



# **CAISTOR GRAMMAR SCHOOL ANTI-BULLYING POLICY**

**Approved by Full Board of Trustees:**

**December 2023**

**Last reviewed:**

**September 2023**

**Signed:**

*Lucy Jackson*

**Chair of Trustees**

## **1. Aims**

- 1.1.** This policy aims to clearly emphasise that bullying in any form; verbal; physical; emotional; or via texts, social media or the internet, will not be tolerated by students or staff attending Caistor Grammar School and is to ensure that students learn in a kind, supportive and caring community in which everyone treats one another with respect and sensitivity and without fear of being bullied.

## **2. Rationale**

- 2.1.** At Caistor Grammar School, our very distinct ethos is built on strong positive relationships, nurturing student wellbeing and our desire to help students develop a love of learning and become curious and happy learners with high self-esteem. We encourage students to be the best version of themselves and set them high standards of behaviour both inside and outside of the classroom environment. When monitoring and reviewing these standards, we gather feedback from students, parents and staff and analyse this feedback meticulously. Students must feel safe and respected if they are to learn effectively and it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. We pride ourselves on the calm, respectful and hardworking environment that we have established in our school and we encourage students to be the best version of themselves in line with the EAGER framework (Engaged, Aspirational, Generous, Enthusiastic, Reliable).
- 2.2.** Every student in school has an equal right to be treated with respect by all members of the school community. We are committed to making Caistor Grammar School an inclusive organisation that welcomes and respects the diversity of all people who work in or visit the school.
- 2.3.** The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment.

The protected characteristics are:

- Age
- Disability
- Race
- Sex
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person or someone who has experienced gender reassignment.

This Anti-Bullying policy has been written with Equality at the heart of its policy and principles. We regard students as individuals, all different but all equal, with varying strengths and interests. Nevertheless, we recognise that sometimes young people can get things wrong and, when things do go wrong, we must act quickly to put them right.

### **3. Pastoral Support**

- 3.1. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.
- 3.2. Every student needs to be able to turn to a trusted adult in times of difficulty. As a result, we deliberately place our form tutors at the heart of our pastoral provision. Our form tutors meet their tutees twice a day - at the start of the school day and then again immediately after lunch.
- 3.3. The wellbeing of each year group is overseen by their Head of Section. This person acts, in addition to the form tutor acts as a key point of contact between home and school on all pastoral issues. The Head of Lower School also manages all transition issues from primary school and ensures that this crucial phase in each young person's school life is handled with sensitivity and care.
- 3.4. Every week, time is set aside in the school day for a Personal Development Programme which allows each form the opportunity to consider and discuss pastoral issues. This programme is carefully planned in advance by the Head of Section and includes regular discussions of the damaging effects of bullying. We also revisit these themes through our assembly programme, and we actively support national events such as 'Anti-Bullying Week'. As a result, our students are regularly reminded of our expectations and their obligations to each other in this area.
- 3.5. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not. Information is shared regularly through the Headteachers weekly newsletter and the Head of Section half termly Information letter. Information is also available on the schools website via the Parents tab [Be Aware – Safeguarding | Caistor Grammar School](#)

### **4. A Definition of Bullying**

- 4.1. Bullying can be defined as: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This could be physical, emotional, verbal, written or electronically mediated abuse in any form (based on DfE definition of Bullying.)

- 4.2. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

- 4.3. Bullying can take many forms (for instance, cyber- bullying via text messages or on social media, or on a child's journey from home to school via transport. It is often

motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can include:

Type of Bullying	Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online Bullying	Bullying that takes place online, such as through social media sites, messaging apps or gaming sites

4.4. Although not all reported incidents will necessarily fit into this definition, they will all be investigated speedily and seriously. If the bullying takes place out of school our options are limited, but if this bullying has repercussions in school, then we will investigate it as far as we are able and offer advice to students and parents about involving other agencies if this is appropriate.

4.5. We understand that sometimes there is relational conflict between students. This is not defined as bullying where there is a balance of power. However, where there is unkindness between students the pastoral team will endeavour to support students and re-emphasise our expectations and core values.

