

# QUEEN ELIZABETH GRAMMAR SCHOOL WAKEFIELD

## QEGS Junior Section ANTI - BULLYING POLICY

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**VALIDITY – Procedures should be accessed via the Foundation intranet to ensure the current version is used.**

### CHANGE RECORD

Version	Date	Change details
	Oct 2015	Policy re written: James Tiffany
	Oct 2016	Policy Reviewed: James Tiffany
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V1.3	Jan 2022	Policy updated after review: James Tiffany

## General Statement

QEGS Junior School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Harassment or bullying of any kind (physical or emotional) is unacceptable at our school. The school adopts a zero tolerance attitude to bullying. If harassment does occur, all pupils should be able to tell a person they trust and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can learn in an environment without fear. All governors, teaching and non-teaching staff, pupils and parents should know what the policy is on bullying and what they should do if bullying occurs. Pupils and parents should be confident that there will be prompt action when bullying occurs and that there will be support for both the bully and the bullied.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm as a result of bullying or cyber-bullying, this will be defined as abuse and as such will be referred to the appropriate local agencies by the Designated Safeguarding Lead. *Refer to the WGSF Child Protection and Safeguarding Policy.*

This policy has regard to DfE Guidance: Preventing and Tackling Bullying (July 2017) and Cyberbullying: Advice for Head Teachers and School Staff (2014)

## What is 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, gender, culture, homophobia, special educational needs and disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying, both physical and emotional, may cause psychological damage. It may occur directly or through cyber-technology (social media, mobile phones, text messages, photographs and email).

Stopping violence and ensuring immediate physical safety is obviously our school's first priority, but emotional bullying can be more damaging than physical. Teachers and schools have to make their own judgements about each specific case.

Bullying can occur through several types of anti-social behaviour, these include:

- **VERBAL BULLYING:** This may involve name calling, may make use of written notes, e-mails, or mobile phone messages and/or may include threats of physical violence.
- **PHYSICAL BULLYING:** This often consists of deliberate jostling, bumping or shoving and those responsible may easily maintain that it is accidental when detected for the first time. Physical bullying may also involve theft or damage to property. Not all theft or damage is bullying, but bullying occurs where the intention is to create fear and to use power improperly.
- **MANIPULATIVE BULLYING:** This may involve manipulating social networks (including electronic networks) with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships. Manipulative bullying may also involve the spreading of rumours, posting of electronic images without the other person's consent or malicious accusations.
- **HOMOPHOBIC BULLYING:** Homophobic bullying occurs when bullying is motivated by a prejudice, which includes but is not restricted to, lesbian, gay, transgender or bisexual people.
- **CYBER-BULLYING:** This is the use of information and communications technology, particularly mobile phones, social networking sites and the Internet in general to deliberately upset someone else.

- **RACIST BULLYING:** The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
- **SEXIST BULLYING:** This describes behaviour or attitudes displayed resulting in discrimination or prejudice based on a person's sex; usually thought of as discrimination against women / girls.

Bullying frequently focuses on individual differences and anything that is implied to be different from the perspective of the instigator. In this respect it undermines the school's ethos of promoting equal opportunities and disregards the teaching of important social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyle choices. It may dwell upon race, religion or nationality. It may also reflect parental lack of awareness and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

### **Peer on peer abuse**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

### **Bullying outside the school premises:**

Teachers have the power to discipline students for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town. In all cases of misbehaviour or bullying the teacher can only discipline the student when on school premises or elsewhere when the student is under the lawful control of the staff member.

Where bullying outside school is reported to school staff, it should be investigated and acted upon. Parents have access to all teachers email addresses; allowing contact to be made easily. The Head will also consider whether it is appropriate to notify the police or outside agencies, of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **How we as staff try to prevent bullying**

At QEGS, staff aim to prevent bullying through creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This is done through the promotion of the school values and is reinforced by staff and older pupils setting a good example to the rest. These actions will look to prevent bullying from occurring in the first place and provide both staff and pupils with the tools to resolve issues.

The school aims to prevent bullying in the following ways:

- Observation. Staff are vigilant in watching the behaviour of children towards each other, in picking up comments made by other children and in detecting changes in a child's attitude, behaviour or standard of work.
- Circle Time, including assertiveness training.
- Highlighting differences in class assemblies.
- Playground supervision by designated staff and playground supervisors.
- Peer support through trained 'Playground Buddies'.

