



## **Beths Grammar School: Anti-Bullying Policy**

### **1. Introduction**

- 1.1 This policy is designed to raise awareness of Bullying and the need for the whole Beths community to work together to build a culture of care and nurture based on positive relationships so that everyone can work and learn together free from bullying in all forms.

### **2. Aims**

- To prevent bullying.
  - To ensure that everyone is aware of their rights and responsibilities with regards to bullying and its prevention at Beths.
  - To raise awareness of bullying through all aspects of the curriculum.
  - To set out effective measures for dealing with bullying.
- 2.1 Beths Grammar School is committed to the view that everyone is of equal value whatever their race, gender, disability, age, learning need, age, sexual orientation or religion.
- 2.2 The school is aware that bullying and harassment is the abuse of a person's rights and is an offence in law.

### **3. Definition of Bullying**

#### **3.1 Bullying is:**

- A lack of respect for others, their feelings and belongings.
- The use of aggression or intimidation with the intention of hurting or controlling another person.
- Any action, either verbal or physical or by use of technology, that makes someone feel unhappy or frightened.
- A safeguarding issue when it is causing significant harm or persistent emotional maltreatment.

#### **3.2 The following are examples of forms of behaviour which are unacceptable:**

- Pushing, kicking, hitting.
- Persistent name-calling.
- Excluding someone from a group.
- Verbal malice, including rumour.
- Extortion of money or belongings.
- Possessions taken or damaged.
- Threats (either oral, or via written comment/texts/emails, etc).
- Online bullying – via mobile phones and internet.
- Homophobic taunting.
- Racist taunting.
- Gender stereo-typing
- Transphobic taunting.

- 3.3 Bullying can take many different forms but all of them are wrong and are not acceptable.
- 3.4 Bullying can be carried out by an individual or a group. It may be deliberate and conscious or it may be an unintended consequence. In either case, if it is impacting on the emotional well-being or safety of another member of the school community it must be addressed and stopped.
- 3.5 The causes of bullying are often complex and the perpetrator or perpetrators may well require help in dealing with a problem in their own lives. Bullying behaviours are often learned behaviours. Building up resilience in the victim of bullying may also be a key action.
- 3.6 A person who is being bullied will often feel helpless and unable to stop it happening. Bullying, even that which seems minor to an observer, can have serious and lasting consequences for the bullied individual. All bullying should therefore be treated seriously. The response however should not always be the same. Punishment is not always the best approach to dealing with bullying and restorative approaches and educational ones may be more appropriate and successful in certain contexts.
- 3.7 Bullying can often go unnoticed so it is important to talk about bullying and raise awareness so that students feel able to talk about issues that might be affecting them. All members of the school must also be prepared to tackle issues quickly or pass on information quickly to adults so that any issues of bullying can be dealt with quickly and thoroughly.

#### **4. Online Bullying**

- 4.1 The rapid development of, and widespread access to, technology has provided a new medium for on-line bullying, which can occur in or outside of school. Online bullying is bullying which takes place using electronic technology online via social media on mobile phones and other devices. Online bullying can be carried out by a group or an individual.
- 4.2 It could include:
- Bullying by texts or messages or calls to mobile phones.
  - Bullying by e-mail or hijacking/cloning email accounts.
  - Using mobile phone cameras to cause distress, fear or humiliation.
  - Sending unpleasant or hurtful photographs by mobile phone, e-mails, social networking or posting them on websites.
  - Posting threatening, abusive, cruel or humiliating material on blogs, personal websites and social media sites.
  - Posting threatening, abusive, cruel or humiliating remarks in chat rooms or group chats (including Snapchat, Facebook, Twitter, WhatsApp, Instagram, BBM) or any on-line message boards.
  - Deleting someone's name from, or ignoring their messages on social networking sites in order to deliberately isolate them from other members of the school.
- 4.3 The school reserves the right to search a student's phone, social media pages or e-mail account if it has grounds for concern.
- 4.4 Beths educates its students both in the proper use of telecommunications and about the serious consequences of online bullying. Through PSHCE, assemblies and other curriculum areas staff will continue to inform and educate their students in how to keep themselves and others safe in this rapidly changing environment.

## **5. Summary of Rights**

**5.1 Beths Grammar School will not tolerate any kind of bullying. Under Child Protection guidelines bullying must be dealt with consistently by all staff.**

### **Our ANTI-BULLYING POLICY IS for Everyone:**

5.2 Everyone:

- has the right to enjoy teaching and learning and to work without fear, free from intimidation.
- has the right to be treated with respect.
- has the right to teach and learn in an environment where everyone feels comfortable and safe.
- has a responsibility to report a bullying incident to an adult whether they are bullied individuals, friends or onlookers.
- should be able to report bullying without fear.
- should know that all bullying concerns will be dealt with promptly, sensitively and effectively.

