

## Anti-Bullying Policy

**This policy applies to the Junior School, including the Early Years Foundation Stage (EYFS) and is published to parents, pupils and employees.**

Bradford Grammar Junior School (the School) ensures that bullying at the School is prevented in so far as reasonably practicable by the drawing up and implementation of an effective anti-bullying strategy. All forms of bullying will be taken very seriously at the School. We recognise that bullying can be both physical and emotional, which can cause psychological damage and distress. This policy operates in conjunction with our Safeguarding Policy, Behaviour Policy and ICT Acceptable Use Agreement.

### 1. Aims and Objectives

- All pupils and parents should be confident that there will be prompt action when bullying occurs and that there will be support for both the perpetrator and the victim;
- All governors, employees, pupils and parents should know the School's policy on anti-bullying and what they should do if bullying occurs;
- The School's policy deals with all forms of bullying: physical, verbal, emotional and psychological; and
- All governors, employees, pupils and parents should have a clear understanding of what type of behaviour is considered to be bullying as defined below.

### Definition

Bullying is behaviour by an individual or group that intentionally hurts another individual or group physically or emotionally. It may be repeated over time although employees are also vigilant to single incidents which may later become part of a series. It is often motivated by prejudice against particular groups or protected characteristics for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a pupil is adopted or is a young carer. It may occur face-to-face or through cyber-technology (e.g., through social websites, text messages, photographs and email).

Bullying can take place anywhere and at any time, including the journey to and from school, in changing rooms, corridors and the playground. It can happen outside school hours and away from the school site.

Pupils are not allowed to use their mobile phones in school, or on school trips, fixtures and residential, unless permission has been given by an employee. It is also forbidden by the ICT Acceptable Use Agreement to use a mobile phone to take photographs or videos of other pupils without their permission.

Forcing unwanted attention on someone else is also a form of bullying. Bullying can involve using a third party to tease or torment someone and can involve complicity which falls short of direct participation. Bullying is not confined solely to relationships between young people but may also occur between employees and pupils.

**At the School, bullying in any form will not be tolerated between pupils, or between employees and pupils.**

The School openly acknowledges the seriousness of bullying and its potential to cause significant psychological damage. Victims of bullying are likely to lose self-confidence and self-esteem, and even blame themselves for "inviting" the bullying behaviour. This unhappiness is likely to affect their concentration and impair their learning. Some victims may experience stress-related

symptoms such as stomach aches and headaches, nightmares or anxiety attacks. Some may avoid being bullied by not attending school.

The School also acknowledges that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for their victims to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Although the School will usually try to reconcile those demonstrating bullying behaviour and their victim, and help them both to move forward, it will also deal with the perpetrator by making use of the full range of sanctions detailed in the Behaviour Policy.

As stated in the School's Safeguarding Policy, the School recognises that pupils are capable of abusing their peers. Such child-on-child abuse can manifest itself in a number of ways e.g. sexting, girls being sexually assaulted, boys being subject to initiation / hazing type violence. The School will never tolerate child on child abuse or pass it off as "banter" or "part of growing up", but recognises that the use of offensive language can itself have a significant impact on its target and, if left unchallenged or dismissed as "banter", or "just having a laugh", can lead to a victim's reluctance to report further bullying behaviour. The School aims to ensure early intervention in order to set clear expectations of what is and is not acceptable behaviour and stop negative behaviours escalating.

## 2. Guidance to follow

### 2.1 Reporting

- Pupils should be encouraged to tell an employee of any instance of bullying. Pupils may do so in a range of ways for example verbally and also by using 'feelings boxes' which are located in every classroom.
- Parents should bring any instances of bullying to the attention of the school via email or through the school reception or via the pupil's planner.
- Non-teaching employees should contact the pupil's form teacher, EYFS Lead or a member of the Junior Leadership Team.
- Pupils should have the confidence that all allegations will be taken seriously.
- Allegations will be recorded on the Child Protection Online Monitoring System (CPOMS) and investigated.
- Employees must be responsive to allegations and inform the pupil's form teacher and/or the Early Years Foundation Stage Lead the Head of the Junior School or the Deputy Head of the Junior School as appropriate.

