or disabilities that pupils may have and will consider the needs of vulnerable pupils.

LGGS will have due regard to the motivations behind bullying behaviour and shall consider whether it reveals that the child engaging in bullying needs support themselves.

5. Prevention strategies

LGGS has a number of preventative measures designed to prevent bullying.

- The school ethos is one which is supportive and encourages self discipline and respect
- Behaviour in class is very good and relations between pupils and staff are positive . there is very little low level disruption.
- Bullying, stereotypes and online safety are dealt with in the Citizenship curriculum
- Monitoring of attitudes towards bullying through the LA Pupil Attitude Questionnaire and parental questionnaires on a regular basis

- Assemblies are used to raise awareness of any issues and delivered by the Anti bullying group.
- School Council can raise issues of concern
- A form mentor system in Year 7 ensures that pupils have the opportunity to raise any issues with sixth formers and the form mentors themselves are aware of any bullying
- An anti bullying group made up of students advises the Headteacher on issues and provides the pupils' perspective. They also lead assemblies and take tutorial sessions on anti bullying.
- A well being group of KS4 pupils leads assemblies and form tutor time slots on mental and physical well being
- There are a wide range of extra curricular, lunch time and after school activities which provide pupils with opportunities to develop themselves and make new friends
- ICT, Beyond the Curriculum and Citizenship lessons include information about cyber-bullying and what to do if you are worried
- Weekly meetings between pastoral staff and senior leaders are used effectively to feedback information about friendship patterns, particular incidents, any pupil who seems to be isolated and any known conflict between pupils so that strategies can be developed to prevent bullying.
- Cpoms enables staff to feedback concerns
- Meetings of all staff who teach a pupil are held where there are causes of concern which are often on vulnerable pupils who may be more likely to be bullied.
- House system and whole school events enable pupils of different age groups and backgrounds to work together successfully.
- International week and the activities relating to LGGS' International School status are very effective in developing tolerance and understanding.

6. Intervention strategies

Sometimes there might be a need to intervene to try and change behaviour if bullying persists. A range of interventions may be used in addition to the sanctions above including involvement of outside agencies e.g. School Nurse, counselling service the Anti- Bullying Alliance and ChildNet International

The experience and expertise of anti-bullying organisations can be useful in dealing with certain forms of bullying working closely with parents to change behaviour and to reinforce the value of good behaviour at home.

7. Implementation of the policy

All staff involved in the teaching and/or supervision of pupils will receive regular training in the anti-bullying policy and take responsibility for addressing incidents which fall within the school's definition of bullying. The training will provide staff with an understanding of the indications of child abuse and bullying.. Staff will be taught to appreciate the needs of vulnerable pupils.

All pupils need to be aware that staff want to be informed of any incidents or concerns

and that action will be taken when bullying is reported. A pupil friendly version of the policy has been produced by pupils and displayed on notice boards and in pupil planners.

All new parents and pupils will be informed of the policy which is published on the school's website. LGGS is firmly committed to working in partnership with parents and would wish to enlist their support. Other relevant policies include, Behaviour, SEN, safeguarding, Acceptable Use of ICT and e-safety policies.

8. Monitoring and evaluating

Each incident of bullying falling within the school definition will be recorded. Any incidents with a racist, or homophobic, biphobic and transphobic element will be identified separately.

An annual report will be made to the Staff Pastoral and Community committee of the Governing Body indicating the extent of the problem and any trends which may emerge.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents and pupils.