

# Clitheroe Royal Grammar School

## Anti-Bullying Policy

Staff member responsible: Deputy Headteacher Main School

Governors' Committee: Students and Staffing

Links to other policies: This policy cannot operate in isolation but should be considered in association with other linked issues such as the Behaviour Policy, the ICT policy, Relationships and Sex Education policy and the Equalities and Inclusion policy. It takes account of DfE guidance in ["Preventing and Tackling Bullying" \(2017\)](#), the Education and Inspections Act (2006), Education Act (2011) and the Equality Act (2010).

### Aim

As a school we believe that all students have the right to learn in a supportive, caring, happy, safe and secure environment without the fear of being bullied. We aim to deal with any bullying issues firmly, fairly and promptly.

Bullying affects everyone, not just the perpetrator and the victim. It also affects other students who watch, and less confrontational students can be drawn in by peer group pressure. It may change the atmosphere of a class and even the climate of the school.

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

**Bullying is anti-social behaviour; it is unacceptable and will not be tolerated.**

Only when all issues of bullying are addressed will students learn effectively and benefit from all the opportunities available at the school.

This policy applies to all activities related to school including travel to and from school, school trips and residential visits and applies to everyone who is a member of the school community.

### We aim to:

- create an environment where bullying is not tolerated
- ensure that all students are aware of their rights and responsibilities and know how to seek help if those rights are being violated
- encourage students to work well, develop good relationships and offer each other mutual support and respect
- encourage students to behave in a respectful and positive way towards one another
- raise awareness and equip students to deal with bullies through PSHE, "anti-bullying week" events, tutor time, assemblies and subject areas as appropriate
- remind students of the anti-bullying policy on a regular basis
- develop the role of student leaders to minimise and respond to any incidents of bullying
- review and monitor the effectiveness of our anti-bullying policy, involving students in this process as well as staff and governors.

### 1. What is Bullying?

Bullying can be:

- **Physical** – pushing, kicking, hitting, pinching, any form of violence or threats of this

- **Verbal** – name calling, sarcasm, spreading rumours, persistent teasing
- **Emotional** – tormenting, threatening ridicule, humiliation, exclusion from groups or activities
- **Racist** – bullying related to race, religion or culture
- **Sexual or sexist** – unwanted physical contact; abusive comments; homophobic/biphobic/transphobic remarks or actions
- **Damage to property or theft** – demanding possessions, money, deliberately damaging belongings
- **SEND and disability bullying** – bullying of or bullying by someone who has a difficulty which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
- **Cyberbullying** – the inappropriate use of technology, particularly mobile phones, social networking sites, instant messaging, chat rooms or email to deliberately upset someone else.

Cyberbullying can differ from other forms of bullying because:

- it could involve the invasion of home and personal space
- it can be perpetrated at any time
- the audience can be large and reached rapidly
- the bully has a perception of anonymity
- some instances are known to be unintentional, whereas bullying is usually an intentional act
- incidents may create an electronic record which may be used as evidence

Behaviour constitutes bullying if:

- it is repetitive, wilful or persistent
- it is intentionally harmful, carried out by an individual or group
- there is an imbalance of power leaving the person who is bullied feeling defenceless

## 2. Possible signs that a young person is being bullied

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Complaining about missing possessions
- Refusal to talk about problems
- Being easily distressed
- Damaged or incomplete work
- Regularly feeling ill/saying that they feel unwell
- Work not completed to usual standard
- Setting off for school particularly early or late
- Tearfulness, low mood

If any student approaches a member of staff either to report bullying on others or being bullied personally, staff should be very sensitive, understanding, and supportive and must treat the matter seriously.

## 3. Encouragement to tell

It is important that we create an atmosphere in our school where students who are being bullied, or others who know about it, feel that they will be listened to and believed, and that action taken will be sensitive to their concerns. They need to feel that it will not make matters worse if they do talk.

## 4. Responding to bullying behaviour (guidance for students and staff)

### Students:

If you are being bullied, or you know that someone else is, please tell a member of staff, student leader or other trusted adult who will help you. If you find it difficult to approach someone to tell them what is happening, you can email [studentsupport@crgs.org.uk](mailto:studentsupport@crgs.org.uk) – the key thing is to let someone know.

Staff will take you seriously and the bullies will be dealt with in a way which will end the bullying and will not make things worse for you.

