Anti-Bullying Policy (Pupils)

Applies to:	All Pupils
Author (s)	JMP
Review Frequency:	Annually
Last Reviewed:	May 2026
Next Review by:	May 2027
Approved on	May 2027
Committee Responsible	Education Committee

LeicesterHigh SCHOOL FOR GIRLS

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This policy was produced using the guidance on https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 and https://www.gov.uk/government/publications/working-together-to-safeguard-children--2. As well as using the advice and research of the Anti-Bullying Alliance https://anti-bullyingalliance.org.uk/.

The School is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community and need and benefit to work with other agencies outside the School where appropriate.

Introduction

Bullying in all its forms can have a devastating effect on individuals. It can be an immediate barrier to learning and can have serious consequences for mental health. Bullying which happens at School does not only affect an individual during childhood but can have a lasting effect well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils can fulfil their potential.

Bullying affects the whole School community, not just the target and the bully. When bullying does occur, we must act to ensure that the individual is supported to change their behaviour, whilst also looking at the rest of the School community. A healthy, strong community should come together to prevent bullying and we should always look for opportunities to ensure that Leicester High School for Girls remains a safe, respectful, and inclusive community.

Statement of Intent

At Leicester High School we are an inclusive, welcoming school and place of work. Diversity is celebrated here. At our School everyone is welcome and everyone is someone.

Leicester High School is committed to providing a school where bullying is never accepted and never tolerated. Our pupils feel safe and are confident that they can seek support when they need it. Our School is a community, where we all act to support each other.

Our anti-bullying policy aims:

- To increase student awareness and understanding of issues relating to bullying
- To provide protection, support, and reassurance for victims
- To promote inclusivity and care our community, where all feel welcomed and valued
- To promote a community where bullying is never tolerated
- To develop the self-confidence, self-esteem, and emotional resilience of all pupils
- To ensure everyone in our community knows they have a role in creating the community our pupils need and deserve, to fulfil their potential

What is bullying?

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

Anti-Bullying Alliance

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.

- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect – Can include the exploitation of individuals.

Other behaviours often associated with bullying

Baiting

Baiting is a provocative act used to solicit an angry, aggressive, or emotional response from another individual.

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

'The playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter may turn into bullying and need to be addressed as bullying. It has been shown through projects such as 'Everyone's invited' the hurtful affect this sort of bullying can have.

Types of Banter

- Friendly Banter – There's no intention to hurt and everyone knows its limits
- Ignorant Banter – crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter – Done to humiliate a person-often in public

One-off Incidents

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, intervention is urgently required.

Specific types of bullying include:

- prejudice related bullying of children with special educational needs or disabilities, homophobic, biphobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers, previously looked after, or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- discrimination and prejudiced based bullying

This policy also acknowledges that it is against the law to discriminate against anyone because of the following protected characteristics (Equality Act 2010)

- age
- gender identity
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief, or lack of religion/belief
- sex
- sexual orientation

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature.

There is no hierarchy of bullying – all forms will be taken equally seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the School premises. It may persist outside School, on the journey to and from School and in the local community and may continue into Further Education.

The School acknowledges its responsibilities to support families if bullying occurs The School acknowledges its responsibilities to support families if bullying occurs off the premises.

Where bullying has occurred outside School and is reported to staff, it will be investigated and acted upon.

Cyberbullying and inappropriate online behaviour

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in School and then be progressed online or start online and influence behaviour in School.

Whilst most incidents of Cyberbullying occur outside of School, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour.

Child on child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse). It can happen both inside and outside of School and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

Safeguarding

Bullying will be treated as a child protection issue where there is reasonable cause to believe that a child is suffering or likely to suffer from significant harm.

The School's Approach to Dealing with bullying

- Take immediate action to stop the incident and secure the child's safety
- Record the details of the incident:
  - Where and when the bullying took place
  - Who was directly involved
  - Who may have witnessed the bullying
  - If any adults were nearby or involved in the incident
  - What happened - before, during and after
  - Any previous incidents or issues which may be linked
  - How the victim felt
  - What they would like to happen now
  - Any involvement of technology – including messages, videos or photographs
- Record the outcomes on a School Bullying Allegation form, and communicate these outcomes clearly to all necessary individuals
- Work with the victim to understand how they would like the issue to be resolved and reassure they are not responsible for the behaviour of the bully
- Challenge and change the bullying behaviour, including recognising that fault may lie with more than one factor including the wider community

- Be persistent and resilient, continue to check that the bullying has stopped
- Continue to review how we approach bullying, to look for improvements in our practice
- Use sanctions as appropriate, in line with our School's behaviour policy. These sanctions will be appropriate to the seriousness of the incident, and support the message that bullying is unacceptable.
- Ensure that all staff know they have a role in preventing bullying, including alongside their safeguarding duty to prevent child on child abuse
- Be clear in our message that just because something is not reported, doesn't mean it isn't happening and that we must always be vigilant

Parental Involvement

Leicester High School is committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

We recognise the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as victim or as a perpetrator.

Parents who believe their child is the victim of bullying should share their concerns with the School at the earliest opportunity and be prepared to work with School to keep their child safe in future. All expressions of concern will be taken seriously and investigated thoroughly. Where parents have concerns about bullying they should contact the appropriate Head of Year.

If parents remain dissatisfied following the School's response, they may refer to the School's Complaints Procedure, available on the School website

Pupil Involvement

Pupils are expected to tell an adult if they have been bullied or if they have witnessed, or are aware of the bullying of another pupil.

Wider Strategies for Preventing Bullying

Leicester High School uses a range of methods to create the culture and environment where bullying is now tolerated and for children to feel safe.

This includes steps such as:

- Ensuring students know that bullying should be reported, and how they can do so
- Actively promoting difference and diversity
- At whole School level – through assemblies when children will be informed of the School's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. Assembly time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying.
- Anti-Bullying Week in November and Safer Internet Day in February will be used as an opportunity to raise the profile of this issue.
- At classroom level – especially through PSHCE the focus will be on developing strong anti-bullying messages and encouraging the building of friendships
- Specific curriculum input in areas of concern such as cyberbullying and internet safety
- Leicester High School recognises that there are times when students may be more vulnerable to bullying – lunch and break times and the beginning and end of the School day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Students will have the opportunity to contribute to the School's Anti-Bullying Policy through the School Council.
- Peer Mentors will be available for those students requiring extra support and be encouraged to organise anti-bullying campaigns in School and discourage the "bystander culture."
- Restorative Justice
- Parent Information Events/ information on the School's website
- Staff training and development for all staff
- Links with other School policies

The anti-bullying policy is supported by the:

- Behaviour, Rewards and Sanctions Policy
- E Safety and Acceptable Use of the Internet policy
- Safeguarding and Child Protection Policy
- Pupils' Equal Opportunities Policy

Monitoring, Evaluation and Review

The School recognises that all of its work, and particularly in this area, needs to constantly evolve. The School believes in reflective practice, and will look for opportunities to learn and improve at every stage. As well as the more formal review stages, outlined below, our work preventing bullying and making our community the best it can be is a part of everybody's work each day.

The effectiveness of this policy is monitored by senior leaders through behaviour records, safeguarding logs, pupil voice, parental feedback, and staff training records, and is reviewed annually by the Education Committee