



SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL

Anti Bullying Policy

Senior Leader Review Lead : Assistant Headteacher Pastoral/ Behaviour

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For review by: PDW /LGB



*Inspire
Empower
Shape The Future*

Introduction

This policy should be read in conjunction with other relevant policies, for example, the Behaviour Policy; Safeguarding and Child Protection Policy; Equalities Policy; Relationships and Sex Education Policy.

1. Aims

Sir William Borlase's Grammar School is committed to providing a friendly, caring, safe and inclusive environment so that students can flourish and learn in and out of the classroom. Bullying is antisocial behaviour and our expectation is that students and staff will behave in appropriate and socially acceptable ways towards each other in accordance with the school's clear values: Te Digna Sequere - Follow things Worthy, demonstrated through: Integrity, Respect, Responsibility, Courage, Kindness, Aspiration and Enthusiasm.

2. Department for Education Guidance

"School support for children and young people who are bullied" (March 2014)

"Preventing and Tackling Bullying" (updated July 2017)

The latest "[Keeping Children Safe in Education](#)" "Sexual Violence and Harassment between children in Schools and Colleges." See SRE Policy

3. Students' Rights & Responsibilities:

- 3.1. to be valued
- 3.2. to respect yourself
- 3.3. to feel safe
- 3.4. to respect others
- 3.5. to learn and grow
- 3.6. to use common sense
- 3.7. to be respected
- 3.8. to support others

4. Ethos

The school's aims, expectations and core values are made explicit to all members of the school community through assemblies, PSHE, the Student Planner, Tutor Time activities, the Headteacher's letters to parents, school policies and through the modelling of all staff in the school. They are reiterated at frequent intervals throughout the year and specific references are highlighted during Anti-Bullying week. Prefects are trained to be aware of any signs of children not



demonstrating positive behaviours and the school's buddying system in Key Stage 3 supports the confident integration of new students into the school.

5. Definition of bullying

- 5.1. Bullying is any behaviour which is deliberately intended to hurt, undermine, threaten or frighten another person or group of people. It happens repeatedly and can continue over time. It involves a real or perceived power imbalance.
- 5.2. Bullying is unwanted behaviour that is usually unprovoked and takes a variety of forms.
- 5.3. Bullying can be / involve:
 - 5.3.1. Verbal name-calling, spreading rumours, making offensive comments
 - 5.3.2. Physical pushing, kicking, slapping, hitting, spitting, fighting
 - 5.3.3. Emotional / psychological mocking, making others feel inferior, excluding.
 - 5.3.4. Intimidating others.
 - 5.3.5. Racist racial taunts or gestures
 - 5.3.6. Discriminatory taunts or gestures against someone's beliefs, religion or culture
 - 5.3.7. Anti-disability taunts or gestures against disability
 - 5.3.8. Sexual comments of a sexual nature, unwanted physical contact
 - 5.3.9. Homophobic/ transphobic comments relating to sexuality and / or gender identity
 - 5.3.10. Cyber communication using any kind of technology / social media, including misuse of associated technologies, for example camera and video

6. What to do if a student is bullied

Tell the bully to stop. State quite clearly that the behaviour is unwelcome and offensive.

Seek help. Talk to someone you trust. Do not keep this to yourself and worry.

6.1. Report it.

The school does not tolerate bullying. Feel confident that any incident can be resolved satisfactorily.



- 6.1.1. You can speak to your Tutor, your Pastoral Learning Mentor/ Student Support, Head of Year or Key Stage, any teacher you wish to, the Safeguarding Lead, any Senior Leader including the Headteacher and Deputy or indeed any staff member in the school.
- 6.1.2. A staff member on duty at breaks/ lunch.
- 6.1.3. Coaches and extra curricular leaders.
- 6.1.4. You can speak to Tutor Prefect or any Prefect or older student.
- 6.1.5. You can use the Lend a Helping Hand button on the Student Information Site or the 'Help Box'. The member of staff who can best help will deal with your problem. If someone you know is being bullied, care enough to report it.
- 6.1.6. You can speak to your friends and go together to any of the above.
- 6.1.7. You can speak to your parents/ carers at home.

7. Roles and Responsibilities

The Governing Body will support the School in its effective implementation and monitoring of the AntiBullying Policy, and regularly review the policy. The Headteacher is responsible for the implementation of the policy on a day-to-day basis.

Staff will:

- 7.1. support the Headteacher in the implementation of this policy
- 7.2. be positive role models and promote positive behaviours by the way they speak to, and treat others
- 7.3. know and understand the signs and symptoms of bullying (see below)
- 7.4. be vigilant about bullying
- 7.5. take instances of bullying seriously and report concerns promptly
- 7.6. investigate reports with an open mind
- 7.7. record instances of bullying in a consistent manner
- 7.8. monitor bullying situations after they have been resolved, review and evaluate the effectiveness of actions taken and this policy.

Students will:

- 7.9. support the Headteacher in the implementation of this policy
- 7.10. feel encouraged, supported and enabled to promptly report incidents of bullying by using any of the channels mentioned above



- 7.11. Parents will support the school in its implementation of this policy by:
- 7.12. understanding that the school will investigate all instances of bullying
- 7.13. encouraging their son/daughter to report any instances of bullying promptly and support them, if necessary, in doing so
- 7.14. working in partnership with the school to move forwards following the conclusion of an investigation.

8. Signs and symptoms of bullying

A student being bullied may display one or more of the following:

- 8.1. mood / behavioural changes; appears nervous, anxious, lacks confidence, is withdrawn, displays self-harming thoughts or behaviour, becomes angry, aggressive, unreasonable
- 8.2. declining and / or low attendance, reluctance to attend / truancy from lessons / school
- 8.3. difficulty sleeping / irregular sleeping patterns
- 8.4. anxiety relating to going to school in the morning / travelling to and from school
- 8.5. decline in school work
- 8.6. items regularly go missing / are damaged
- 8.7. frequently asks for money
- 8.8. has unexplained cuts or bruises
- 8.9. bullies others
- 8.10. shows anxiety, unusual behaviour in response to social media
- 8.11. gives implausible excuses for any of the above.

The above list is not exhaustive and whilst bullying should be considered a possibility and investigated accordingly, it may not be the cause.

9. School Procedure

- 9.1. All instances of bullying will be investigated by relevant staff, for example form tutor, Heads of Year/ Key Stage, pastoral and learning staff, SLT. Careful thought will be given to:
 - 9.1.1. the safety of all parties involved
 - 9.1.2. the needs of those directly involved



- 9.1.3. preventing the situation from escalating
- 9.1.4. the appropriateness of taking a multi-agency approach in the event of a serious incident
- 9.1.5. the correct recording of the incident
- 9.1.6. an appropriate sanction being applied

9.2. When an incident is reported:

- 9.2.1. Students and staff directly involved will be asked to give an account of what happened. A member of staff, as per point 9.1, will then meet with the students concerned to discuss the incident in more detail.
- 9.2.2. Sanctions will be applied in accordance with the school's Behaviour Policy
- 9.2.3. Parents will be contacted in all instances of confirmed bullying.
- 9.2.4. The tutor and other relevant members of staff will be informed accordingly
- 9.2.5. Incidents will be recorded on CPOMS.

9.3. Review

The Behaviour and Pastoral leadership team review instances of bullying and consider actions taken, how to avoid future instances including educative approaches with individuals and the wider school population.

