

# KIRKHAM GRAMMAR SCHOOL

## POLICY DOCUMENT

### ANTI-BULLYING

This policy applies to Kirkham Grammar Senior School (KGS) only.

Policy number: 2	Originating date: February 1998	Date last reviewed: July 2025	Next review: July 2026
------------------	------------------------------------	----------------------------------	---------------------------

This policy forms an integral part of Kirkham Grammar School's comprehensive approach to Safeguarding Children in Education. Due regard has been given, not only to the statutory requirements, but to guidance given by Department for Education (Preventing and Tackling Bullying, DFE, July 2017) and other recognised authorities working in the field. The policy should be considered, and acted upon, in conjunction with other written policies on behaviour, health and safety, online safety, safeguarding and equality. It is important that all members of our school community understand that bullying of any kind is unacceptable and everyone has a responsibility to be proactive and to report it. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or, is likely to suffer, significant harm.

At Kirkham Grammar School we believe that all pupils have a right to learn in a safe, caring, secure, family-based environment that promotes both self-respect and respect for others. The ethos of our school fosters high expectations for outstanding behaviour and we will consistently challenge any behaviour that falls below this. We accept that human beings are not always kind, gentle, warm-hearted and generous to each other and from time to time pupils may act in an unthinking manner. In these situations where there is not bullying but there are disputes or fallings out between pupils, encouraging and supporting individuals to resolve these situations by themselves by providing guidance is positive for their social development.

At Kirkham Grammar School we recognise that bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem; and destroys their sense of security. Bullying can impact on its victims' learning, attendance and attainment at school, it can marginalise those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. Children are capable of abusing other children and this will be dealt with under our Child Protection and Safeguarding Policy and in line with Keeping Children Safe in Education (KCSIE, 2024). We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Sometimes bullying perpetrated outside school spills over into school, and vice versa. In such cases the school will do what is reasonably practicable to eliminate such bullying. Pupils and Parents/Carers should be assured that known incidents of bullying will be responded to.

## AIMS

Our overarching aim is to create an anti-bullying culture which is achieved by:

- Developing self-esteem in all pupils, enabling them to reach their full potential academically and socially.
- Encouraging positive behaviour, individual responsibility and ambition.
- Providing a happy, safe, caring and inclusive environment that values each individual and promotes self - respect and consideration for others.
- Encouraging and supporting, pupils, parents/carers and all members of our school community to be confident in reporting any concerns.
- Providing a consistent response to incidents of bullying and if it does happen that those involved (victims, perpetrators, upstanders and bystanders) in receiving the support they need
- Taking measures to prevent bullying from happening between pupils in school and on offsite activities.
- Raising awareness of bullying and the issues associated with it and teach prevention and coping strategies through PSHE and other curriculum areas.
- Providing information to all staff, volunteers, pupils and parents about what we should all do to prevent and deal with bullying.
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need

### Definition of Bullying

There is no legal definition of bullying. However, based on the Diana Trust Anti-Bullying Ambassador Award, it is to be defined as behaviour that is:

- negative (VIP – Verbal, Indirect or Physical)
- repeated
- intentional (intended to hurt someone either physically or emotionally)

<https://diana-award.org.uk/>

In addition, such behaviour may be:

- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

[www.gov.uk/bullying-at-school/bullying-a-definition](http://www.gov.uk/bullying-at-school/bullying-a-definition)

Bullying behaviour may be direct or indirect and can include: physical assault, verbal intimidation, making threats, name calling or emotional victimisation. This may include communicating hurtful things about someone or it may involve ignoring or excluding another person. Cyberbullying includes electronic forms of contact via mobile phone or online through apps, email or use of web sites and may involve the sending or posting of images as well as text or voice messages. **(Appendix 4)**

### Understanding Bullying Behaviour

Bullying may be carried out by individuals or groups, and may include the following behaviours:

Type	Explanation and example behaviours
Racial	occurs when bullying makes a person feels unwelcome, marginalized and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
Faith-based	occurs when bullying makes a person feels unwelcome, marginalised and excluded, powerless or worthless based on differences of religion.
Sexual/Sexist	aims to demean, intimidate or harm another person through the use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning, aims to demean, intimidate or harm another person through the use of sexist language, negative stereotyping based on gender, unwanted/inappropriate physical contact, sexual innuendo, suggestive propositioning distribution/display of pornographic material aimed at an individual, graffiti with sexual/sexist content aimed at an individual.
Homophobic	occurs when bullying is motivated by a prejudice against people who are or are believed to be lesbian, gay, bisexual or transgender.
Direct or indirect verbal	Direct: Name-calling, taunting, mocking, making offensive remarks eg racist, sexist or homophobic remarks, repeated teasing, threats, sarcasm, gossiping. Indirect: Spreading rumours about someone, excluding someone from social groups, leaving notes, failure to acknowledge a person, inappropriate text messaging and emailing, offensive or inappropriate use of social media, producing offensive graffiti.
Cyberbullying	which can be defined as the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else. All the other forms of bullying can take place within the method of cyberbullying but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. With other forms of bullying, the victim is able to have safe places that the bully cannot intrude into. However, with cyberbullying, no place is safe as the bullying can take place in any place, at any time. Whilst pupils are able to walk away from bullies, this is not possible where cyberbullying is concerned. This form of bullying evolves with technology. As a result of the Education and Inspections Act (2006), Headteachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff. As a result, pupils involved in cyberbullying out of school will be dealt with within the guidelines of this policy (important point for education of parents).
Transphobic	stems from a hatred or fear of people who are transgender. (Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms). Its aim is to exclude and demean another person perhaps for their behaviour, clothing or appearance.
SEN/Disability	makes someone feel excluded, abused or ridiculed based on their disability or learning difficulties.

## Roles and Responsibilities

**Governing Body** has overall responsibility for the effective operation of this policy and ensuring compliance with the relevant statutory framework. The Governing Body has delegated day to day responsibility for operating the policy to the Head.

**Senior Leadership Team** in school has a specific responsibility to ensure fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

**All Staff** have a responsibility to ensure that pupils learn in a safe and calm environment free from disruption with education being the primary focus and to take appropriate action if they witness or become aware of any incidents of unkind behaviour or bullying. (**Appendix 1**, Staff Guidelines for dealing with bullying or unkind behaviour).

**Parents** listen carefully to your child and contact your child's Form Tutor. We will try to rectify matters, but we can only begin to do so once we know about them. (**Appendix 3** – Parent Guidelines).

**Pupils** report an instance of bullying to any member of staff either in person, by email or by using the 'Concern' button on any school computer (**Appendix 2** – Pupil Guidelines).

## Prevention

A culture intolerant of bullying is actively promoted throughout the school and specifically as a matter for discussion during tutor periods, Pupil Voice tutorials, the wider curriculum, PSHE lessons and assemblies. National Anti-Bullying week is used as an additional point of focus. These activities include work on diversity and inclusion to raise awareness of prejudice-based and discriminatory bullying.

Pupils are encouraged to report any bullying activity that they see, to actively support the pupil being bullied by being an 'upstander' and to show their disapproval of such behaviour by not becoming a passive by-stander. Pupil voice is important and all staff encourage pupils to behave with tolerance and care.

Reporting can take the form of verbal reporting to any member of staff or via the Anti-Bullying email or 'concern' button on any school computer. Victims or witnesses to bullying are encouraged to report bullying since bullying that is not reported cannot be acted upon.

Online safety is promoted throughout the school via ICT lessons and PSHE lessons. National Safer Internet Day is used as a focus for both raising awareness and review of current guidance.

The school uses general and specific staff induction and continuing professional development to ensure that staff are aware of the anti-bullying policy and follow the agreed procedures. Where specific training needs have been identified for particular members of staff, the Head ensures that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

Guidance to staff, parents and pupils regarding anti-bullying procedures are included in the Pupil Organiser.

Relationships education such as Working with Boys and Girls on Board, along with sessions on conflict resolution, are delivered through the PSHE Programme.

### **Responding to Bullying**

We will make sure our response to incidents of bullying takes into account:

- the needs of the pupil being allegedly bullied
- the needs of the pupil displaying the alleged bullying behaviour
- needs of any bystanders

All staff are provided with Appendix 1 of the Anti-Bullying Policy – Staff Guidelines for dealing with bullying incidents or unkind behaviour.

### **Further Sources of Information**

Searching, screening and confiscation at school – advice for headteachers, staff and governing bodies (July 2022).

Preventing and tackling bullying – advice for headteachers, staff and governing bodies (DfE, July 2017).

Working Together to Safeguard Children (December 2023).

Keeping Children Safe in Education 2024 (statutory guidance for schools and colleges)  
This includes a list of support for schools and colleges in Part Five under Paragraph 46

*Kirkham Grammar School*  
*Registered Charity No: 1123869 and Registered Company No: 6195985*

### Staff Guidelines for dealing with bullying incidents or unkind behaviour.

Kirkham Grammar School takes bullying very seriously and all members of the school community have a shared responsibility to ensure that bullying is not tolerated in any way. Kirkham Grammar School is committed to providing a safe environment for all its pupils where everyone can feel secure. If a pupil is bullied or feels bullied, that pupil must feel confident that they can report their concerns, are listened to sensitively, supported and that appropriate action will be taken to resolve concerns.

