



HARROGATE
GRAMMAR SCHOOL
EXCELLENCE FOR ALL

Policy: Bullying and Harassment Policy

Member of Staff Responsible

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Anti-Bullying

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“Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality” – Archbishop Desmond Tutu, 25 February 2004

1. Rationale

Every member of the community of Harrogate Grammar School has the right to learn in a secure and caring environment in order to realise his or her true potential in all aspects of school life, free from humiliation, intimidation and abuse. They also have the responsibility to contribute, in whatever way they can to the protection and maintenance of such an environment. The school does not tolerate bullying and all incidents are taken seriously. Sanctions could include exclusion from school.

2. The Ethos of Harrogate Grammar School

Within the school community we aim, through our commitment and responsiveness, to provide opportunities for all students to fulfil their potential as individuals. To achieve this, we are strongly committed to creating an atmosphere of tolerance and mutual respect in which students take on responsibilities which encourage growth, school values and development.

3. The Aims of the Anti-Bullying Policy

- 3.1 Give clear guidelines to students, staff and parents/carers
- 3.2 Create a climate of openness and support
- 3.3 Enable teachers to maintain a consistent approach to bullying
- 3.4 Demonstrate that as a school we will not tolerate bullying
- 3.5 Through the school's Personal Development Programme, Big Picture sessions and Assemblies, we aim to make all students aware of the needs of others.

4. What is Bullying?

Bullying is the, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace.

Bullying is defined as repetitive behaviour by an individual or group that hurts another individual or group, either physically or emotionally. Bullying is generally taken to mean any sort of physical or psychological intimidation. It could hurt, threaten or frighten someone and cause distress. There are a number of kinds of bullying. These may be exhibited by an individual student towards another individual, by a group towards an individual or by one group to another. It can include personal, sexual or racial harassment and bullies can frighten so that a person does not want to go to School.

4.1 What does bullying consist of?

- It can include:
- 4.1(a) Physical – hitting, kicking, pushing, spitting, pinching, sexual assault, throwing things, extortion, stealing, hiding or damaging belongings;
 - 4.1(b) Verbal – name calling including about appearance, mockery, insulting, making offensive remarks, sexual innuendo, threatening;
 - 4.1(c) Indirect – spreading unpleasant stories about someone, exclusion from social groups, being made the subject of malicious rumours, intimidation, graffiti,

defacing of property, display of pornographic, classist, disablist, homophobic, racist or sexual material;

4.1(d) Cyber bullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

4.2 Who bullies?

Anyone has the capacity to bully. Those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in schools.

4.3 Who is bullied?

Anyone can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour. Frequently the perceived difference comes from labelling an individual as part of a group. Such bullying would then be designated as classist, disablist, homophobic, racist and religious, or sexist. People can be a member of more than one group.

4.4 What is classist bullying?

In classist bullying, a person is targeted for representing a perceived class or socio-economic group. This not only impacts on the individual person, but on their families and others perceived to be from that same group.

4.5 What is disablist bullying?

People with Special Educational Needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

4.6 What is homophobic bullying?

In homophobic bullying, a person is targeted for being or being perceived as a lesbian, gay, bisexual or transgendered (trans) person. People do not have to be lesbian, gay, bisexual or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

4.7 What is racist and religious bullying?

In racist and religious bullying, a person is targeted for being perceived as being a member of a different ethnic, cultural or religious, group. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same or similar group. Inappropriate assumptions may be made about someone's religion or belief because of their ethnic origin.

4.8 What is sexist bullying?

In sexist bullying, a person is targeted for being of a particular gender. This bullying impacts on the individual person and can influence the views of other students.

4.9 What is cyberbullying?

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets.

- It can be anonymous
- It can affect the target 24 hours a day, every day, as it intrudes into safe and personal spaces
- It can spread very quickly and resurface at a later date
- It can target students, teachers and other adults

It can take the form of: -

- Sending offensive texts/messages by mobile phone or via apps
- Picture/video bullying via mobile phone and other device cameras including iPads
- Phone call bullying via mobile phone
- Email bullying
- Chat Room bullying
- Bullying via Instant Messaging
- Bullying via Websites
- Bullying via social networking sites
- Bullying via gaming sites (voice over)
- Uploading images to the Internet which may cause upset

4.10 Beat the cyberbullies.

- Tell an adult you know and trust
- Tell the company that provides your email account, internet access or mobile phone
- Use the “report” or “report abuse” button on individual sites to report inappropriate content
- Call the police
- Keep any text messages from Cyberbullies
- Keep Email and URL (web addresses)
- Note dates and times, messages and Emails are received and sent

- Save screen-shots from chatrooms
- Copy and paste messages from Instant Messenger
- Be careful as to who you 'add' or 'accept' as a friend
- Don't forward any inappropriate messages

5. What is Harassment?

5.1 Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment.

