Pate's Grammar School

Anti – Bullying and Hate Policy

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1. Statement of intent

At Pate's we are committed to supporting one another through fostering respectful relationships in an inclusive environment, where diversity and mutual respect is celebrated across the school.

Pate's is a place where every person has the right to be themselves and to be included in a safe and happy environment.

Bullying of any kind is unacceptable and will not be tolerated at our school. At Pate's, the safety, welfare and well-being of all students and staff is a key priority.

2. Aims and purposes of this policy

Pate's Grammar School has a strong ethos which promotes tolerance and respect, including respect for difference and diversity.

The aim of the Anti-Bullying and Hate Policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values

reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to providing a supportive, caring and safe environment for all our students so that they can learn in a relaxed and secure atmosphere. It is important that all members of our community have respect for themselves and others and that everyone aims to treat others with sensitivity, compassion and consideration.

If bullying does occur, all students should feel able to tell and know that incidents will be dealt with in a timely and effective manner.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

This policy links with several school policies and practices:
- The Promoting Good Behaviour Policy
- Child protection and Safeguarding Policy
- Equality Information and Objectives Policy
- Online Safety and Acceptable Use Policy (AUP)
- Attendance Policy
- Equal Opportunities Policy
- Staff Handbook, including Staff Code of Conduct and Whistleblowing Policy

3. Definitions

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group.

There is no legal definition of bullying. At Pate's, bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship may involve an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying takes various forms, but may include:

Type of bullying	
Psychological	Being unfriendly, deliberately excluding or ignoring people, tormenting
Physical	Hitting, kicking, pushing, physically intimidating someone, taking or damaging someone's belongings, unwanted physical contact towards someone
Racial	Racial taunts, graffiti, gestures

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, teasing, spreading rumours about someone, using derogatory or offensive language, or threatening someone
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Using text, email, or other social media to write or say hurtful things about someone.

Hate based bullying can target any protected characteristic, which can include, but may not be limited to:

- Race
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Gender identity (transphobic bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Special Educational Needs (SEN) or disabilities
- Appearance or health conditions
- Young carers, looked after children, or other home circumstances

Bullying in any, or any combination, of the above categories creates psychological distress, sometimes accompanied by physical distress.

Use of language that hurts or discriminates against others will never be tolerated or dismissed as banter. Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying.

It will be challenged by staff and recorded and monitored on CPOMS (the school's online information management system for Child Protection and pastoral issues) and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.

No form of bullying will be tolerated and all incidents will be taken seriously.

4. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted.

All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

5. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community.

Under Section 89(5) of the Education and Inspections Act 2006, Head Teachers are specifically granted powers that enable them to police cyber-bullying carried out by pupils even at home.

The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

6. Recognising the signs of bullying

All staff have a responsibility to identify bullying and, and where suspected, draw it to attention of the appropriate member of staff. In most instances, this will be the tutor or Head of Year.

Where bullying is evident in class, either by some personal abusive remark by one student to another, some action that indicates that one student is being "picked on", or by a remark that could be construed as hate-based bullying, it is important that this is firmly and clearly addressed by the member of staff to ensure that the students know that such action is totally unacceptable.

Whilst these actions may be seen as no more than jokes or high spirits by the perpetrators and those who witness them, they may be seen as bullying to the victim, particularly if they are repeated over time.

All of us (students, staff, and parents) need to be aware of the signs that may indicate that someone may be being bullied. These will vary, but may include:
- More frequent visits to the school office or to the Hub
- Especially quick or slow entry/exit of classroom.
- Spending break and lunch time "out of circulation"
- Unwilling to go to school or walk to school
- General anxiety and obvious signs of nervousness
- A pattern of absences from school.

It is important to recognise that students do fall out with one another from time to time. At Pate's, we are committed to working hard with students to mediate friendship issues; part of growing up is the ability to make the correct friendship choices. The school cannot instruct or impose friendships on young people who have fallen out. Situations where friendships breakdown can lead to bullying behaviours. For example, if a student incites others to exclude or mock another.

7. Reporting and dealing with bullying

All members of the Pate's Community should help combat bullying by reporting any incidents.

Students

If a student is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult.

