



# LOUGHBOROUGH Grammar School

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Policy Title: Anti-bullying Policy - students

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## **Aims: Why an anti-bullying policy is necessary.**

All institutions, whatever their size contain people with a potential for bullying behaviour. A well organised and disciplined school is able to minimise the occurrence of undesirable incidents. Bullying affects everyone, not just those with bullying behaviour, the targets and their families. It also affects those other students who watch, and who can be drawn in by peer pressure. Bullying is not an inevitable part of school life, or a necessary part of growing up. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are all to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. The school aims to promote high moral standards. Only when all issues of bullying are addressed, will a student best be able to benefit from all the opportunities available at Loughborough Grammar School.

There are many definitions of bullying, but most consider it to be behaviour that is:

Repetitive, intentional hurting (physical or emotional) of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online. It can happen amongst peers, both students and staff and it can happen between students and staff.

Bullying can take many forms and the following list of main categories gives some of the examples of behaviour considered to be bullying. The main categories are:

- **Physical** – hitting, kicking, taking belongings.
- **Verbal** – name calling, insulting, making offensive remarks.
- **Indirect** – spreading nasty stories about someone, exclusion from social groups including on social media, being made the subject of malicious rumours, using social media to send malicious or hurtful images, messages or films.
- **Cyber** – language (text or spoken word), images, films that are sent or delivered using social media or other technology.

Alternatively, bullying can be categorised (under the Equality Act 2010) according to the subject or the medium being used:

- **Racial/religious/cultural** - behaviour or language that makes a pupil feel unwelcome or marginalised because of their race, culture, religion or national origin.
- **Sexual/sexist** – behaviour or language that is derogatory towards a person's gender or sexual orientation including homophobic and biophobic behaviours.
- **Transphobic** – including gender reassignment
- **Disability** – behaviour or language that is disrespectful and related to a person's physical, mental or learning disability.
- **Related to home circumstances** – marriage, civil partnership, pregnancy and maternity, young carers and looked after children
- **Vulnerability** – appearance or health conditions

### **Objectives: How bullying will be addressed and tackled.**

Students are educated to know the difference between 'banter' when all parties find it funny, and bullying which is when not all parties are comfortable and do not find it funny. It is a stated objective that incidents of bullying reported to, and noticed by, staff will be investigated promptly and concerns will be addressed firmly, fairly and proportionately.

Extensive support networks have been established to allow targets of bullying to raise their concerns, including the Form Tutor, Head of Year, Housemaster, School Nurse, Chaplain, Counsellor and the Deputy Head (Pastoral). Clear messages, delivered by assemblies, the PSHE programme and even within informal dialogue about the negative impact of bullying, are regular features each academic year.

A mechanism for **confidential reporting** exists from the Pupil Dashboard and via QR codes displayed around the school

### **As a school we seek to address the four goals of anti-bias education:**

1. That each pupil/student will demonstrate self-awareness, confidence, family pride, and positive social identities.
2. That each pupil/student will express comfort and joy with human diversity, accurate language for human differences; and deep, caring human connections.
3. That each pupil/student will increasingly recognise unfairness, have language to describe unfairness, and understand that unfairness hurts.
4. That each pupil/student will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Therefore we:

- Organise the school in a way which minimises opportunities for bullying within the school curriculum, e.g. maintaining adequate levels of staff supervision out of lesson hours, separating known protagonists where possible.
- Inform relevant members of staff when incidents have arisen so that situations before, during and after classes can be monitored.
- Use any opportunity to discuss aspects of friendship, accommodation, inclusivity etc. especially within the PSHE programme, or during tutor time and assemblies.
- Encourage pupils to treat others with respect, to develop positive views of other people, and to appreciate and embrace differences as well as similarities.
- Deal with any concerns regarding bullying quickly, firmly and fairly, communicating with parents / guardians / carers if appropriate.
- Continue to have a firm, but fair discipline structure, where the rules are clearly stated, easy to understand, and have the support of the community.
- Avoid using teaching materials and methods which give a negative or prejudiced view of any particular group.
- Discuss topics such as racism, sexism, disability, etc. openly and sensitively in an informed way using correct language as they appear across the whole of the school curriculum.
- Challenge any language which, although may not be directed at anyone or affect anyone nearby, would be considered to encourage discrimination, prejudice or bullying.
- Treat bullying as a serious matter and explore every possible action in order to eradicate it from our school community.