5.2 It also includes treating someone less favourably because they have submitted or refused to submit to such behaviour in the past.

5.3 Unlawful harassment may involve conduct of a sexual nature (sexual harassment), or it may be related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories.

5.4 Harassment may include, for example:

5.4.1 unwanted physical conduct or "horseplay", including touching, pinching, pushing and grabbing;

5.4.2 unwelcome sexual advances or suggestive behaviour (which the harasser may perceive as harmless);

5.4.3 offensive e-mails, text messages or social media content;

5.4.4 mocking, mimicking or belittling a person's disability.

5.5 A person may be harassed even if they were not the intended "target". For example, a person may be harassed by racist jokes about a different ethnic group if the jokes create an offensive environment.

6. If You Are Being Harassed Or Bullied

6.1 If you are being harassed or bullied, consider whether you feel able to raise the problem informally with the person responsible. You should explain clearly to them that their behaviour is not welcome or makes you uncomfortable. If this is too

difficult or embarrassing, you should speak to your year manager, who can provide confidential advice and assistance in resolving the issue formally or informally.

6.2 If informal steps are not appropriate, or have not been successful, you should raise the matter formally.

6.3 We will investigate complaints in a timely and confidential manner. The investigation will be conducted by someone with appropriate experience and no prior involvement in the complaint, where possible. Details of the investigation and the names of the person making the complaint and the person accused must only be disclosed on a “need to know” basis. We will consider whether any steps are necessary to manage any ongoing relationship between you and the person accused during the investigation.

6.4 Once the investigation is complete, we will inform you of our decision. If we consider you have been harassed or bullied by an employee the matter will be dealt with under the School behaviour policy. Whether or not your complaint is upheld, we will consider how best to manage any ongoing relationship between you and the person concerned.

7. Protection And Support For Those Involved

Students who make complaints or who participate in good faith in any investigation must not suffer any form of retaliation or victimisation as a result. Anyone found to have retaliated against or victimised someone in this way will be subject to disciplinary action.

8. The Responsibilities of all Stakeholders: Staff

8.1 Foster in students’ self-esteem, self-respect and respect for others.

8.2 Demonstrate by example the highest standards of personal and social behaviour we expect of our students.

8.3 Watch for early signs of distress in students – deterioration of work, sudden change in attitude, spurious illness, isolation, the desire to remain with adults, often being late for lessons and late for school, low self-esteem, bruises and cuts, avoidance of school. All of the above may be symptomatic of other problems but may be early signs of bullying.

8.4 Be available and willing to listen. Treat the information seriously.

8.5 Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.

8.6 Record incidents of bullying precisely and be seen to do this.

8.7 Offer the victim immediate support and help by putting the school’s procedures into operation.

- 8.8 Involve the Form Tutor/relevant Year Manager who would inform the parents/carers of both the victim and the student who is doing the bullying where appropriate.
- 8.9 Avoid the 'bullying' model when applying sanctions. Do not bully the student who is bullying. Try to negotiate an agreed form of atonement.
- 8.10 Ensure that areas of the school are patrolled before school, at break, lunch-time and at the end of the day.
- 8.11 All observed incidents of bullying must be stopped immediately. They must then be dealt with, either immediately or at a later more appropriate time.
- 8.12 Use students as a positive resource in encountering bullying. Set up discussion groups in lessons.
- 8.13 Help the student who is bullying to become aware that his/her actions are considered to be bullying and that these are hurtful to the victim. Ascertain wherever possible the reasons why she/he bullies others.
- 8.14 Bullying is always wrong – a victim of bullying must not be made to feel guilty because she/he is bullied.
- 8.15 If bullying is happening to students on the way home, inform the parents/carers of this.
- 8.16 Use peer pressure against bullying behaviour.
- 8.17 Help students think about strategies to use.
- 8.18 Ensure that students know what to do when they are bullied.
- 8.19 Tell the students from day one that bullying is not tolerated in the school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- 8.20 Cyberbullying - arrange and oversee the removal of inappropriate content (parents/carers to be made aware). Providers and/or the police may need to assist with this.
- 8.21 Cyberbullying – be prepared to contact the police regarding any illegal content (including threatening or menacing behaviour).
- 8.22 Cyberbullying - use disciplinary powers to confiscate phones and other devices including iPads which are used to cyberbully.
- 8.23 Cyberbullying – direct parents/carers to appropriate sites for further guidance.
- 8.24 Discourage bullying via assemblies, Guidance sessions and the Personal Development Programme.
- 8.25 Where appropriate, contact the School Nurse and outside agencies.