### 2.2 Investigation

School will investigate and act upon all reports of bullying. It may be necessary to involve outside agencies and consideration will be given to contacting the police in extreme cases or if it is felt that a criminal offence has been committed.

When investigating an allegation of bullying, employees should consider:

- Was there **intent** (on purpose)?
- Was there **hurt**? (physical or emotional)
- Was there **repetition**? (has this happened before or has it been going on for a while)?

- Was there **power imbalance**? (is the perpetrator using their position, strength or perceived vulnerability of the victim to target or hurt)?
- Based on the above information, do you consider this to be a bullying incident?

If, after initial investigations have taken place, bullying is not perceived to have taken place, the incident will be dealt with in accordance with the Behaviour Policy.

Should it be deemed that bullying has taken place, information should be passed to the Deputy Head of the Junior School who will, if necessary, carry out further investigation. Assistance may be sought from the school nurse and external agencies such as CAMHS.

Whenever an allegation of bullying has been made, the parents of the alleged perpetrator and victim will be informed after the initial investigation (regardless of the outcome).

### **2.3 Response**

In the case of bullying incidents, the parents of the perpetrator and the victim will be informed, and the parents of both parties will be asked to come to school for a meeting.

Victims of bullying will receive support and help to develop strategies for dealing with bullying, including the rebuilding of self-esteem should this be necessary. Employees, including the school nurse, may have useful advice to offer.

Disciplinary action may be taken against the perpetrator, who may be required to carry out restorative work and provide assurance that they will not be involved in or responsible for any further incidents of bullying. In cases of severe and persistent bullying a temporary or permanent exclusion may be necessary. In extreme cases, the police will be informed.

Consideration will also be given to the reasons for the perpetrator's behaviour and to how they can be helped to avoid a repetition of such behaviour in future.

### **2.4 Recording the incident**

All information must be recorded on CPOMS as outlined in the Behaviour Policy.

If bullying is believed to have taken place on the grounds of protected characteristics this must be included in the record and may be indicated by selecting appropriate tags for the incident e.g. racism or homophobia.

## **3. Raising awareness of bullying**

All members of the School community have a responsibility to prevent bullying. It must be clear to everyone that bullying will not be tolerated – through frequent reinforcement of the message in lessons, assemblies and co-curricular activities so that pupils are able to develop the resilience to protect themselves and speak up if they witness bullying in order to protect others.

The message will be delivered through:

- the Personal, Social, Health and Economic Education programme (PSHE). The Jigsaw PSHE scheme of work teaches mindfulness and includes information about bullying and its consequences and involves discussions as to why someone might start bullying. It will also establish a climate where looking after others should be positively encouraged by all employees.
- at assemblies throughout the academic year; in particular the Celebration Assembly always recognises good behaviour. Likewise, acts of kindness to others are encouraged, supported and rewarded;

- constant reinforcement of the anti-bullying message in form, house and whole school assemblies; and via the Form Teacher
- the School Council;
- the pupils' anti-bullying charter;
- pastoral systems such as buddies and the house system;
- the Computing curriculum;
- projects, drama, stories, literature, with contextual discussion of current affairs and of differences between people and the importance of avoiding prejudice-based language;
- ensuring that pupils notice bullying and are aware of how to communicate their observations to employees;
- training for employees both within School as part of continued professional development, and through external courses they may have attended, from which they will give feedback to colleagues;
- employees should be particularly vigilant when patrolling the school and playgrounds; and
- ensuring employees are aware of the potential for the development of groups or factions in school. These groups could be year groups, religious or ethnic groups, sexist or racist in character. All of the above should be actively discouraged.

All employees at the School are required to read and familiarise themselves with the School's Anti-Bullying Policy. Employees are expected to set a good example to pupils and to encourage and promote good behaviours.