### **Guidelines for staff in dealing with bullying.**

#### **As members of staff we aim to behave sympathetically and robustly by:**

- Never ignoring suspected bullying. Report to the tutor or Head of Year (HoY) or Housemaster ASAP (via CPOMS, our recording system).
- Not making premature assumptions.
- Listening carefully to all accounts – several pupils with the same story does not necessarily mean they are telling the truth.
- Adopt a problem-solving approach. Be familiar with the anti-bullying guidelines, see below and in the student's planners.
- The tutor or HoY will inform and consult with parents where appropriate. The usual time for parental contact would be if the incidents are repetitive (more than once) or the incident is serious enough that a Major Room (lunchtime detention) sanction is deemed appropriate.
- Following up by checking bullying has not resumed. This is primarily the Tutor's responsibility, working closely with the HoY/ Housemaster.
- Reinforcing the anti-bullying message wherever possible.

**We seek to discipline, but also support students with bullying behaviour, by helping them to appreciate the effects of their actions and in doing so subsequently change their behaviour.**

#### **Disciplinary Steps:**

Perpetrators will be officially warned to stop offending. A written record will be made.

- They may be excluded from socialising with their peers before school, during break and/or at lunch-times. The school sanctions will be used in line with the School's Rewards and Sanctions policy, including a Major Room, Afterschool detention, Saturday detention. For more serious bullying or persistent bullying and where

necessary temporary or permanent exclusion as explained in the School Disciplinary, Suspension and Exclusion Policy.

- Students may be required to produce an apology or a written explanation of their behaviour.
- Depending on the degree of seriousness, pupils' parents may be contacted by phone or called in to discuss the issue. This would usually involve the Form Tutor, and/or the HoY/ Housemaster. Failure to modify their behaviour would mean an escalation for the boy and/or his parents to meet with the Senior Deputy. This could necessitate a boy being required to sign and adhere to a contract of acceptable behaviour.
- There may be a reconciliation meeting between the student with bullying behaviour and the target. This will be chaired by two experienced members of staff such as the HoY/ Housemaster and the Senior Deputy. It will only be used if both parties think it will be of benefit.
- The situation should be reviewed after an appropriate period of time. If there is no modification of behaviour, or incidents still persist, sterner measures will be taken in line with the School's Disciplinary, Suspension and Exclusion Policy, which include temporary or permanent exclusion.
- Bullying behaviour which has a criminal nature is reported to the Police. **Good practice includes:**
  - Making it clear that the school does care and that something will be done.
  - Challenging students which use discriminatory or prejudiced language
  - An incident report is filed on each student's record which is stored on CPOMS.
  - Informing the parents and recognising they are likely to be angry and upset.
  - Keeping an awareness of relationships between boys – bullying can be difficult to detect, so staff knowledge of soured relationships and antagonism between boys is paramount. It may be necessary to have a dynamic risk assessment to minimise unplanned meetings of the parties.
  - Encouraging others to intervene to prevent or stop bullying, either directly or by reporting what they have seen to staff or students with positions of leadership.
  - Encouraging others to avoid a passive bystander position but reporting to staff or students with posts of leadership any behaviour which could be bullying or lead to another student feeling isolated or upset.
- Remaining calm and understanding.
- The reported incidents are tracked on CPOMS. They form part of the termly report to the Board of Governors who check on the procedures the school has in place to tackle bullying behaviour. The incidents are also tracked to indicate how behaviour and staff training needs to be amended and delivered.
- The pupils take part in a Well Being Survey every November and at one other point in the academic year. Questions about bullying behaviour are part of the survey and they are designed by pupil voice – the anti-bullying committees in every year group and the Wellbeing committee. From these surveys inform staff training and tutor time and or Year Group assemblies across the school. In the boarding houses roll call meetings afford the opportunity to address the whole community on such issues.
- The confidential reporting statistics are reported to SLT each term with a commentary focussing on the resolutions used and the trends of bullying behaviour. This informs pupil and teacher training.

**Guidelines for pupils. If you are being bullied: Silence is the bully's biggest weapon.**

- Report it to someone you know and trust. This can be done via parents, Form Tutor, the online reporting system called Confidential Reporter school counsellor, Head of Year, School Nurse, any of the adults trusted at school.