**In cases of bullying:**

1. Tell yourself that you do not deserve to be bullied and it is wrong
2. Remember that the school will not tolerate bullies and that it is unacceptable behaviour
3. Try not to show that you are upset. It is hard but bullies can thrive on someone's fear
4. Be assertive – make it clear that you want the bullying to stop. Do not fight back because this may make things worse
5. Stay with a group of friends as there is safety in numbers
6. Walk away and go straight to a member of staff and tell them what is happening. You may choose to tell a member of staff you trust
7. Be proud of who you are and what you stand for

**If you see someone else being bullied:**

1. Take action. Watching and doing nothing looks as if you are on the side of the bully and makes you a "bystander". Bystanders can play a crucial role in preventing bullying occurring at all.
2. Do not be, or pretend to be, friends with a bully.
3. Tell a member of staff, student leader or other trusted adult immediately. They will then be able to help. If you do not feel comfortable doing this in person, email [studentsupport@crgs.org.uk](mailto:studentsupport@crgs.org.uk)

**Parents/carers should:**

- Be aware of signs of bullying in your son/daughter
- Talk to your son/daughter about their day at school
- If you feel that you that your son/daughter may be the victim of bullying please inform the school immediately. This would normally be the Head of Year / Senior Tutor
- Reassure your son/daughter that there is nothing wrong with him or her and it is not his or her fault that they are being bullied
- Reassure your son/daughter that the school will deal with the matter sensitively and appropriate action will follow. It will not make matters worse
- If your son/daughter tells us that he/she is being bullied, or if we discover that your child is bullying others, we will contact you to discuss the situation and the action we plan to take

**Staff:**

1. If bullying is reported to you or you suspect that it is happening, you should respond to the incident immediately. This will involve listening carefully to the student and reassuring them that they have done the right thing in telling you. If there has been physical harm, you should seek the support of a First Aider; the child's health and safety has to be the immediate concern. Explain that you will need to talk to a senior member of staff about the incident, do not promise that you will not tell anybody. If you feel that the situation is a serious one that you do not have the expertise or experience to respond to it then you must seek support from a member of the Main School Team or Sixth Form Team.

2. A clear account of the incident or concern must be documented in writing and given to the Head of Year / Senior Tutor. This information must be passed on as soon as possible because the Head of Year / Senior Tutor may be aware of similar incidents.
3. The Head of Year / Senior Tutor will investigate the concern. In the first instance the bully / bullies and victim(s) will be interviewed separately. The incident will be formally recorded on CPOMS and formal sanctions will be logged on SIMS.
4. Form tutors will be kept informed so that they can monitor the situation and offer support as appropriate. Class teachers may also be informed, as appropriate.
5. Parents / carers will be kept informed by the Head of Year / Senior Tutor or senior member of staff dealing with the incident.
6. Appropriate sanctions / responses will be applied. This could involve detention, meeting with parents, restorative approaches, internal isolation or fixed term exclusion.
7. If your concern is about the behaviour of another adult, you should refer the situation to the Headteacher.

## **5. Follow up to the incident**

We will support students who have been bullied in a range of ways in order to ensure a continuing dialogue:

- by offering them an immediate opportunity to talk about the experience with their form tutor or a member of staff of their choice and if necessary the form tutor will be kept informed
- by reassuring them immediately after the incident has been reported and again once the investigations have been completed
- by offering continuing support if they feel they need it
- by restoring self-esteem and confidence in the victim
- by offering additional support such as that from a peer mentor or the school counsellor

Students who have been involved in bullying will be helped in the following ways:

- by talking about what happened, discovering why they became involved and to establish the wrongdoing and the need to change
- informing the perpetrator's parents / carers in order that they can help change the behaviour and attitude of the perpetrator

In addition to school-based strategies, the support and advice of other professionals may also be sought as appropriate.

The Assistant Head of Main School and Assistant Head of Sixth Form will have oversight of follow up activity at each site.

## **6. Prevention**

Within the curriculum the school will raise the awareness of the nature of bullying and cyber-bullying through inclusion in PSHE, form time, assemblies, Emotional Health and Wellbeing Days, Computer Science and other subject areas as appropriate, in an attempt to eradicate such behaviour.

Extra-curricular activities provide opportunities for students to work together and also help encourage friendships, tolerance and understanding.

## **7. Monitoring and evaluation**

There are two strands to this section of the policy. The first is to monitor the impact of the incident on both the person who has been bullied and the perpetrator. The second is to monitor and evaluate the success of this policy in minimising incidents related to bullying.

The Head of Year / Senior Tutor will monitor students who have been a victim of bullying and speak to them regularly to see that the situation has improved. They will also liaise with parents/carers as appropriate. They may also ask for their evaluation of the way the incident has been dealt with and seek their ideas about how we could improve our practice.

Students and parents/carers are regularly asked about their experiences in the management of any incidents of bullying, as part of our ongoing questionnaires. Student voice and parent voice provides regular and ongoing feedback as to how we manage any reported incidents of bullying in our school.

The Main School Team and Sixth Form Team will monitor incidents involving bullying as part of the annual review and self-evaluation process. This evaluation will contribute to the review of the policy.

Date of last review:	April 2025
Date of approval by the Governing Body:	April 2025
Date to be reviewed:	April 2027