Anti-Bullying Policy
Urmston Grammar

Approved by: R S Wall On:
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Next review: September 2025

> **Definition**
>
> Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe
>
> *The Diana Award*

Contents

1. Introduction

At Urmston Grammar, we encourage our students to take pride in all that they do, participate fully in the academic and wider school community, and show empathy to all other members of our community.

We are an inclusive school, with the ultimate aim of supporting every student to get the best possible start to their adult life. Bullying can be a significant barrier to students in achieving this. This is true for victims, perpetrators and bystanders to any bullying incidents that arise.

Students should:

- Feel suitable secure that they can grow and develop in safety, free from prejudice and discrimination.
- Have a voice, knowing that they are listened to and their views are important.
- Be treated with respect by all members of the school community.
- Feel valued by the Urmston Grammar community.
- Recognise their needs are at the heart of all we do as a school.

2. Purpose

In any circumstance where bullying arises, it is imperative that incidents are managed quickly **and** effectively. By providing a consistent approach, we will work with sensitivity to support students involved in bullying. We will also consider the individual circumstances of each situation to ensure the most positive outcomes.

- We will aim to minimise the frequency of bullying incidents by cultivating an ethos that makes clear all forms of bullying are acceptable.
- We will encourage an environment where students feel empowered to report bullying either as a victim or a witness. We will provide students with a range of mechanisms to allow this.
- We will provide a safe and secure environment, where community members consistently treat each other respectfully.
- We will use sanctions as appropriate, while also ensuring that perpetrators are educated about their actions.
- Where suitable, we will seek a restorative response as part of our procedures.
- We will ensure that victims of bullying are provided with a quality education and not held back by any circumstances they face.

- Our staff will take all forms of bullying seriously and will intervene to prevent or curtail incidents.

3. Forms of bullying

Bullying can take a range of forms, including but not limited to the following:

Verbal

The repeated negative use of speech, verbal or non-verbal gestures to intentionally cause harm to others (This includes the use of swearing or discriminatory language)

Indirect

The repeated actions towards others with an intent to cause hurt or upset, without the use of verbal or non-verbal gestures. This may include isolation of a student from a friendship group, damaging or stealing property, or physical intimidation.

Physical

The repeated negative use of bodily contact with the intent to cause harm. This can include punching, kicking, restraining or spitting at somebody.

Cyberbullying

The use of social media and other electronic media to bully a person. Commonly this involves sending threatening or intimidating messages. It can also involve sharing information or images without consent or isolating somebody from an online friendship group. (Further information can be found in sections **4** and **5**).

Sexual or sexist actions

These can take physical or non-physical form, where sexuality is used as a means of causing harm or hurt. It can take place directly (towards the victim) or indirectly (Behind a victim's back or as a form of cyberbullying)

There is a risk of escalation in sexual and sexist bullying where it may be considered abuse (See the **child-on-child abuse** policy).

There is a clear understanding in school that sexual or sexist comments will not be passed off as a joke or banter. For example, jokes about rape or sexual assault can cultivate an atmosphere in which that behaviour is somehow normalised or viewed as acceptable.

Racism

Bullying in any form on the basis of race or ethnicity will not be tolerated at Urmston Grammar. It may take a physical or non-physical form and can occur directly or indirectly. It is important that any incidents are reported at the earliest opportunity to allow for an effective and swift resolution.

There is a clear understanding in school that racist or racially aggravating comments will not be passed off as a joke or banter.

LGBT bullying

Young people can often find it difficult to report such bullying, which can make it particularly damaging. It is often directed at victims who are in a sensitive stage of development where they are still consolidating thoughts and feelings about themselves.

It is important to note that you do not have to be a member of the LGBT community to be a victim of LGBT bullying.

It is absolutely vital that the use of sexual, sexist, homophobic or transphobic banter is not passed off as banter amongst friends. For example the use of the word 'gay' as a derogatory term is unacceptable and should always be challenged.

Ableism

The use of ableist language, for example referring to neurodiversities will not be passed off as a joke or banter amongst friends. For example, use of the word 'autistic' as an insult or criticism should be challenged at all times.

4. Cyberbullying

While all bullying is disturbing and unacceptable, cyberbullying adds further challenges and potential to distress to victims. The risk grows that bullying becomes anonymised, coupled with the issue that the bullying can persist even when at home.