## 5. Strategies to prevent Bullying

5.1 Members of staff have responsibilities to recognise and try to solve any bullying problems in the school, by doing the following things:

- To generate a school culture where students feel safe, are safeguarded and bullying in any form is not tolerated.

- To educate students about the impact of bullying, cyber-bullying, cruel and unkind behaviour. Use RSE/Personal Development lessons and Section group assemblies to do this effectively.
- To work with students, parents, the police and other staff to resolve any occurrences of bullying that arise.
- To recognise and report any signs of distress in students that could be a sign of bullying.
- To regularly train staff and update staff about safeguarding procedures which includes “children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school’s or college’s policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it” (Keeping Children Safe in Education DfE 2023).
- To annually train 6<sup>th</sup> form students to become Travel Prefects so that they can closely monitor behaviour on the buses and report any incidents where students may be showing signs of distress.

## **6. Response Strategies**

- To listen carefully to any students with a bullying related problem and report all incidents of bullying to the appropriate Head of Section.
- To offer support to students who may have experienced bullying such as working with our Sixth Form Mentors, Tutors/Heads of Section or School Counsellor.
- To take appropriate action when necessary, but only after consulting the victim and gaining their consent.
- To understand the sensitivity of the situation and take care not to cause further problems, in the course of any action undertaken.
- To make sure that victims of bullying are kept fully consulted and informed about what actions have been taken.
- To keep a detailed log on CPOMS of bullying incidents and actions taken so that patterns of activity can be tracked.
- To gather views from students regularly on bullying issues and how we could further support students through our annual student survey, RSE/Personal Development lessons or via the student & sixth form councils.

## **7. Reporting Cases of Bullying**

- It is crucial that the victim reports a bullying incident to a member of staff. This would normally be their form tutor or Head of Year but it can be to anyone who they trust.
- The victim can report the incident/s confidentially by sending an email to [callingout@caistorgrammar.com](mailto:callingout@caistorgrammar.com), this email will be picked up by the member of SLT in charge of Pastoral and dealt with swiftly and appropriately.
- If an incident of bullying occurs on school transport a transport incident form can be completed and emailed or handed directly to the Assistant Headteacher in charge of Pastoral.

## **8. Investigating Cases of Bullying**

- The investigating adult should obtain written accounts of events from both the victim, the perpetrator and any witnesses available.
- Normally, the perpetrator will be interviewed and, if the bullying is confirmed by the teacher, he/she will be warned that it must cease. Any subsequent proof of failure to cease will result in the possibility of sanctions, up to and including exclusion from school.

- Parents of both the victim and the perpetrator will be informed of the situation, and possibly invited to discuss the problem, unless the sensitivity of the situation or feeling of the victim make this inappropriate.
- In the vast majority of cases, issues of this nature are resolved very quickly once they have been reported to us. On extremely rare occasions, however, we see short-term improvements only for the perpetrator to start again sometime later. It is crucial that the victim or their parent immediately reports such recurrences to us as the consequences for the perpetrator will be increased if they are found guilty of such behaviour.
- In extreme circumstances we may need to refer to the behaviour and exclusion policies when a case of bullying cannot be resolved. Any exclusions will be discussed and authorised by the Headteacher.

## **9. Recording Cases of Bullying**

- A Cause for Concern form is completed online which will inform the form tutors of both the victim and the perpetrator of the situation (and subject teachers if appropriate).
- A course of action should be agreed with the victim to resolve the problem.
- All documentation on incidents of bullying should be recorded on CPOMS and placed in individual student files. The Designated Safeguard Lead and the member of the Senior Leadership Team in charge of pastoral matters will be informed. A central bullying log of child on child abuse incidents and the students involved is kept.
- Any bullying behaviour or language that is considered a sensitive issue (racist, sexist, homophobic, transphobic or disablist) will be logged in separate files.
- The school will, in most circumstances, devote considerable time to meeting with the perpetrator to discuss the impact of their bullying behaviours. This takes time but ultimately has proved to be effective. Furthermore, we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