- Sharing of information between staff through Form Meetings, informally and via Pastoral Report Forms and staff briefings.
- Bullying is not seen as “part of growing up”.
- Boys are encouraged to speak to their form tutor or, indeed any member of staff with whom they feel confident, about concerns they might have.
- Boys are encouraged to use the ‘Worries box’ to write their concerns.
- We ensure that all pupils know they should speak out against bullying; this is not seen as “telling tales”.
- We ensure boys know that we care about promoting an anti-bullying culture.
- We try, as adults, to act in a way we expect of the boys.
- Programmed training/awareness in every year group through PSHEE/Circle Time in each year group every year.
- E-safety linked with the Computing curriculum.
- Anti-Bullying Training for all school staff.
- Staff to approach JS Pastoral and Co-curricular Lead or a member of SLT if they need further guidance on a potential bullying incident.
- Promotion of ‘Anti-Bullying Week’ within school.
- We aim to prevent cyber bullying through the enforcement of our “Junior School IT Acceptable use agreement (AUP)”. Junior School pupils are also told they shouldn’t have personal social media accounts.
- Celebrate success, in weekly rewards assembly. Boys are actively encouraged to share their success with the whole school.
- JS Pastoral and Co-curricular Lead will speak to the Y6 prefects about how to prevent and report bullying, so that they can be vigilant throughout school
- Avoiding prejudice-based language
- We listen to pupil feedback (pupil voice), so that we have a clear understanding of their needs.

### **Signs and Symptoms**

A boy may indicate by signs or behaviour that he is being bullied. Adults should be aware of these possible signs, which include the following (although this list is by no means exhaustive) and that they should investigate if a boy:

- Is frightened of walking to or from school
- Doesn’t want to go on a public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Begins stammering
- Attempts or threatens to take their own life or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underachieve in school work
- Comes home with clothes torn or books damaged
- Has school work or possessions go ‘missing’
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Sudden deterioration in a pupil’s work
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Not playing with others in the playground
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

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

### **What should you do if you are being bullied?**

For Pupils

- Tell a member of staff straight away and discuss the matter in private. Remember that silence is the bully's greatest weapon. If you don't feel you can tell a member of staff then tell a friend or a parent.
- Know that you don't deserve to be bullied and that bullying is wrong.
- Be confident in who you are, everyone is different, bullies don't pick on confident people.
- Stay with a group of friends.
- Remember that it's the bully who has the issue and not you. By talking to a member of staff you can help both the bully and yourself.
- Bullies are often jealous of you as a person and bully to undermine your confidence.

For Staff

- Inform a member of the Senior Leadership Team, who will ensure the matter is treated sensitively and there are no repercussions for the member of staff making the allegation. Alternatively, a formal complaint can be made in accordance with the Complaints Policy.

### **What should you do if you know someone is being bullied?**

*'We can only act on that which we know about'*

#### **Pupil action:**

Tell someone, ideally, a member of staff immediately. If not a member of staff then a Prefect, your parents or a friend. Don't be a bystander and let bullying happen to someone else. Tell someone!

#### **Staff action:**

Create a caring, friendly and safe school environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Monitor and supervise pupil activities to try to ensure that bullying does not occur. Be vigilant and look for any early signs and symptoms of bullying (see list above) in your classroom and around the school site. Any concern should be investigated and, where necessary, referred to the Class Teacher in the first instance and then on to the JS Pastoral and Co-curricular Lead, SLT member or Head as appropriate.

Educational elements such as Personal, Social, Health and Economic Education (PSHEE) projects, drama, stories and literature to discuss differences between people and the importance of avoiding prejudice-based language can be very helpful and are adopted through planning and teaching of PSHEE lessons and delivered through assemblies.

#### **School action:**

Pupils are made aware of what constitutes bullying, its outcomes and how it can be dealt with through our main curriculum, focus weeks, circle time, PSHEE programme and assemblies.

Pupils are encouraged to report bullying and not to join in or stand idly by. They must understand that bullying is not an acceptable part of life within our School and that everyone has the responsibility to ensure that it does not happen.

It is important that pupils reporting incidents of bullying are taken seriously and listened to and that positive action is seen to be taken. Staff who observe intimidating behaviour or have it reported to them should write a brief summary of the incident and pass this on to the Class Teacher, the Head of Year and the JS Pastoral and Co-curricular Lead.

The School Principles should be displayed in form rooms and discussed within circle time and school assemblies.

### **Parents' action:**

Your role as parents is to urge your child to keep us informed of any worries he may have. We cannot guarantee that we will always be able to remove these worries completely but we will take them seriously and investigate and deal with them as well as we are able. At the same time, we would assume that you encourage your child to treat others with kindness and respect, always.