Cyberbullying also endures through repeated viewing and ongoing commentary, which can add to the abuse already suffered.

Often in cyberbullying, the perpetrator does not consider what they may be doing as harmful. There is a clear understanding that school will not consider any such comments as a joke or banter, recognising the significant and ongoing negative impact on the victim.

Although some cyberbullying is deliberate and aggressive, sometimes it can be an unintentional cause of upset and the result of not considering the implications of actions taken.

As a school, we take seriously the responsibility of educating students, parents and staff about risks associated with online life.

Students may need to be reminded that under the 'Malicious communications act (1988)' it is an offence for a person to send an electronic communication which conveys a message which is grossly offensive, a threat, or information known or believed to be false by the sender.

Parents and students should also be aware of the 'acceptable use of ICT' agreement to understand the school's rules regarding ICT usage.

Any case of cyberbullying should be reported to the school and will be investigated as outlined in section **7**.

5. Forms of cyberbullying

Denigration of character

Sharing false or damaging information/false rumours/gossip about another person or sharing photos with the intention of mocking the victim.

Flaming

Using extreme offensive language and insults. The purpose of such behaviour is to cause a reaction and enjoy the distress caused and exhibited by the victim.

Catfishing

Creating fake profiles on social media, apps or online portals.

Cyberstalking

Repeated messages that threaten harm, intimidate, harass or make somebody feel afraid for their safety.

Outing

Encouraging people to reveal secrets then forwarding information to others, often including the use of screenshots.

Exclusion

The intentional exclusion of somebody from a group, for example in a group chat, gaming or social media. This also falls under the category of **indirect bullying**.

Online sexual harassment

Sending unwanted images (Youth produced sexual imagery – See **safeguarding policy**, **Child-on-child abuse policy**, **Online safety policy**) or messages containing sexual content. This may include potential coercion to send images in return for doing something the victim is not comfortable with.

6. Sharing concerns

Bullying can take place in a broad range of contexts and environments. It may be in lessons, elsewhere in the school day, during extra-curricular activities or on the journey to or from school.

With the additional risks posed by cyberbullying, this range can be extended to the home and can take place 24 hours a day.

Everybody in our community has a responsibility to stand up and act to oppose bullying.

The responsibility of students

Every student at Urmston Grammar has a key role in promoting a positive attitude across the community, to do this they should:

- Behave positively, avoiding actions that discriminate against others.
- Help change the mindset of others to ensure mutual respect is a foundation of the community.
- Be receptive to alternate perspectives if incidents occur.
- Avoid being a bystander, reporting things they are uncomfortable with. Allowing a situation to persist risks making what is happening appear acceptable.
- If required, engage positively in restorative practises.

Students can report bullying in a number of ways:

- Talking to form tutor, head of year or pastoral manager.
- Talking to somebody with responsibility for safeguarding (pictures and names on the school website).
- Talking to any member of the senior leadership team.
- Talking to the school nurse.

- Talking to any member of school staff that they feel most comfortable with.
- Using the Confide system to share information online.

The responsibilities of parents/carers

Parents/Carers play a vital role in allowing school to manage bullying incidents effectively and sensitively.

- Report any incidents of potential bullying at the earliest opportunity to the form tutor or head of year.
- Report any evidence as factually as possible.
- Allow time for investigations to take place.
- Reassure the victim that a resolution will be found.
- Support the restorative practises which can help educate the perpetrator in a bullying incident.

The responsibilities of staff

All colleagues play a role in promoting a safe and secure environment for all school users.

Staff should:

- Remain vigilant to incidents of bullying around the school, reporting incidents as required.
- Challenge discriminatory language both inside and outside lessons.
- Actively promote anti-bullying strategies through the teaching of PSE, in form time, and by reinforcement of expectations elsewhere in the school/curriculum.
- Communicate with and update parents at the earliest possible opportunity when managing a bullying concern.
- Act on incidents of bullying efficiently and sensitively.
- Support an educative and restorative approach to bullying.
- Support appropriate sanctions in line with he school behaviour policy.

7. Investigating a bullying incident

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Assess

- Check the immediate safety of the victim.
- Ensure the victim has support through the steps that follow.
- Share information with all relevant colleague to ensure support is available in the first instance.

Assure

- The victim must know that the disclosure of this incident (by them or a witness) is a positive step.
- Other students may also need reassurance if they are linked to the incident.

