

Bacup and Rawtenstall Grammar School



Anti-Bullying Policy

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1. Background and Aims

The vast majority of our students conduct their social relationships with a high degree of respect for others. However, we are fully aware that some degree of bullying does take place, often in the form of verbal harassment, harassment via social media, implied threat or, far less frequently, as physical or 'child on child' abuse.

The school takes all forms of bullying very seriously and urges students and parents/carers to contact the relevant form tutor, Head of Year or the Deputy Head to report any such incidents. Experience has shown that swift and early intervention can normally be a very effective approach to halting bullying.

This policy follows national and local government guidelines including:

- [Preventing and Tackling Bullying, DfE 2017.](#)
- [Public Sector Equality Duty Guidance for Schools in England, 2014.](#)
- [Keeping Children Safe in Education, DfE 2022.](#)

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk.

This policy contains appropriate information regarding the definition of and whole-school approaches towards preventing bullying. It also includes procedures for dealing with incidents.

The central aim of this policy is to demonstrate our genuine, unswerving commitment to implementing effective anti-bullying strategies, thereby aiding students to realise their academic potential and helping to foster the creation of a happy, healthy, safe and accepting school community.

The school's jurisdiction

As with the Behaviour Policy, this policy applies whenever students are 'within the jurisdiction of the school'. This covers the school day, including breaks and lunchtime, and also school trips, sports fixtures and other events.

In addition, when students are on the way to and from school they are 'within the jurisdiction of the school'. This includes, for example, students travelling on contract buses and other forms of public transport.

This policy covers cyber bullying whenever it occurs. An intervention may also be required when one of our students is involved in bullying, as victim or perpetrator, beyond the normal jurisdiction of the school.

2. Defininton

Bullying can take many forms which, if not dealt with, can lead to a lack of confidence, low self-esteem, depression, anxiety, physical harm, self-harm and even suicide in the victim ([National Children's Bureau](#)).

As acknowledged by the [Anti-Bullying Alliance](#), bullying changes and evolves with society, and as technology continues to develop.

We consider bullying to be: *Intentionally harmful behaviour leading to the victim feeling defenceless, fearful or isolated. It may be carried out by an individual or a group and is repetitive, persistent and willful in its nature.*

This is not a conclusive list but bullying may take the form of:

- using threatening behaviour or creating an environment of fear;
- theft or deliberate damage to other people's property;
- teasing, name-calling, making offensive comments, including those of a homophobic, biphobic, transphobic, racist, targeted at faith or lack of faith, sexist, sexual harassment, misogynistic, and disablist nature;
- 'cyber bullying' such as the sending of inappropriate text messages and emails, and the posting of offensive comments or images on internet sites or social media, including socalled 'revenge porn';
- excluding people from groups.

3. Child on Child Abuse

(See Section 21 of our Safeguarding and Child Protection Policy; *KCSIE 2022* paragraphs 46-50, 445-557 and pages 103 – 133)

Bullying can also take the form of children abusing other children (referred to as child on child abuse) and this can happen both inside and outside of school, including online.

We understand that, even if there are no reports of this in our school, it does not mean it is not happening - it may be the case that it is just not being reported. As outlined in our Safeguarding and Child Protection Policy, throughout our safeguarding work, we adopt an '**it is happening here**' approach. As such it is important if staff have **any** concerns regarding child on child abuse they should record the concern on CPOMs and speak to a Designated Safeguarding Lead.

As outlined in Keeping [Children Safe in Education 2022](#), child on child abuse is most likely to include, but may not be limited to:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names

- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes. Schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim.
- displaying pictures, photos or drawings of a sexual nature
- upskirting (this is a criminal offence), and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence It may include:

-consensual and non-consensual sharing of nude and semi-nude images and/or videos.

- Taking and sharing nude photographs of U18s is a criminal offence. [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) provides detailed advice for schools and colleges.

- sharing of unwanted explicit content or sexualised online bullying or unwanted sexual comments and messages, including, on social media

- sexual exploitation; coercion and threats, and or coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth-produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

4. Culture and Training

Our school is a place that fosters mutual acceptance; everyone should feel safe, valued and confident to be their authentic selves.

We know that bullying can be fueled by prejudice so we work tirelessly to create a culture, based on our six core values, which actively promotes equality, diversity and inclusion, and which makes it clear that prejudice and hatred are not accepted.

It is the responsibility of **every** member of our community to 'call out' all forms of discrimination, harassment or bullying. To be a bystander is to be complicit.

Through staff training, communication with parents/carers, assemblies and the PSHE curriculum, we are committed to promoting awareness of the potential problems of bullying, and the importance of establishing an environment in which everyone in our community feels safe reporting incidents of bullying.

All staff have a responsibility to challenge bullying and, through ongoing training, staff are made aware of strategies to recognise and tackle bullying.

The Key Contacts for our Safeguarding procedures are outlined in Section 1 of our Safeguarding and Child Protection Policy. Support and advice for students experiencing bullying is also available from:

- [Anti-Bullying Alliance](#)
- [Childline](#)
- [Child Exploitation and Online Protection command \(CEOP\)](#)
- [National Bullying Helpline](#)
- [NSPCC](#)
- [Young Minds](#)

5. Dealing with cases of Bullying

Once a report alleging an incident of bullying has been received, the relevant pastoral staff will interview the victim to ascertain the nature of the incident. Account will also be given to the emotional, psychological and physical effects the incident has had on the victim. The alleged perpetrator will also be interviewed with the same attention given to his/her emotional and psychological needs.

Further interviews may be conducted with other relevant parties, such as colluders and witnesses, in order to establish a clear picture of events and any underlying reasons behind these events. Notes from these interviews will be clearly recorded and, where appropriate, shared with colleagues to aid the monitoring of any intervention taking place.

In many cases, possible solutions are forthcoming from these interviews via conflict resolution and mediation by pastoral staff. This may include, where deemed relevant and proper, the victim and perpetrators meeting with each other in the presence of relevant pastoral staff, to hear each

other's perspectives and responses before discussing a clear way forward to end the conflict. The school's disciplinary procedures may also be used, in which bullying is defined as a Serious Offence.

It may also be useful to work with victims to investigate patterns of behaviour, ensure their safety and confidence, and avoid the possibility of them becoming recurrent victims. It may be useful to work with the perpetrator to explore the motivations behind their bullying in order to ensure it does not happen again.

Parents/carers of both the victim and perpetrator will be contacted as soon as practicable and their views need to be considered in order to clarify the breadth and depth of the problem. Parents/carers will be encouraged to work with the school in the re-educative process by monitoring behaviour and reinforcing school policies at home.