If you have any concern that your child is being bullied at school you should contact the form tutor in the first instance. These would be passed onto the Head of Year, JS Pastoral and Co-curricular Lead and a member of SLT or the Head as necessary. Sometimes parents wonder if their concerns are unimportant, or they do not wish to make a fuss, but at school we are experienced in working with children and are usually able to determine the degree of concern that is appropriate. Parents can be reassured that the School will treat their concerns seriously, and confidentially, and that they will be kept informed of any action taken.

### **What we will do if bullying is detected?**

Incidents of bullying are likely to be treated as a serious matter and will be investigated fully.

At some point, usually early on, we bring together both the "bully" and the "victim". In our experience, in most cases it turns out that there has not been any bullying but behaviour or misunderstanding between the parties has resulted in one or both being upset. Both parties are supported to help them move on from the situation.

On the rare occasion when there is a case of bullying we will sanction the bully and contact the parents of both bully and victim. Where bullying is not proven but behaviour is considered unacceptable, some form of sanction will be given; we make this appropriate and in proportion to the unacceptability of the behaviour.

It is the responsibility of all members of staff to deal with such incidents. The member of staff who witnesses or is told of a bullying incident is often best placed to take prompt action and to deal with each individual incident in an appropriate manner. There is no one way of dealing with incidents; however, the following guidelines should be followed (which is also summarised in Appendix 1: Bullying Flow Diagram):

1. Reassure the victim(s) and do what you can to stop them blaming themselves or feeling inadequate or foolish.
2. Where practicable, the pupil(s) involved should be encouraged to write down their version of the incidents. If this is not possible (due to the age or ability of the child involved) an adult should write down their version of events.
3. Staff are to pass on the record of the bullying incident to the JS Pastoral and Co-curricular Lead, who will keep a log of the incident and investigate further. Members of staff are to record times, dates, individuals involved, parental contact and any staff interventions.
4. Staff will speak to both the victim and the bully to find out the facts, talking to each individually.
5. Guidance and support will be given to both the victim and the bully after the event. The school is prepared in appropriate cases to offer counselling for both the victim and the bully.
6. All sanctions that are used are arrived at fairly and after substantial consideration, acting in line with the school 'Good Behaviour and Sanctions Policy'. Disciplinary sanction will be used which reflects the seriousness of the incident, and also conveys a deterrent effect (strong sanctions such as exclusions may be necessary in cases of severe and persistent bullying).
7. Parents of both the victim and the bully will be kept informed by the JS Pastoral and Co-curricular Lead or Head.
8. Depending upon the seriousness of the incident the School may call a meeting with the parents, the pupil may receive a formal or final written warning, or, in the most serious cases, the pupil may be excluded from the School if severe or persistent bullying occurs. The resultant action will always be consistent with the Schools 'Good Behaviour and Sanctions Policy'.

9. The Head will also consider whether it is appropriate to notify the police or outside agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
10. Bullying will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. When this occurs the school will contact the relevant outside agencies (such as police/children's social care).
11. Where appropriate, we will invest in specialised skills to understand the needs of our pupils, including those with special educational needs or disabilities, and gay, bisexual and transgender pupils.

### **What is cyberbullying?**

“Cyber-Bullying” is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

- Deliberately threaten, harass, intimidate an individual or group of individuals; or
- Places an individual in reasonable fear of harm to themselves or damage to their property; or
- Has the effect of substantially disrupting the orderly operation of the school.

QEGS JS aims to educate both pupils and parents with regard to the correct use of current technology and the internet, and the serious consequences of cyber-bullying throughout the school. A range of PHSEE, ICT lessons, assemblies and parental workshops are used to educate all, in these ever changing times. QEGS has a system in place to block access to inappropriate websites, using firewalls, antivirus protection and filtering systems.

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for bullying, namely ‘cyber bullying’, which can occur in or outside school. Cyber-bullying is when one person or a group of people try to threaten or embarrass someone else using a mobile phone or other hand held device (including the camera functionality) or the internet. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially larger audience, and more accessories as people can forward content with just one click of a button.

The most common forms of cyber-bullying involve the use of text or picture messages, instant messenger systems, email, abusive phone calls or posting comments on social networking sites such as Facebook, Snapchat or Instagram. This list however is not exhaustive.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for, and if necessary delete, inappropriate images or files on electronic devices, including mobile phones.

The prevention Cyberbullying links heavily to the “Junior School IT Acceptable use agreement (AUP), which highlights the school standpoint on appropriate use of online technologies (please see ‘WGSF ICT Acceptable Use Policy’ for further information).

