



REIGATE GRAMMAR SCHOOL

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## Anti-Bullying Policy

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<b>ISI Code:</b>	10a Anti-Bullying
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## Introduction

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for Headteachers, Staff and Governing Bodies”, July 2017.<sup>1</sup>

## Objectives of this Policy

Reigate Grammar School aims to provide a safe environment for everyone to learn and grow without anxiety. We therefore encourage an ethos in which bullying is regarded as unacceptable and we have measures in place to reduce the likelihood of bullying and to deal with it when necessary.

Reigate Grammar School takes the issue of bullying very seriously. It is one factor that may completely ruin a child's experience of school life, and that may have serious consequences on both academic performance and social development. It may also cause long-term physical and/or psychological damage, even leading to suicide.

This policy outlines what Reigate Grammar School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The policy is available via the school website and a paper copy may be requested from the School Office.

All governors, teaching and support staff, pupils and parents need to understand what bullying is, what to do if bullying occurs, and how they will be supported if they report bullying.

## Our School Community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere

## Definition of Bullying

Bullying is “behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying may include: name calling; taunting; mocking; making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. Bullying may take many forms (for instance, cyber-bullying via text messages, social media or gaming, which may include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say 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 those they bully to defend themselves. The imbalance of power may manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It may result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

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<sup>1</sup> |

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Low-level disruption and the use of offensive language may in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it may also lead to reluctance to report other behaviour. Early intervention may help to set clear expectations of the behaviour that is and is not acceptable and help stop negative behaviours escalating.

## Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (e.g. lesbian, gay, bisexual or transgender bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology: cyberbullying.

## Bullying as a Child Protection Matter

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to Surrey MASH and work with them to take appropriate action. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse. It is possible for children to abuse one-another. If any form of abuse is suspected, then a referral must take place to Children's Services or if it is suspected that a criminal offence has taken place, then the police will be notified. We keep a record of bullying incidents and the pastoral team monitor this. Please see the Child Protection Policy for further information.

## Cyberbullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which may occur in or outside school. Cyber-bullying is a different form of bullying and may happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member may examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they may decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## Preventing, Identifying and Responding to Bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- Challenge practice that does not uphold the values of tolerance, non-discrimination and respect towards others.
- Ensure that pupils understand their responsibilities as bystanders.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council and using these to respond to the trends in pupil behaviour as they arise.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Ensure that all staff are aware of the importance of identifying all forms of bullying and know that they must follow the school policy and procedures (including recording and reporting incidents).
- Ensure that school sanctions are applied robustly where bullying is discovered. This may range from detentions focusing on reflection work, to the most serious response of exclusion from the School.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to develop strategies effectively to prevent bullying from occurring. Bullying incidents are recorded centrally and patterns are monitored by the Heads of Year/Section and Deputy Heads to identify any patterns and to reflect on the success of our approach to keeping children safe from bullying. We will aim to change our approach in response to noted patterns or concerns.
- Actively create “safe spaces” for all our community but especially for vulnerable children and those with protected characteristics. For example, a pupil may go to the school library, or to a Head of Year office. Some pupils may have ‘time-out’ in the medical room, or in the Snug in the Wellbeing Centre, particularly if they are feeling very anxious.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

## Involvement of Pupils

We will:

- Ensure that all pupils know how to express worries and anxieties about bullying e.g. through assemblies and PSHEE.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying (see School Rules published in pupil planner).
- Publicise the details of help lines and websites e.g. pupil pastoral card.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Help to build resilience in pupils through promoting the understanding of differences between people and highlighting the importance of avoiding prejudice based language.

## Liaison with Parents and Carers

We will:

- Make sure that the Anti-Bullying Policy is available to parents via the website.
- Parents are always reminded about the open door policy at school and the importance of raising any concerns about their child e.g. at Meet the Tutor Evenings, Parents’ Evenings and Induction Events.

## Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Exclusions Policy
- Safeguarding and child protection policies
- Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHEE

## Links to legislation

There are a number of pieces of legislation that set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## Responsibilities

It is the responsibility of:

- School Governors to be involved in monitoring and reviewing this policy.
- Governors, the SLT, teaching and support staff to be aware of this policy and implement it accordingly.
- The SLT to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- SLT to monitor the implementation and effectiveness of this policy.
- Staff to support and uphold the policy.
- Parents to support their children and work in partnership with the school.

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for Headteachers, Staff and Governing Bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## Additional Content

### Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded and given to the relevant Head of Year/Head of Section.
- The Head of Year/Head of Section will interview all concerned and will record the incident.
- Teachers/Form Tutors will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of school, the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school's behaviour policy.
- Parents will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police or other local services will be consulted.

### Supporting Pupils

***Pupils who have been bullied will be supported by:***

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being offered the opportunity to be referred to the school counsellor.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

***Pupils who have bullied will be helped by:***

- Discussing what happened and establishing the concern and the need to change
- Informing parents to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.