Ascertain

- Victims should be interviewed by a member of staff about the incident. Consideration of the frequency of events, how long it has been happening, names of those involved, locations, witnesses and any actions already undertaken. (Have they spoken to friends/family about it?)
- Witnesses mist provide a signed and dated written statement.
- Any online evidence (screenshots/messages) should be collected and saved.
- The alleged perpetrator should be interviewed by the Head of Year.
- Following investigation, a decision must be made about whether bullying has occurred.
- Following this review, the decision will be taken about actions required. When drawing these conclusions, it is important to consider the age and stage of development of the students involved.

Amend

- Any sanction for bullying will be coupled with an educative response, providing support for the perpetrator to moderate behaviour.
- Where possible and appropriate, we will seek to include restorative practises – the opportunity for an apology and the chance to listen to the victim when deciding on appropriate sanctions.

Applaud

- There should be an ongoing review of progress for the victims(s) and perpetrator(s) in any incident.
- Where positive progress has been made it should be acknowledged, including praise for the student and contact home.

Additional information with reference to cyberbullying

Where bullying has occurred online, we ask that victims provide screenshots as evidence to aid the investigation.

When managing issues specific to cyberbullying, school may:

- Confiscate the phones and delete content as appropriate.
- Contact the service provider or host (e.g. social media site).
- Contact the police (If the content is illegal in nature).

We will also advise the victim on next steps:

- We will advise them not to reply or retaliate.
- We will provide them with appropriate contact details for service providers.
- We will advise on changing contact details, blocking contacts or leaving a group chat.

8. Recording the incident
- All information will initially be collected by the Head of Year
- All information will be recorded on CPOMS.
- All bullying incidents will be recorded on SIMS.
- Any racial bullying will be logged as racist incident.
- Any bullying that persists will be recognised from school records and managed in line with the school behaviour policy.

9. Resolving bullying

There can be a number of reasons why somebody may choose to exhibit bullying behaviour. It may be a reaction to past experiences or current emotional state. As a school, while we will respond with appropriate sanctions, we also see the value of an educative response being fundamental to our approach.

Where possible, if lengthy or high impact sanctions can be replaced in part by a restorative or educative response, we will always seek to do so. This can be of great benefit in finding a positive outcome for all involved.

All parties involved should consider the needs of others, this is particularly prescient when there is an imbalance of power over disadvantaged students.

Persistent bullying and serious incidents

These will be dealt with in line with the school's behaviour policy and may include detentions or internal suspensions.
In the most serious cases, involving serious threatened or actual violence against another pupil, a fixed term suspension or permanent exclusion may be used.
Fixed term suspensions or permanent exclusions may also be considered as a result of actions that equate to persistent and defiant poor behaviour or a refusal to act on the outcomes of any prior investigations.

10. Preventing bullying

As part of our safeguarding mechanism, bullying can be prevented by taking away the opportunities to act in such a way. We can also however educate students to recognise and value our ethos where bullying is viewed as unacceptable.

As a school we will:

- Educate students through PSHE about the risks and dangers of bullying and cyberbullying behaviour.
- Seek opportunities across the breadth of the curriculum to promote co-operative behaviour, friendship skills, conflict resolution, tackling prejudice and negotiation skills.
- Raise awareness through assemblies, posters and other events such as anti-bullying week.
- Include anti-bullying as a key part of Year 7 transitional PSHE work.
- Provide posters for form rooms about where support can be sought.
- Provide a central noticeboard that provides information and support about where internal and external support can be found.
- Provide advice and guidance on the school website.
- Challenge discriminatory language of heard around the school.

11. Staff support and training

The policy will be reviewed periodically and updated to ensure it remains effective. Staff training will be used to support implementation of the policy.

Teachers and support staff will know what support can be found from colleagues with specific a skills in dealing with bullying (pastoral leaders and SLT).