### **Mobile Phones**

QEGS JS believes that pupils do not need a mobile phone in school, unless it's to aid with travel to and from school. If a pupil does require a phone they are to hand it to their form tutor at the start of the day and collect it before leaving. Parents must seek permission from the Director of Junior Section in writing before allowing their son to bring a mobile phone to school. The school advises parents to purchase, where possible, a mobile phone that does not have access to the internet as it is unnecessary for pupils of primary school age to have this facility.

## **Guidance for Staff**

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

### **Mobile Phones**

- Ask the pupil to show you the mobile phone.
- Note clearly everything on the screen relating to an inappropriate text message or image, to include date, time and names.
- Make a transcript of a spoken message, recording date, times and names.
- Tell the pupil to save the message/image.
- Go with the pupil to a member of the Leadership Team.
- Log the incident on Pastoral Records
- Once the matter has been dealt with ask the child/parent to remove/delete the message/image.
- Inform parents of the incident

### **Computers**

- Ask the pupil to get up on screen the material in question.
- Ask the pupil to save the material.
- Print off the offending material.
- Go with the pupil to a member of the Leadership Team.
- Log the incident on Pastoral Records
- Once the matter has been dealt with ask the child/parent to remove/delete the message/image.
- Inform parents of the incident

### **Guidance for pupils**

- Follow the ICT Acceptable use policy.
- If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible.
- Do not answer abusive messages but log and report them.
- Do not delete anything until it has been shown to an adult (even if it is upsetting, the material is evidence of cyber-bullying).
- Do not give out personal details online.
- Never reply to abusive emails.
- Never reply to someone you do not know.

### **Guidance for parents**

- Make sure your children follow the ICT Acceptable use policy.
- Don't allow your children to have social media accounts, as it's not appropriate for children of your son's age. Most social media accounts require a child to be 13 years old or over to open an account.
- Understand the full range of online communications your son has access to. For example many computer games have chat rooms and facilities to communicate with others.
- It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying.
- Parents can help by making sure their child understands the ICT Acceptable use policy and how seriously QEGS JS takes incidents of cyber-bullying.
- Parents should also explain to their son's legal issues surrounding cyber-bullying.
- If Parents believe their son is a victim of cyber-bullying, they should save the offending material and make sure they have all relevant information before deleting anything.
- Parents should contact a member of the Leadership Team as soon as possible. A meeting can then be arranged with relevant members of staff.
- If the incident falls during the holidays QEGS JS still reserves the right to take action against bullying perpetrated outside of school which spills over into school.

## E-safety at home

Several sites offer helpful advice to parents with respect to how they can best monitor their child's use of the computer at home.

<https://www.wgsf.org.uk/qegs-junior/article/essentials/parent-resources/keeping-your-son-e-safe>

## DCSF - Cyberbullying guidance

Anti-Bullying Network - <http://www.antibullying.net/cyberbullying1.htm>

Cyberbullying.org - <http://www.cyberbullying.org/>

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

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

## **Staff Training**

Staff will be made aware of policy and procedural updates and legal responsibilities. This will be performed through a process of staff receiving hard copies of policy updates, information in staff briefings and specific training sessions. As part of the pastoral section of staff induction programme, all staff are made aware of the Anti-Bullying policy and the associated processes. If appropriate we would invest in bringing in specialist to help all staff understand the needs of our pupils, including those with special educational needs or disabilities, and gay, bisexual and transgender (LGBT) pupils.

## **Recording and Reviewing**

All incidents must be reported and recorded using the school's documentation. JS Pastoral and Co-curricular Lead will feedback on bullying incidents to SLT and the Head in their weekly SLT meeting. In addition, a termly report, include with statistics on bullying incidents, will be presented to the Head. The Head will consider the reports with the Senior Leadership Team to determine what can be learned from the incidents and how they were handled with a view to improving the school's strategies. The Head will make an annual report to the governing body.

## **Advice to the Boys:**

### **If you are the one being bullied:**

- **DON'T** just put up with bullying. Not telling is playing by the bully's rules.
- **DON'T** buy off the bully with presents or money.
- **DON'T** hit back. This might encourage the bully and gives him an excuse to hurt you.
- **DON'T** blame yourself for what has happened.
- **DO** look him in the eye and say forcefully "I don't like you doing that. I want you to stop it NOW".
- **DO** get away from the situation as quickly as possible.
- **DO** report the incident to a member of staff straight away.
- **DO** tell your family.