### **The school has a reporting system on the pupil dashboard.**

You may want to contact the counsellors (Hilary and Lauren) [grammARCOUNSELLOR@ISF.ORG](mailto:grammARCOUNSELLOR@ISF.ORG)

We recommend these two websites:

NSPCC – one of the best resources for young people <https://www.nspcc.org.uk/keeping-children-safe/>

Online safety <https://www.ceop.police.uk/Safety-Centre/How-can-CEOP-help-me-YP/>

- Tell yourself that you do not deserve to be bullied, and that it is wrong. Be proud of being yourself, and of your individuality. Trust a friend to help you to report it.
- Understand that being different is not wrong, as long as you are respecting the rules of the school community.
- Try not to show that you are upset and that this is having a negative impact on you, as the bully will thrive on this reaction.
- Try to remain within a group of friends who will support you.
- Be assertive and resilient without being aggressive or physically fighting back as this tends to make matters worse.
- Try to keep things in proportion and do not over-react. Seeking advice will help to solve the problem more quickly.

### **If you know of someone who is being bullied:**

- Take-action! Do not be a bystander, watching and doing nothing looks as if you are on the side of the bully, and makes the target feel more isolated and alone.
- If you feel that you cannot get involved at that time, tell an adult or older pupil immediately. Teachers will know how to deal with it without getting you into trouble. Use the reporting system
- Do not be, or pretend to be, friends with a bully. Encourage them to change their anti-social behaviour by making them aware of the impact their actions are having on others.

### **Advice for parents / guardians / carers.**

Parental support for the school is often the key to success or failure in anti-bullying initiatives. In an ideal world all cases of bullying would be resolved instantly, and every pupil would be a kind and considerate member of our school community. Some cases of bullying take longer to investigate and resolve. This is particularly so in cases of cyberbullying where

technology sometimes does not produce tangible evidence. We try to foster a degree of resilience in our pupils. Resilience is an essential life skill. As stated in numerous places in our policy document, LGS does not tolerate bullying behaviour on or off our campus by our pupils.

If your son discloses to you that he has been a target of bullying, please inform the school immediately. Your first point of contact will be the tutor who is likely to be the staff member who knows your son best. Be patient while investigations take place. Successful outcomes occur more quickly when we are in full possession of the facts. The school undertakes to keep you regularly updated of any lines of enquiry, sanctions applied or strategies to adopt that might minimise or eradicate the problem.

**Signs of bullying:** please be aware of the following signs of bullying

- Unwillingness to return to school;
- Displays of excessive anxiety, becoming withdrawn or unusually quiet;
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others;
- Books, bags and other belongings suddenly go missing or are damaged;
- Change to established habits and behaviour (e.g. giving up music lessons, change to accent or vocabulary);
- Diminished levels of self-confidence;
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches;
- Unexplained cuts and bruises; other forms of self-harm;
- Frequent absence, erratic attendance, late arrival to class;
- Choosing the company of adults;
- Displaying repressed body language and poor eye contact; • Difficulty in sleeping or nightmares;
- Talking of suicide or running away.

Although there may be other causes for some of the signs. any or a few of these should prompt investigation with the pupil to ascertain any bullying.

#### **Appendix – specific notes on racist/homophobic/sexist bullying**

The School's Behaviour, Rewards and Sanctions policy covers the disciplinary consequences of bullying behaviour. However, for the avoidance of ambiguity, the paragraphs below indicate the School's response to bullying on the basis of race or religion, gender or sexual orientation.

Loughborough Grammar School is proud of our multi-cultural and diverse community where we celebrate our differences, and respect our varied cultures, politics, faiths and sexual orientations.

All individuals in our community have the right to have a safe and happy and be part of an inclusive and equal society.

#### **Racist bullying**

Macpherson's Stephen Lawrence Inquiry, 1999 defined racism as

*"Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin"* and a racist incident as:

*"Any incident which is perceived to be racist by the target or any other person"*.

Preventing and Addressing Racism in Schools, Ealing Education Authority (2003) refers to racism as:

*“something someone does or says that offends someone else in connection with their colour, background, culture or religion. It is when a person is: – teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background – stereotyped by their colour or religion – rejected or excluded from a group because of their colour or religion – made fun of – or their family is made fun of – treated unfairly because of their way of life.”*

Loughborough Grammar School is proud of our multi-cultural community where we celebrate our differences, and respect our varied cultures and faiths.