12. Assessment and review

- Student voice will be utilised to review student behaviour as part of the school council
- School council will be able to review and participate in creating this policy.
- Any feedback from parents/carers/students/staff will be passed to the Headteacher for consideration.
- The recording of behaviour incidents will allow for reviews of the effectiveness of this policy.
- Schools have a statutory obligation to report on bullying incidents to the local authority as part of the national census

13. Outside agencies offering support

Outside agencies offering support

Childline	0800 1111 / www.childline.org.uk
NSPCC	0800 800 5000
Samaritans	08457 90 90 90
Anti bullying alliance	www.anti-bullyingalliance.org.uk
Diana award	www.antibullyingpro.com
Kidscape	www.kidscape.org.uk
Stand up	www.standuptobullying.co.uk
Bullying UK	0808 800 2222 / www.bullying.co.uk

14. Outside agencies offering cyberbullying support

Childnet international   www.childnet.com
Specialist resources for young people, raising awareness of online safety and self protection. Includes updated cyberbullying guidance.

Think U Know   www.thinkuknow.co.uk
Resources for students, parents/carers and teachers and teachers by CEOP (Child exploitation and online protection)

Digizen   www.digizen.org
Online safety information to help keep children safe in the digital world.

15. Pupil voice

This policy is designed to protect and support our students, but we recognise that students may not be interested in reading such a long and detailed document. Our school council were keen to support and have devised a 'pupil friendly' summary which you will find over the page. This will be shared via form tutors and displayed in form rooms.

<u>Urmston Grammar Anti Bullying Policy Student Version</u>

<u>What is bullying?</u>

Bullying is when somebody is purposely being unkind repeatedly. You may assume bullying is just insulting someone, but it causes harm and cannot be classed as "banter".

There are different types of bullying, such as physical bullying, verbal bullying, indirect bullying, cyber bullying, homophobic bullying and sexual bullying. It is classed as bullying if it has happened **s**everal **t**imes, **o**n **p**urpose (STOP).

At Urmston Grammar, we don't tolerate any form of bullying.

We believe that everyone is equal and should be **treated fairly and heard.**

<u>Our anti bullying promise:</u>

- We will endeavour to protect everyone and stop all incidents for bulling at the earliest opportunity.
- We will attempt to prevent bullying incidents before they happen
- We will not ignore any reports of bullying and won't allow them to develop
- We will challenge casual discriminatory language
- We will treat others with respect and empathy

<u>How we can Stop bullying from happening?</u>

- ✓ Respect each other.
- ✓ Reporting bullying when/if we see it.
- ✓ Be mindful of other people's feelings.
- ✓ Respecting other's views and beliefs.
- ✓ Making sure we know the definition of bullying.
- ✓ Making sure we understand the effects of bullying.
- ✓ Don't be a bystander.

<u>Be S.M.A.R.T, stop bullying:</u>

Speak to someone. Report bullying when we see it.

Make sure we know the definition and effects of bullying.

Always keep an open mind to other's views and beliefs.

Respect one another.

Think of other's feelings before saying or doing things.

<u>What to do if you are being bullied?</u>

DO	DON'T
• Talk privately to a trusted person. • Ask them to stop, if it is safe to do so. • Use the CONFIDE button instead of talking in person if you would prefer (this is in the bottom right of school computers) • Remember, it's NOT your fault.	• Give them a reaction, that's exactly what they want. • Don't use violence to solve it, it will make the situation worse. • Listen to the bully. • Don't keep it to yourself.

What to do if you see someone else being bullied?

- It's important that you help the person is being bullied.
- You should never walk away from the bullying.
- Never get angry or hit the bully.
- Make sure to tell a trusted adult because they can help the situation.
- Tell the bully to stop if it's safe but don't get too involved.
- Try and comfort the person that's being bullied.
- Don't be silent or the bullying will continue.
- Reassure the person that it isn't their fault.

Who can I talk to?

- It's important that you talk to someone - don't be silent. Talking about it is a good start for solving the problem.
- A trusted person in your life e.g. (friend, parent or teacher).
- Use the *CONFIDE Button* – this allows you to privately message a member of staff about an issue.
- Your Head of Year, form tutor or Mrs Lattin, our pastoral officer.
- You can speak to any teacher in school. They are there to listen and help.

We understand that it can be hard to come forward and talk to someone about bullying. Be assured, the school will support you and will never put you in a position which makes you feel uncomfortable.

Additionally, here are some online options:

Childline 0800 1111 / www.childline.org.uk
NSPCC 0800 800 5000
Samaritans 08457 90 90 90
Anti bullying alliance www.anti-bullyingalliance.org.uk
Diana award www.antibullyingpro.com
Kidscape www.kidscape.org.uk
Stand up www.standuptobullying.co.uk
Bullying UK 0808 800 2222 / www.bullying.co.uk