### **When you are talking about a bullying incident with an adult, be clear about:**

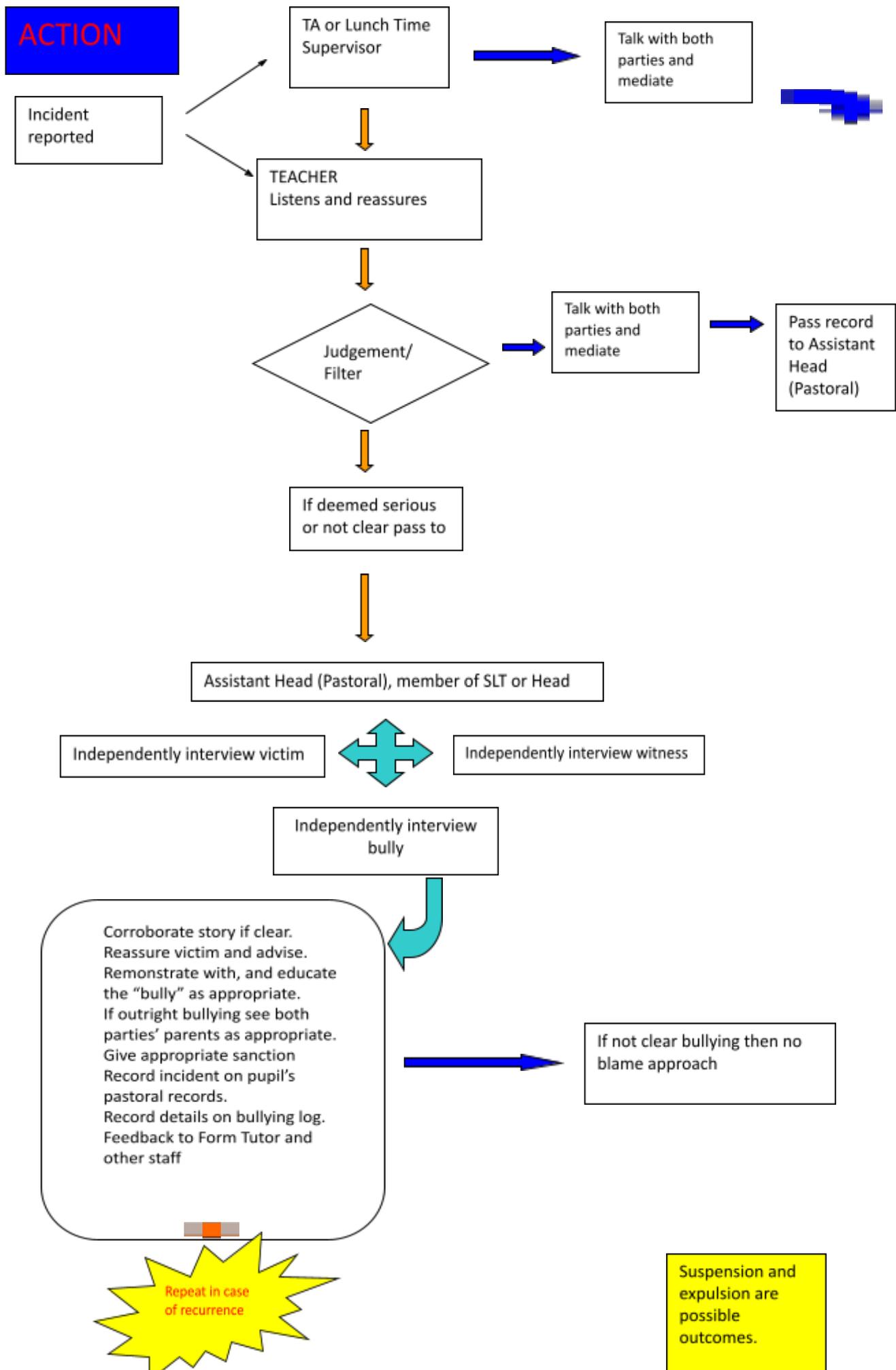
- **What** has happened to you
- **How often** it has happened
- **Who** was involved

- **Who else** saw what was happening
- **Where** it happened

**If you see or know about bullying happening:**

- **DON'T** smile, or laugh, or join in.
- **DO** tell the bully to stop what he is doing.
- **DO** show the bully that you disapprove of what he is doing.
- **DO** tell a member of staff immediately.
- **DO** invite the victim to join in with your activity or group

## Appendix 1: Bullying Flow Diagram





### **Data Storage**

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

### **Equal Opportunities**

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act).