

Anti-Bullying Policy

(Whole School)



William Hulme's Grammar School
The best in everyone™
Part of United Learning

Bullying should be recognised as any behaviour which is deliberately intended to hurt, threaten or frighten another person or group of people. Bullying is not a 'one off' incident; rather something that occurs regularly over a period of time.

Key Requirements

The Academy is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

William Hulme's Grammar School is an anti-bullying school; bullying is not accepted in our community. We wish to create a learning environment for every pupil in which all partnerships are based on mutual respect. All pupils have the right to enjoy their learning and leisure time free from any form of bullying or harassment. The school is fully committed to its Equal Opportunity policy.

All staff must be prepared to respond to incidents of bullying and prejudiced-based behaviour. Action needs to be taken to support the person being bullied and to change bullying behaviour.

Bullying can be:

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| ■ Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| ■ Verbal | name-calling, sarcasm, spreading rumours, teasing |
| ■ Physical | pushing, kicking, hitting, punching or any use of violence |
| ■ Cyber | All areas of internet, such as email and internet chat room misuse
Mobile threats by text messaging and calls
Misuse of associated technology, i.e. camera and video facilities |
| ■ Race / Culture | because of, or focusing on the issue of race and culture |
| ■ Sexual | unwanted physical contact or sexually abusive comments |
| ■ Religion | because of, or focusing on the issue of religious beliefs |
| ■ Sexual Orientation | because of, or focusing on the issue of sexuality |
| ■ Disability | because of, or focusing on the issue of disability |

Bullying is part of a pattern of behaviour rather than an isolated incident.

Incidents usually have three things in common:

- It is deliberately hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves.

At William Hulme's, we believe that not all aggressive behaviour is bullying. It can be the case that children fall out with one another, or that children are equally aggressive towards each other. Unless serious exclusion of one member from the group, and/or an imbalance of power is taking place, then it may just be a case of individual differences.

At William Hulme's, we deter students from all aggressive behaviour, and we will not tolerate fighting, kicking, biting, spitting, pinching, pushing, slapping or punching. Neither will we accept threats, swearing, name-calling or racist, sexist and derogatory comments designed to hurt and cause offence. **We will not accept behaviour from anyone, whether adult or child, that aims to cause pain and distress to others.**

Despite training in correct social behaviour, we must be aware that there may be instances of bullying within school. It is essential that we recognise this and that there are procedures in school for dealing with the bullying when it occurs.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reasons for Challenging Bullying Behaviour

- For the safety and happiness of pupils. When pupils are being bullied their lives are being made miserable. They may suffer injury. They may not want to come to school. They may experience loss of self-confidence and self-esteem over time. Some may start to blame themselves.
- Educational achievement. Bullying could affect concentration and learning. Some victims will avoid being bullied by not attending school.
- Without the issues being tackled and bullying incidents being dealt with, a trend towards bullying as the 'norm' may become apparent. It could be seen as a quick way of getting what they want. Those being bullied may see the school condoning this type of behaviour. They may begin to feel let down by adults in authority.
- Parents will be reassured by a school that demonstrates a positive response and an effective policy against bullying.

Implementing Our Anti-Bullying Policy

Our Policy is implemented through:

- Anti-Bullying Lead to champion zero tolerance on bullying and prejudiced-based behaviour.
- Consulting and informing staff, parents and pupils about our anti-bullying policy.
- Providing opportunities for pupils to behave positively and reflectively.
- Staff and all adults in school providing positive role models.
- Promoting anti-bullying through assemblies delivered by senior leaders.
- Teaching themes in PSHE e.g. friendship, conflict, power, trust, prejudice and discrimination.
- Encouraging discussion on anti-bullying strategies in tutorial projects.
- Promoting anti-bullying values and co-operative behaviour through the curriculum in PHSE, R.S., etc.
- Discussion through the Smart School Council meetings and providing feedback from the pupils.
- Training for pupils on Peer Counselling.
- Training for staff in order to establish a common understanding within the school and the need for vigilance.

Guidelines for Staff When Dealing with Bullying

- When bullying is reported staff should act as quickly as time allows. This is not only so that the pupil feels supported, respected and valued, but also to establish factual information.
- The needs and problems of both the bullied and the bully need to be taken into account.
- A member of staff must **never** ignore bullying, whether it is reported to them or becomes apparent to them.
- All members of staff must remain vigilant.
- All staff are expected to act as positive role models in their relationships with students and colleagues.
- No case is ever the same and each deserves individual consideration and response.
- Discussions about incidents should take place where the pupils are comfortable and in private.
- Victims of bullying should be informed that any information they disclose cannot be kept secret if the bullying is to be addressed.
- Statistics show that most bullies have been bullied. Self-esteem is often a problem for both victim and bully. Staff should try to emphasise the victim's strengths, in order to promote self-image and an appropriate survival and review strategy should be developed in liaison with the form tutor and/or head of year.
- A positive self-image may also help the bully. If at all possible, find occasions to praise him/her in other circumstances. Use the Positive Behaviour Policy to help modify behaviour.
- Staff should try to deal with incidents in a firm, calm and professional manner, emphasising the inappropriate behaviour and not dwelling on a pupil's personality, reputation or character.