It is particularly important that pupils are encouraged to speak out to an employee if they experience or know of incidents of bullying taking place. Research suggest that bullying rarely ceases without intervention from employees, and although victims often worry that 'telling' will make matters worse, it is clear that the unchallenged perpetrator may consider their behaviour acceptable or lack the emotional intelligence to appreciate the impact their behaviour may have on the victim.

The School's PSHE scheme of work includes various themes which promote an understanding of the issues involved in bullying, such as self-esteem, dealing with difference, having respect for others, forming positive relationships, and being a responsible member of the community.

It is also important for parents to be informed of the anti-bullying message by means of School correspondence and the School's website.

The School will:

- ensure that pupils are aware of appropriate methods to report bullying;
- reassure pupils that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school, including cyber-bullying. This will be reinforced in Computing lessons;
- create a safe environment where pupils can openly share their experiences of bullying, without fear of further bullying or discrimination.
- involve parents to ensure that they are clear that the School does not tolerate bullying and are aware of the guidance to follow if they believe that their child is being bullied;
- ensure that parents are confident that the School will take any complaint about bullying seriously and resolve the issue in a way that protects the victim, and will reinforce the importance of good behaviour;
- regularly evaluate and update its approach to take account of developments in technology, for example updating as necessary the School's 'acceptable use agreement' for mobile devices and computers;

- provide effective employee training to ensure that all School employees understand the principles and purpose of the School's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support;
- work with other agencies and the wider community to tackle bullying that is happening outside School;

#### **4. Bullying and the law**

Under the Children Act 1989, a bullying incident should be treated as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, the School's concerns will be reported to the local authority children's social care. Even where safeguarding is not considered to be an issue, the School may need to draw on a range of external services to support any pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a pupil engaging in bullying.

Although bullying is not in itself a specific criminal offence in the UK, some types of harassing or threatening behaviour (or communications) could be a criminal offence (for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988 and the Communications Act 2003). If the School feels that an offence may have been committed, assistance from the police will be sought.

#### **5. On-line bullying**

The rapid development of and widespread access to technology have provided a new medium for "virtual" bullying, or "on-line bullying". On-line bullying involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group which is intended to harm others.

On-line bullying is sometimes a channel for continuing face-to-face bullying in school. It may consist of harassment, intimidation, defamation, impersonation, unauthorised publication of images (or manipulation of images) and may encourage exclusion or peer rejection. It can take place at all times of the day, with a potentially bigger audience, and more accessories to the act as others share the bullying material. "Sexting", or the sending or posting of sexually suggestive images or messages, via mobiles or social media platforms, is recognised by the School as a potential vehicle for bullying behaviour.

The School's PSHE and computing programmes promote online safety through the safe use of technology and social media and give guidance on dealing with and reporting on-line bullying. All employees and pupils sign the School's Acceptable Use Agreement before they are allowed to use the school's computers and network.

When an employee has concerns about a pupil's misuse of technology, they must report it to the Early Years Foundation Stage Lead or the Head of the Junior School or the Deputy Head of the Junior School. However, if the content potentially relates to inappropriate images of children, the Head of the Junior School will consult with the Headmaster or the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL); it may also be necessary to temporarily confiscate equipment. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle on-line bullying by providing a specific authority to search for inappropriate files on computers and mobile devices.

#### **Child-on-Child abuse**

We recognise that pupils are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, on-line bullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence,

initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or 'just having a laugh' or part of growing up or "boys being boys". Our school has a zero-tolerance approach to such attitudes and behaviours; it is never acceptable and should not be tolerated.

All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the School's child protection procedures. The DSL and DDSs are responsible for providing support to all children involved in incidents of child-on-child sexual abuse.

Even though there may be no reports of the attitudes and behaviours detailed above, employees need to be alert and vigilant at all times as to the possibilities of members of the school community being exposed to such occurrences.

**Policy reviewed by: Mrs F Robertshaw-Hughes, Deputy Head**  
**Last policy review date: Spring 2024**  
**Next policy review date: Spring 2025**

This policy has regard to latest version of the following Department of Education Guidance: Preventing and Tackling Bullying Supporting Children and Young People who are Bullied: Advice for Schools and Cyberbullying: Advice for head teachers and school staff.