They are also encouraged to report any bullying incidents in school:
- To a teacher – such as their form tutor or Head of Year or any other teacher
- Via the Confide button on the school network to inform senior members of staff at school

Parents/carers
Parents/carers are encouraged to share any concerns about bullying with a member of staff at the school. That member of staff will pass on concerns to the Head of Year of the student reporting the bullying. The Head of Year will assess the information available and determine the actions that need to take place.

Staff to whom the allegation of bullying is made should:
- Never ignore allegations but do not make premature assumptions.
- Listen carefully to all accounts.
- Assure the student that bullying will not be tolerated and inform them of the next steps.
- Never give absolute guarantees of confidentiality other than only giving the information to the minimum number of people to ensure that proper action is taken.
- Refer the matter to the appropriate member of staff, with a written record of the allegation (added to CPOMS). In most instances, this will be the tutor or Head of Year.

Staff dealing with the bullying incident should:
- Talk to the reporting student about the situation in a quiet and safe place, not overheard by others.
- Ask the reporting student to provide a written statement, if appropriate
- Reassure the reporting student that the school takes bullying very seriously and explain to them the next steps to be taken.
- Take the wishes of the reporting student into account. The student has the right to ask for no further action to be taken but the student's welfare will be taken into consideration. If inaction would lead to clear and detrimental effects to the student's emotional and mental well-being, the student's wishes may be overridden.
- If further action is required, gather additional information, including:
  - asking the reporting student to keep a log of incidents relating to the bullying incident to build up a picture over time
  - interviewing and taking statements from witnesses, the reported student(s) and staff.
- Recording the incident on CPOMS under the Bullying category (with all statements and other evidence attached to it).
- Once they have a clear and thorough understanding of the incident, the Head of Year/member of SLT will then decide on the next steps to take. This includes:
  - Deciding on whether a formal sanction should be given to the reported student
  - Informing parents/carers
  - Arranging appropriate support
  - Informing other relevant members of staff where appropriate.

Cyberbullying
In addition to the steps above, where cyberbullying is suspected of taking place, staff should:

- Instruct the reporting student to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include looking at the use of the school systems, identifying and interviewing possible witnesses, and contacting the service provider and/or the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. To allow this, staff have the right to confiscate and search through students' mobile phones when the student is reasonably suspected of involvement in an incident of cyber-bullying which is of a sufficiently serious nature.
- Request the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Contact the police in cases of actual/suspected illegal content or where an actual/suspected criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - Advising those targeted not to retaliate or reply
    - Providing advice on blocking or removing people from contact lists
    - Helping those involved to think carefully about what private information they may have in the public domain.

8. Responding to bullying

All cases will be looked at on an individual basis, but are likely to include Form Tutor, Head of Year, or a member of staff with whom the victim has confidence and parents.

Factors that will be assessed when deciding on the level of sanction issued include:
- The needs of the reporting student.
- How persistent the bullying has been.
- If there is evidence that the reported student has bullied the same student or other students previously.
- Whether the reported student knows, or should know, the impact their actions have had on their reporting student.
- The level of menace, intimidation or threat involved.
- The extent to which the bullying has been aggravated by use of the language of hate or by physical actions.
- The extent to which the power between reported and reporting students is imbalanced (for example their relative ages, social confidence or physical size).
- Any mitigating factors affecting the reported student.

In some cases, it may be decided that no formal sanction is required. Where that is the case a warning about future conduct will be issued, parents/carers will be informed, and a record kept on CPOMS for future reference.

If it is deemed appropriate, sanctions will be issued in line with the school's Behaviour Policy. Appropriate sanctions may include:

- A meeting between the student, their parents/carers and their Head of Year and/or a member of the SLT to discuss the behaviour and to issue a warning.

- Breaktime or lunchtime detention.
- SLT detention (Friday after school).
- The confiscation of digital equipment.
- Removal of the right to bring a mobile phone into school.
- A behaviour contract.
- Internal or external suspension from school
- Extreme bullying may call for permanent exclusion

All sanctions will be recorded on CPOMS.

9. Roles and responsibilities

Staff
All school staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team.