Procedures for Staff

- Never ignore bullying.
- When a case of bullying has been established it must be recorded, as is the procedure for other discipline issues. Include the pupil's name, form, date, time and location if at all possible. As much detail in this initial report will help the staff dealing with the situation. A copy of this will be kept on the pupils' files. In addition to this, the senior and pastoral/safeguarding leaders in the Primary and Secondary phase and Anti-Bullying Lead will maintain a central database of bullying incidents in both the Primary and Secondary phases. The bully as well as the victim must be dealt with.
- Sanctions should not be the first response.
- Where bullying does occur, the most important thing is to stop it happening again. We feel that as bullying is such a serious matter, it is important that Heads of Year, Assistant Heads of Year,

Subject Leaders, Heads of Faculty and Directors of Pastoral Care, Assistant Principals, Vice-Principal (PDBA), Head of Secondary and Primary phase through to the Principal are fully involved as soon as possible. Once bullying has been reported or observed, this person will work together with other members of staff to implement the necessary procedures. In the following steps, the term “leader” has been used to refer to the designated person from the list above, as is considered appropriate in the particular circumstances.

- When an instance of bullying has been reported, the leader will discuss with the victim what has taken place and the victim’s feelings and concerns. A written record will be made by the leader. Depending on the seriousness of the incident, the leader may wish to inform the parents of the bully and the victim of what has happened and what action will be taken.
- The leader will meet with the group of pupils who have been involved in the incident. This will include some bystanders or colluders who joined in but did not initiate the bullying.
- The leader will remind the group that bullying is unacceptable and will not be tolerated. She/he will explain to the group how the victim is feeling. The leader will tell the group that she/he knows that they are responsible and can do something about it. Each member of the group is encouraged to suggest a way in which the victim could be made to feel happier. The leader encourages the group to take responsibility for solving the problem themselves and arranges to meet with the victim and the group, in order to monitor progress. Monitoring will continue throughout the half term in order to check that the bullying has not started again.
- Other adults, such as teachers and support staff are informed of the incident and the suggested solutions of the group, in order that they may monitor the situation from a distance without becoming directly involved. The leader also continues to play a monitoring role, either from a distance by watching what is going on, or by arranging further meetings with the group if the suggested solutions have not been effective.
- In cases where the bullying persists despite the above approach, the designated person will notify the parents of the bully and the victim of what has happened and the procedures which have been followed. Parents may be asked to attend meetings with the designated person in order to discuss possible solutions to the problem. Sanctions will be applied as appropriate.
- In cases of severe and persistent bullying, where the above procedures have been followed and failed to have an effect, strong sanctions such as suspensions; managed-moves and alternative provision may be necessary.
- Where a case of bullying has been proven, the details will be entered into the school’s confidential bullying record keeping system.

Outcomes

1. The bully (bullies) may be asked to apologise. Other consequences may take place.
2. In serious cases, a fixed-term exclusion and/or permanent exclusion are considered.
3. If possible, the pupils will be reconciled through a restorative process.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place over a 3-month period.

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying

- reading stories about bullying or having them read to a class or assembly
- having discussions about bullying and why it matters
- taking part in Anti-Bullying Week activities, including whole school assemblies.

Helpful Organisations

- Koothwww.kooth.com
- NSPCC.....www.nspcc.org.uk
- Bullying Onlinewww.bullying.co.uk

Pupils' Rights at William Hulme's Grammar School

These include:

- To be treated with respect by all members of the community
- To live their life in peace and safety
- Not to be bullied
- To protect themselves by ignoring others' actions or by walking away
- To tell a member of staff/adult, if someone is making them unhappy

Pupils' Responsibilities at William Hulme's Grammar School

These include:

- Not to take part in any form of bullying or prejudiced-based behaviour
- To treat all members of the school community with respect
- Not to put up with any form of bullying
- To report any incidents of bullying they see
- To work with others to help stop bullying

Reference Documents Consulted

- Bullying – don't suffer in silence - An anti-bullying pack for schools (DfE 0064/2000)
- Tackling Bullying: Listening to the views of children and young people
Christine Oliver and Mano Candappa
Thomas Coram Research Unit
Institute of Education 2003
DFE Guidance
- Kidscape Anti-Bullying Guidance

Policy Information and Review

Designated Lead Person/s	Ms S E Galloway, Vice Principal and Designated Safeguarding Lead
Created/Reviewed	Annually
Date of last review and by whom	September 2025 - Ms S E Galloway
Link Governor (if applicable)	
Ratification by Local Governing Body	
Next Review Date	July 2026