9. Students

- 9.1 Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- 9.2 Tell a teacher or any other adult in school you trust if you have witnessed or suspect bullying is taking place.
- 9.3 Tell a parent/carer
- 9.4 Tell them again if the bullying does not stop in school or if it continues outside school
- 9.5 Go around with a friend or two
- 9.6 Talk to your friends about it and say no to the bully
- 9.7 Report instances of cyberbullying which you see or hear about
- 9.8 Do not retaliate or respond to upsetting texts
- 9.9 Keep hurtful texts and other messages
- 9.10 Copy and paste hurtful messages received via MSN, iMessage and social networking sites
- 9.11 Block individuals who upset you
- 9.12 Ensure social networking sites are only accessible to invited friends
- 9.13 Tell an adult if you know that someone else is being bullied
- 9.14 Try not to show you are upset, which although difficult, will help discourage the bully
- 9.15 Try to appear confident
- 9.16 Just walk past if people call you unpleasant names
- 9.17 If you feel threatened walk away
- 9.18 Tell yourself you don't deserve to be bullied

The peer mentor system

Sixth Form Students have been trained to provide a Peer Counselling service for students. They will listen, take problems seriously and talk about options available. Peer mentors have badges and are introduced to Year Groups. They also supervise a quiet room for Year 7 students.

10. Guidelines for Parents/Carers

What to do if you think your child is being bullied:

- 10.1 Watch for signs – not wanting to go to school, minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone.
- 10.2 Listen to what your child says; try to establish that the problem really is bullying and not something else.
- 10.3 Discuss with your child what you can do.
- 10.4 Contact the Form Tutor/relevant Year Manager. Do this for as long as the bullying continues.
- 10.5 Help your child to deal with the problem by him or herself. Be tactful.
- 10.6 If your child needs escorting home, meet him or her round the corner, not at the school gate.
- 10.7 Try not to be over-anxious or over-protective. It may sometimes be helpful to talk with the bully's parents/carers, but before you do this, take advice from school first.
- 10.8 Do not encourage retaliation. This rarely helps and may only make things worse for your child.
- 10.9 Children can be called names in school. Usually these names are used in a humorous way and are not meant to cause offence. If, however, your child is upset about some of the names used, then let the school know about this.
- 10.10 Reassure your child if problems occur.
- 10.11 Learn how your child uses information and communication technology and familiarise yourself with safe practice.

11. The School's Approach to Bullying

The school's approach is to emphasise prevention as well as the taking of appropriate action when necessary. It is the school's intention to create a caring environment in which any student who feels threatened can TELL a teacher or trusted adult. Not telling protects the bully and gives a message that he/she can continue such unacceptable behaviour. The action taken depends on the nature of the bullying. All subject teachers, form teachers and operational staff are vigilant both inside and outside the classroom. They should always find time to listen to students' concerns and employ a direct, clear and firm approach to enable the student to take an active role in finding a solution to the problem. Close and constructive communication between parents/carers and school is a key part of the process for successfully managing bullying incidents. Year Managers and other Pastoral Staff have access to Anti-Bullying guidance. This is included as Appendix 1.

12. Important Websites and Organisations Offering Help and Support

If you do not want to speak to someone you know but need help and advice, you can:

- Ring Childline free and confidentially on 0800 1111
- Contact Kidscape on 0845 120 5204

Websites offering help and advice:

- www.anti-bullyingalliance.org.uk
- www.kidscape.org.uk/
- www.childline.org.uk/
- www.nspcc.org.uk
- www.stoptextbully.com
- www.beyondbullying.com/
- www.bbclic.com/
- www.bullying.co.uk
- www.childnet-int.org
- www.cyberbullying.org
- www.chatdanger.com
- www.thinkuknow.co.uk

13. Communication of the Policy

Students, Parents/Carers, Staff and Governors are made aware of the School's Anti-Bullying Policy through a variety of means including:

- The Personal Development Programme Years 7-11
- Assemblies and Guidance sessions
- The School's Website
- A statement regarding the availability of the Policy will appear in the New Year 7 Information Booklet
- Paper copies are also available on request from School

14. Reviewing the Anti-Bullying Policy

This Policy will be reviewed once every two years by the Governing Body.