Staff at Pate's Grammar School have the responsibility to ensure that:
- All forms of bullying are prohibited at Pate's Grammar School.
- Staff are aware of bullying and are able to identify and look for signs of occurrence among the students.
- Students are aware of the consequences of bullying.
- A code of conduct is in use for technology, including computers, use of photo-videoing equipment and mobile phones, whilst on the school premises. See Acceptable Use Policy (AUP)
- All complaints regarding any form of bullying are taken seriously and are dealt with promptly. Any person (student, parent or teacher) in possession of information related to a suspected bullying incident should pass the information to the appropriate member of the pastoral team.
- There is supervision of technology that is effective for monitoring and deterring cyber-bullying.

Senior Staff
The Senior Leadership Team and the Head teacher have overall responsibility for ensuring that the Anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents and Carers
Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

Students
Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying, they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

10. Support

Support for the victims of bullying needs to be sensitive and appropriate as they often feel scared, vulnerable and alone. Wherever possible, support will take into account, and be led by, the wishes of the victim of bullying.

Alongside working with parents/carers, the following methods of support should be considered and implemented:
- Identify a member of staff with whom the victim can talk openly.
- Create a "circle of friends" to help to break down the feeling of isolation
- Attempt to link the victim with a trained peer mentor, usually a senior student. Peer mentors often understand better than adults the pressures and fears involved in bullying incidents
- Offer supporting leaflets and information

Work with bullies
In most low-level incidents, the students are not aware that their actions constitute bullying and an explanation from an appropriate member of staff in sufficient to solve the problem.

In more serious cases, it is important that bullies confront their behaviour with the help of their Head of Year or a member of staff they trust. The focus here is on trying to get the bully to identify with the victim and to understand the distress caused as a basis for a genuine apology.

11. Preventing Bullying

At Pate's, we use a range of measures to prevent and tackle bullying including:
- A student-friendly anti-bullying policy ensures all students understand and uphold the anti-bullying policy.
- The PDC curriculum programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- In Sixth Form, specialist external providers are utilised to provide age-appropriate advice and guidance via IAG, including specific sessions on Healthy Relationships and Consent.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Staff training, including awareness of Anti-bullying procedures within induction for new staff.
- Stereotypes are challenged by staff and students across the school.
- Strong teacher-student relationships exist so that students feel comfortable in reporting issues
- Clearly signposted routes for students to report concerns and ask for help, including displays around school and via the school network
- Difference and diversity are celebrated across the school through displays, books, and images. The whole school participates in events such as Anti-bullying week and Black History Month.

- The whole-school curriculum journey prepares students for life in a diverse society and learners have the opportunity to explore concepts and issues related to identity and equality in both the core and hidden curriculums.
- Promoting the values of mutual respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This specifically includes teaching in PTE and PDC but also activities in other curriculum areas.
- Developing our images, materials and displays used in the delivery of the curriculum to positively reflect a range of cultures, identities and protected characteristics.
- The Pate's Learner provides opportunities for students to shows respect and empathy towards others
- Students are involved in developing school-wide anti-bullying initiatives
- Regular feedback is sought from students, including questions relating to bullying and how safe they feel at school
- Working with parents and carers, and in partnership with community organisations, to develop awareness and help tackle bullying where appropriate. For example, through sharing of information on E-Safety and Anti-Bullying.
- Outside agencies are used where appropriate to offer advice or training.

12. Education and Support

Advice to Parents/Carers
- A great deal of bullying is Cyber-bullying. Please regularly monitor your child's use of mobile phones, especially texting, social network sites Facebook, Instagram, TikTok and other social media sites. Access to these is out of the school's control when your child is not in school.
- Talk to your child on a regular basis, so any problem is easier to share.
- Listen to what they say.
- Encourage your child to feel good about themselves, realizing that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to adults at school and explore the options. Please do not stay silent.
- If your child is a victim, assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve.
- Try to be work in partnership with Pate's Grammar School. It is important that a good working relationship between parents and the school is developed.
- Always remember that children cannot necessarily solve bullying on their own. They need the support of parents/carers and our school.
- Remember it is not your child's fault.

13. Supporting Organisations and Guidance

The following websites may provide additional support and guidance for students, parents and staff.

General
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: 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
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: 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
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

14. Monitoring and reviewing

All reported incidents of bullying are logged on CPOMS. Pastoral leaders will review data related to bullying regularly to identify and respond to any emerging trends.

The policy is approved by the Headmaster and reviewed every 12 months.