## **10. Monitoring, evaluation & review**

- Time should be created for reviewing the situation and should be agreed with both the perpetrator and victim to monitor future behaviour and aim to resolve any ongoing problems.
- Once an incident has been dealt with, support mechanisms need to be set in place for both victim and perpetrator.
- The form tutor and Head of Section will play a key role in supporting the victim in the aftermath of a bullying incident. This support will include:
  - Taking time to talk to the victim about the actions that have been taken by the school.
  - Providing support from staff and/or their peers to ensure that they feel safe during the school day In the weeks that follow
- The form tutor will proactively check with the victim if there has been any recurrence of these issues.
- We also recognise that the perpetrator often needs support and positive guidance in these circumstances. Once the sanction has been served and any restorative processes completed, the perpetrator may also need additional support and encouragement to ensure that such issues do not recur. This may involve ongoing advice and oversight from their form tutor, Head of Section or the School counsellor.

This policy has been updated in accordance with the following documents:

- Keeping Children Safe in Education September 2023
- Preventing and Tackling Bullying July 2017 DfE

## **11. Links with other policies**

This anti bullying policy is linked to the following policies:

- Exclusion's policy
- Online Safety Policy
- Personal Development/RSE Policy
- Child protection and safeguarding policy
- Behaviour Policy
- Special Educational Needs Policy (BJ)
- Equality and Diversity Policy (CA)

## **Appendix 1**

Information for parents and students Guidelines to support the Anti-Bullying Policy at Caistor Grammar School

### **1. Responsibilities of all students**

Students in this school need to help us to achieve our aim, through their own efforts. Below are some of the ways in which students can be of help:

- To be aware of the anti-bullying policy and understand that no bullying behaviour will be tolerated.
- To be aware of situations around you, so you can identify bullying and support victims.
- To report any suspected case of bullying to a member of staff in the school.
- To report any suspected case of bullying to [callingout@caistorgrammar.com](mailto:callingout@caistorgrammar.com).
- To work with members of staff to stop bullying.
- Be sensitive to other students' feelings; it is the perception of the victim that matters most in these incidents.
- Never get involved in any texting activity, online social networking or other new technology activities which might be perceived as cruel or unkind to others – even in a spectator capacity.

### **2. Victims of potential bullying**

- Report cases of bullying to a member of staff in a confidential manner so that they can try to resolve the problem.
- If you feel uncomfortable approaching a member of staff, speak to a friend who could talk to a member of staff for you, or ask your parents to notify us if you have discussed this with them.
- If you feel able yourself, inform the perpetrator that you feel that they are bullying you. If this would make you feel uncomfortable, ask a friend or teacher to tell the perpetrator for you.
- Try not to retaliate when you are being bullied, as it could make the problem worse.

### **3.Potential perpetrator**

On some occasions you may not be aware that your behaviour is identified as bullying. Below are some ways that can help you recognise when a person sees you as a perpetrator:

- Be careful not to behave in a way that could offend or hurt someone's feelings.
- Stop if you can see that a person is becoming upset because of your actions or words.
- Listen if a person tells you that you are bullying them.
- Co-operate with members of staff who approach you with suspected cases of bullying.
- Be very careful with what is sometimes referred to as 'banter', this can cause upset and be a form of bullying.
- Consider your online behaviour and language. If you would not say something to someone you should not post it online. Name calling and abusive or offensive language is bullying whether it is verbal, messaged or posted on any forum.
- Think carefully about your actions on social media. You 'liking' or 'commenting' on somebody else's post could be perceived as cruel or unkind. This could be perceived as bullying behaviour and you could be held responsible.

### **4. Responsibilities of parents**

Parents can often recognise changes to their child due to bullying.

Parents can help the school by:

- Being aware of the anti-bullying policy and understanding that no bullying behaviour will be tolerated.
- Reporting any suspected cases of bullying to a member of staff in the school preferably your child's Form Tutor or Head of Section.
- Co-operating fully with the school to resolve any bullying problems.
- Educating your child about what constitutes bullying behaviours.
- Encouraging your child never to take part in any sort of bullying behaviour.
- Understanding the sensitivity of the situation and taking care not to cause further problems by your actions.
- Being highly vigilant about bullying using new technologies and closely monitoring your child's use of phones, social networks and other online media.

Experience tells us that the best way to prevent further incidents of bullying is by educating bullies about the harmfulness of their actions and we want to work together with parents to do this.