Action should be taken according to the following guidelines:

- Any incident of bullying should always be listened to, investigated and recorded.
- Many victims of bullying are reluctant to come forward for a variety of reasons, particularly where they are concerned it may make the situation worse. It is therefore always vital to listen to the problem sensitively and offer support.
- The victim should be encouraged to record the incident(s) in writing (signed and dated). Ask the pupil to explain their concern in full, including the involvement of other pupils and any pupils and staff who may have witnessed any relevant actions or behaviours.
- Any pupil reporting bullying should be listened to with care and given reassurance but should NOT be promised confidentiality as staff may need to refer to others. Reassurance is necessary so that the pupil knows he/she has been right to report the incident and that being bullied is not his/her fault and he/she is unlikely to be the only one who has suffered. The names of pupils who witnessed incidents involving other pupils should be kept in confidence from the pupils directly involved.
- Reassure the pupil that they are doing the right thing by talking to someone and that other pupils will not be spoken to in the first instance.

Having listened to the pupil and provided immediate support and advice, in some cases it may be appropriate to ask them to see you again after an agreed time to re-assess the situation to see if the concern has been resolved. If it has not been resolved or if the initial concern was a significant one the following steps should be taken:

- Report the concern to the pupil's Form Tutor and Head of Year as soon as reasonably possible and discuss as appropriate. The Head of Year may choose to inform the Deputy Head (Pastoral) at this stage.
- It is likely that an investigation will be required by the Tutor or Head of Year which, with the agreement of the victim, will probably involve other pupils (perpetrator(s) and witnesses) being spoken to.
- Contact should be made with the parents/carers of the perpetrator and the victim by the relevant Head of Year, following discussion with the DSL, outlining the incident and the action to be taken. Parents/carers should be clear that the school takes the

incident seriously. If deemed necessary, parents/carers will be invited in to discuss the matter.

- The investigation may lead to further actions such as dealing with the perpetrator(s) (sanctions applied as necessary), alerting staff to the problem and further support/advice to the victim. Parents should be kept informed of actions taken.
- All bullying matters, including actions taken, must be recorded on CPOMS. All bullying accounts should always include alerts for the DSL, DDSL, SLT, Form Tutor and Head of Year. The situation should be monitored thereafter with ongoing support provided to the victim as necessary. The Tutor should review the situation at a later date (within half a term at least) with the victim and parents to ensure that the concern has been resolved.
- Make it clear to the perpetrator that you disapprove of his/her behaviour and actions. Encourage the perpetrator to see the victim's point of view and where appropriate, restorative work will be carried out once sanctions have taken place.
- The unacceptable nature of the behaviour and the consequences of any repetition should be made clear to the perpetrator and his/her parents/carers.
- In the case of cyber-bullying, under the Education Act 2011 a pupil may be subjected to a search of mobile phone contents. Staff are entitled to examine any data or files on the device if they think there is good reason to do so. This can be done with a member of SLT and may involve deletion of data or files or referral to the Police.
- In the case of sexual violence (clearly defined in KCSIE 2024), referral to the Police is a starting point.
- In the case of sexual harassment, unwanted conduct of a sexual nature (on or off-line), aggravating feature (age, imbalance of power) the DSL will determine if a police referral is appropriate.
- Make clear to the victim that the perpetrator's behaviour is his/her own responsibility and is never the fault of the pupil who rightly complained.
- Reassure the victim. Do not make them feel foolish or inadequate.
- Do not ask leading questions. Instead, ask open, prompting questions that encourage the pupil to talk to you and do not criticise the perpetrator in personal terms: criticise their behaviour.
- Offer practical help, advice and support to the victim.
- Always explain what you will do next (eg talk to ...) and offer support by explaining to the victim that you will be present to support him/her in any later talks if they are needed and that you will see the matter through with them.
- If possible take brief notes at the time and record them later on CPOMS. You should always keep the original notes. A record should be made of the date, time, place and

any noticeable non-verbal behaviour and the words used by the pupil rather than a re-interpretation.

- The perpetrator should also separately give a written account of events (signed and dated).
- Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.
- A structured programme for the re-education of those who bully should be followed. The Head of Year alongside the DDSL or DSL should look to draw up a mutually agreed pupil 'contract of behaviour' with the individual accused of bullying to ensure that expected standards of behaviour are followed.

The Deputy Head Pastoral holds a centralised record of incidents of bullying.