## **PROCEDURES**

### **6.1 Reporting an incident**

6.1.1 Anyone who is frightened of a bully or feels that they are being bullied must try to talk to someone. Anyone who knows that bullying is happening has a duty to report it.

People to tell could include:

- Any adult
- A personal friend
- A Form Tutor
- A Head of Year
- A Prefect
- A member of the School Council
- Attendance and Welfare Adviser
- A member of the IEN Department
- School Receptionist
- School Counsellor
- Police Officer
- A Parent

6.1.2 The person who has been told about the bullying must pass on the reported incident immediately to the relevant Head of Year.

6.1.3 After dealing with an incident the Head of Year must report it to the member of SLT responsible for the Key Stage to ensure that further action is not required. This is particularly important if the bully requires action from across year groups.

6.1.4 Where bullying outside of school is reported to school staff it will be investigated and acted upon.

6.1.5 Parents and carers should contact the relevant Head of Year if they are concerned about bullying. If they remain concerned after reporting they should contact the Assistant/Deputy Headteacher with responsibility for the Key Stage that their child is in. Ultimately, they can follow the School's Complaints Procedure if they feel that an issue is not being dealt with.

6.1.6 If an incident of bullying involves significant harm to a child or constitutes emotional abuse it must be reported to a member of the Safeguarding Team.

## **6.2 Managing a Bullying Incident**

### **6.2.1 Bets will:**

- Interview the victim and bully separately, as well as any witnesses.
- Contact the parents and carers stating the action the school is taking as soon as possible. If the incident has been reported by a parent and carer, a quick response about the action taken is important.
- Encourage the bully to see the victim's point of view. Any punishment should be explained clearly as well as the reason why it is being given.
- Convene a meeting between bully, victim and onlookers to seek conciliation, if this is appropriate.
- Emphasise to the victim, to any friends, and to the bully that any further incidents must be reported and the sanctions will increase in severity. This should be made clear to the parents and carers. Exclusions are a last resort, but will be used if necessary.
- Ensure written copies of action are placed on student files.
- After a short period of time, a check will be made to ensure that there are no further problems, if deemed necessary and appropriate.
- Assign a 6<sup>th</sup> form mentor to the victim if appropriate.
- If a racist, homophobic or misogynistic incident occurs record it in the Racist Incident log.
- If a homophobic incident occurs record it in the School's log.

## **6.3. Wider Implementation**

6.3.1 The policy will be reinforced at school and year assemblies. The school counsellor will help co-ordinate awareness and initiatives aimed at promoting student well-being.

## **6.4 Evaluation**

6.4.1 Obtain feedback from students, staff and parents and carers and review and update the anti-bullying policy every three years.

## **7. Additional Resources**

### **7.1 Bullying**

[www.bullying.co.uk](http://www.bullying.co.uk) ; [www.childline.org.uk](http://www.childline.org.uk) ; [www.kidscape.org.uk](http://www.kidscape.org.uk)

### **7.2 Online Bullying**

[www.childnet.com/](http://www.childnet.com/) ; [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

*Reviewed : Autumn 2021  
Next Scheduled Review Date: Autumn 2024*

## **Appendix**

### **Is my child likely to be a victim of online bullying?**

Research suggests that online bullying is common among teenagers - at least one in five has been a victim of it. The practice is becoming more widespread. A major difference between online bullying and other types of bullying is that the online bully can follow your child into the house, even into his or her bedroom. Another disturbing aspect of online bullying is that the bullied individual often feels there's nowhere to hide.

### **What should I do if my child is being online bullied?**

If you suspect your child is being online bullied, don't ignore it.

Consider the following approaches:

- Make sure your child is aware of online bullying.
- Be aware of your child's internet activity.
- Try to understand the technology and communication networks your child uses.
- Ask your child to show you any nasty messages he or she receives.
- Tell your child never to respond to an abusive text message - what the online bully most wants is a reply.
- Talk to staff at your child's school if other students at the school are involved.

### **Could my child be involved with online bullying?**

No one wants to think of their child bullying other children. But online bullying is different from other forms of bullying - tactics can often be hidden and more subtle - so it's sometimes difficult to detect. Online bullies don't need to be bigger or more aggressive or even in the same place as the child they're bullying. But like all bullies, they often rely on the support of bystanders - other children who observe what they're doing and don't challenge them. Ask your child if they've ever done anything online to hurt or upset anyone. It's important to emphasise to your child that being cruel to other children and taking part in an activity that could hurt them is wrong. Online bullying also gives children the opportunity to bully adults. Teachers are sometimes the victims of internet messaging that undermines or ridicules them. Make sure your child is aware that these activities are unacceptable and that schools will deal harshly with the students involved.