There can be no place for bullying on the basis of race or religion. The School makes it clear that all racist abuse or language is wrong, and any use of such language will be dealt with very seriously. A pupil/student who uses a racist insult or abuses an individual due to their background, will face suspension from school. Repetition of this behaviour would lead to him being asked to leave the school.

This policy does not seek to define a list of inappropriate racist language or abuse (physical, emotional or verbal) due to the varied and changing nature of such language. There are hundreds of such words that can cause offence.

All pupils/students must take great care in their choice of words and especially must never use words the meaning of which they do not know. Similarly, there are words that are used often and accepted within certain groups, but would be offensive to others hearing their use. Such words will always be inappropriate, seen as racist and should never be used.

It is also important to challenge and sanction all use of racist language which is discriminatory and prejudiced, even though this may not be directed at anyone and in many cases no one who would appear to be affected nearby. Similarly pupils/students must be challenged over any use of stereotypes or assumptions due to an individual's race, religion or ethnic background.

### **Homophobic, biphobic and transphobic bullying**

Homophobic bullying is defined by *Toolkit for Teachers Dealing with Homophobia and Homophobic Bullying* as:

*“Homophobic bullying is when a young person's actual or perceived sexual orientation/ gender identity is used to exclude, threaten, hurt, or humiliate him or her. It can also be more indirect: homophobic language and jokes around the school can create a climate of homophobia which indirectly excludes, threatens, hurts, or humiliates young people.”*

Bullying that targets a student's sexuality/orientation will be dealt with in exactly the same way as described for race above. Bullying on the basis of homophobia, biphobia or transphobia is wrong.

There can be no place for bullying on the basis of gender or sexual orientation. The School makes it clear that all homophobic, biphobic and transphobic language is wrong, and any use of such language will be dealt with very seriously. A pupil/student who uses a homophobic, biphobic or transphobic insult or abuses an individual due to their sexual orientation will face suspension from school. Repetition of this behaviour would lead to him being asked to leave the school.

This policy does not seek to define a list of inappropriate homophobic/biphobic or transphobic language or abuse due to the varied and changing nature of such language. There are hundreds of such words that can cause offence.

It is also important to challenge and sanction all use of homophobic/biphobic and transphobic language or language which is discriminatory and prejudiced even though this may not be directed at anyone and in many cases no one who would appear to be affected nearby.

Similarly, pupils/students must be challenged over any use of stereotypes or assumptions due to an individual's gender or sexual orientation.

Again, all pupils/students must take great care in their choice of words and especially must never use words the meaning of which they do not know. For example, the use of the word 'gay' and similar words being used as a replacement for 'bad' has been identified by the school, by virtue of its association with a negative noun, as unacceptable, and staff are instructed to respond to every occasion on which they are used. A boy who uses homophobic language in this way will be referred by the relevant teacher to his Head of Year, and a letter sent home to parents about the need to change this means of expression. A recurrence of such vocabulary will lead to serious sanctions including suspension.

### **Sexist bullying/Sexual harassment**

"Sexism is prejudice or discrimination based on one's gender. Sexist attitudes stem from stereotypes of gender roles." (UNICEF)

*"Sexual harassment is unwanted behaviour of a sexual nature which:*

- Violates a person's dignity;*
- Intimidates, degrades or humiliates someone; or*
- Creates a hostile or offensive environment"* (National Education Union)

In a boys' school, sexism remains a potential grounds for bullying due to the large number of activities that take place with Loughborough High School and Loughborough Amherst School. Equally, it is possible for staff to be the targets of sexism. The Loughborough Schools Foundation believes in equality for all, and that sexual harassment, sexist language and sexist stereotypes are wrong and cases of which will result in discipline.

Use of misogynistic language around the school will similarly be reported by staff and parents involved, to ensure that all in our community can feel safe and equally respected.

A pupil/student who uses a sexist or misogynistic language will face suspension from school. Repetition of this behaviour would lead to him being asked to leave the school. Students who have found to have sexually harassed individuals will be asked to leave the school.

Again all pupils/students must take great care in their choice of words and especially must never use words the meaning of which they do not know. It is also important to challenge and sanction all use of sexist or misogynistic language or language which is discriminatory and prejudiced even though this may not be directed at anyone and in many cases no one who would appear to be affected nearby. Similarly pupils/students must be challenged over any use of stereotypes or assumptions due to an individual's gender or sex.

Staff are told to be mindful to challenge any language or behaviour which suggests a belief in the individual's superiority over another whether this be as above or due to socio-economic background or politics.