### Pupil Guidelines

- If you are being bullied, try to remain calm and stand up for yourself and ask the perpetrator(s) to stop their behaviour. If you are being ignored or excluded, look for ways to be pleasant and friendly to the person or to the individual members of the group. It may be very difficult to do these things.
- If you do not receive a positive response, or you do not feel that you can challenge such behaviour, tell someone you trust. This might be someone in your family, a teacher, a sixth former, or a friend. Remember just talking to someone may help you to cope and the problem may be resolved.
- If you tell a teacher, they will listen to you and offer support. The teacher can also try to defuse the situation and so hopefully stop the bullying. The teacher will see you again to assess the situation and give you advice. There are many ways in which the teacher can act to support you and these will be discussed with you. If you don't feel comfortable speaking to a teacher face to face, you can report bullying by email [antibullying@kirkhamgrammar.co.uk](mailto:antibullying@kirkhamgrammar.co.uk) or use the 'concern' button on any school computer.
- You can also speak to an Anti-Bullying Ambassador.
- If you report a case of bullying, your Head of Year will initiate a process to speak with you, support you and monitor your situation. If after a period of time when the situation has been assessed and it does not appear to have been resolved, it may be necessary for staff to take further action. This will involve communication with additional staff and may lead to: informing parents; speaking to a tutor group, teaching class, form group or year group; seeing pupils as necessary with appropriate advice; possible sanctions. No action will be taken without consultation with you. See the Staff Guidelines.
- If someone tells you that you are causing them upset, accept what you have done and apologise. Do not look to make excuses or deny the impact of your actions. A culture of acceptance and empathy is preferable to one of fear and retribution.
- If you witness bullying you are advised to comfort and support the victim; tell somebody in authority, eg a teacher, what you have seen; encourage the victim to talk to someone and remind him or her of these guidelines and if they are in a group where one member is bullying, you should show others that you disapprove, because by doing nothing you support the bully. Pupils are expected to be 'Upstanders' not 'Bystanders'.
- If you are subjected to online bullying specific guidance is available. (See Advice to Pupils Regarding Online Bullying).

### Parental Guidelines

- If your child is subjected to online bullying, specific guidance is available. (See *Advice to Pupils Regarding Online Bullying*).
- Listen carefully to your child. They need their difficulty to be recognised.
- Contact your child's Form Tutor and Head of Year. We will try to rectify matters, but we can only begin to do so once we know about them. We will listen carefully and make it clear that the problem will be treated seriously, sensitively and investigated as a matter of urgency. However, such matters may take time to sort out. We will not pass immediate judgement, not least because interviews with the victim and bully may reveal that the situation is more complex than first appeared.
- We will ensure contact with you, either to report back to you if you had originally alerted us, or to alert you of a situation involving your child of which you may not have been aware.
- Pupils can report an instance of bullying to any member of staff. Tutors, Heads of Year and the Deputy Head Pastoral are key figures in the reporting of any issues. If individuals would prefer to email a member of staff with their concerns, they are welcome to do so. Where an individual finds it difficult to speak with a member of staff, they may wish to speak to an Anti-Bullying Ambassador, email [antibullying@kirkhamgrammar.co.uk](mailto:antibullying@kirkhamgrammar.co.uk) or report bullying using the concern button on any school computer. (Information on how to do this is in the Pupil Organiser).

### **Advice to Pupils Regarding Online Bullying**

Being sent an abusive or threatening text message, or seeing nasty comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in online bullying, and advice on how to report it when it does happen.

#### **Always respect others**

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of bullying yourself. You could also be breaking the law.

#### **Think before you send**

It is important to think before you send any images or text about yourself or someone else, or before you post information on a website. Remember that this can be made public very quickly and could stay online forever. Once you post some text or a picture you have no control over its future use.

#### **Be careful with your passwords**

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you.

#### **Do not retaliate or reply**

Replying to bullying messages, particularly in anger, is just what the bully wants.

#### **Block the Bully**

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features.

#### **Save the evidence**

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the bullying.

#### **Make sure you report online bullying**

You have a right not to be harassed and bullied online. There are people who can help.

Tell an adult you trust who can help you to report it to the right place.

Tell the school. Your Form Tutor, Head of Year and Pastoral Hub can support you.

Tell the provider of the service you have been bullied on (eg your mobile-phone operator or social network provider). Check their websites to see where to report.

### **Be an Upstander not a Bystander**

If you see online bullying going on, support the victim and report the bullying by contacting an adult or emailing [antibullying@kirkhamgrammar.co.uk](mailto:antibullying@kirkhamgrammar.co.uk)

How would you feel if no one stood up for you?