



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Anti-Bullying Policy

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
01.09.25	Annual review	Deputy Head: Pastoral	Headmaster & Safeguarding and Behaviour Governor Committee	29.09.25	01.09.26

This policy relates to Stafford Grammar School, including Stafford Preparatory School. This policy is available upon request to parents and prospective parents and is published on the school's website.

This policy has been written with due regard made to DfE "Cyberbullying – advice for head teachers and school staff" 2014, Keeping Children Safe in Education 2025, Working Together to Safeguard Children 2023, The Education (Independent School Standards) Regulations 2014, The Equality Act 2010, Non-Statutory DfE advice 'Preventing and Tackling Bullying' (July 2017), Sexual violence and sexual harassment between children in schools and colleges (September 2021)

This policy should be read in conjunction with the following policies:

- SGS Safeguarding Policy
- Child-on-child Abuse Policy
- Behaviour Policy
- Digital Policy (Pupils)
- PSHE (RSE) Policy
- EDI Policy
- AI Policy

Aims and Objectives

Stafford Grammar School treats all allegations of bullying seriously. All pupils have the right to enjoy their time at school without fear of intimidation in any form. All pupils should be able to recognise bullying in all its forms and are encouraged to report bullying and to offer support to victims. It must be made clear that standing around watching someone suffer and doing nothing is unacceptable and parents/carers are encouraged to contact the school if they believe a problem exists.

We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can reach their full potential. Stafford Grammar School prides itself on its respect and mutual tolerance. Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Where necessary, we will apply the sanctions described in our Behaviour Policy for behaviour that constitutes bullying or harassment.

We aim:

- To ensure that the school's measures designed to prevent bullying have regard to *DfE guidance Preventing and Tackling Bullying – advice for head teachers, staff and governing bodies (2017), as updated.*
- To maintain a positive, supportive and caring culture among all pupils and staff throughout the school.
- To deter bullying behaviour, detect it when it occurs, and deal with it by counselling, support and/or disciplinary sanctions.
- To clarify for pupils, parents and staff that bullying is always unacceptable.
- To ensure that every pupil has the right to be safe and happy in the school, and to be protected when he/she is feeling vulnerable.
- To ensure a culture where pupils who are being bullied, or others who know about it, can speak to a member of staff, be listened to and that action taken will be swift but sensitive.

When does bullying become a child protection issue?

The school regards bullying as a form of child on child abuse; as such, where appropriate, it will be dealt with as a safeguarding issue. Such incidents will be dealt with in accordance with the school's Safeguarding Policy and Procedures for Child Protection, and the Child on Child Abuse Policy (including sexual violence and sexual

harassment between children in schools). A bullying incident should be treated as a safeguarding/child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, then as a school we have a duty to report the concern to the local authority children's social care.

Definition of Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts, humiliates or otherwise causes harm or distress to another individual or group either physically, verbally or emotionally by taking unfair advantage of another person in some way, making the victim feel uncomfortable or threatened. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, email or gaming, which can include the use of images and video, including AI generated content) and can be motivated by prejudice against particular groups, for example on grounds of race, cultural background, religion, gender, sexual orientation, special educational needs, disabilities, health or other physical attributes (such as hair colour or body shape) or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. This list is not exhaustive, and the act of bullying might not be related to any obvious cause at all. Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

Forms of bullying can reflect the 'protected characteristics' as defined in the 2010 Equality Act. These are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. The school works with its pupils to develop a sense of respect and tolerance towards those with a protected characteristic and thus guard against bullying in relation to such characteristics.

Bullying may manifest itself in a variety of different forms. These include: physical violence and intimidation; interference with the victim's personal property; verbal (including name-calling, taunting, teasing or insulting behaviour; demanding money or other tangible items of value; exclusionary behaviour; general acts of unkindness (including spreading rumours or producing and distributing unkind and hurtful notes or embarrassing photographs or AI-generated content); or cyber-bullying. Bullying can involve manipulating a third party to tease or torment someone. It can involve

complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Definitions of bullying include actions that are:

- Deliberately hurtful (including aggression)
- Usually repeated often over a period of time
- Difficult for victims to defend themselves against
- Related to ethnic origin, nationality or colour, sexual orientation, or special educational needs, any form of disability or a protected characteristic.

A single incident in which the victim is made to feel hurt, humiliated, intimidated or upset may be considered as bullying if there is a clear power imbalance between the perpetrator and the victim. Isolated or one-off incidents of intentional negative behaviour, including one-off offensive or hurtful social media posts or other private messaging, do not necessarily fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's behaviour policy.

Bullying is not a one-off comment said in anger in which there is no evident power imbalance between the students involved, an argument between two students where both have been guilty of similarly offensive or threatening remarks, a physical altercation between two students in which both have been participants.

The Seriousness of Bullying

Bullying can be so serious that it can cause physical, emotional and psychological damage, eating disorders, self-harm and even suicide. Whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and to violent and threatening behaviour. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. The school will support any pupil who is a victim of bullying. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving. Stafford Grammar School takes bullying, and allegations of bullying, very seriously.

Not all inappropriate behaviour is deliberate or intended to hurt. Some individuals may see their hurtful conduct as 'teasing'. Whilst these forms of behaviour are unacceptable, they may not be malicious and, as a result, can be corrected quickly with advice and without the need for disciplinary sanctions. However, it should be understood that

anyone who does not respond appropriately to advice may face sanctions provided for by the school's Behaviour Policy.

In order for the school to classify a series of incidents 'repeated over time' as 'bullying', evidence of such must be found during an investigation into the alleged bullying.

Bullying which occurs on school trips or outside of the school's premises will not be tolerated any more than bullying on school premises. The school will, where appropriate, discipline pupils for misbehaviour outside school premises and outside school hours.

Signs of Bullying

Changes in behaviour which may indicate that a pupil is being bullied include:

- unwillingness to return to school
- displays of excessive anxiety, becoming withdrawn or unusually quiet
- failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others
- books, bags, money and other belongings suddenly go 'missing', or are damaged
- change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- diminished levels of self-confidence
- frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches
- unexplained cuts and bruises
- frequent absence, erratic attendance or late arrival to class
- choosing the company of adults rather than peers
- displaying repressed body language and poor eye contact
- difficulty in sleeping or experiencing nightmares
- talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated as appropriate.

Special Educational Needs and Disabilities

The school is always particularly vigilant where concerns relate to children with special educational needs and disabilities, as additional barriers can exist in identifying abuse

and bullying in this group of children:

- care should be taken not to assume that indicators of bullying such as anxious behaviour, low mood and injury relate only to a child's disability without further exploration
- it is recognised that children with SEN and other disabilities can be more vulnerable to and harmed by abusive behaviour such as bullying, even when they don't exhibit any obvious signs of distress
- it is recognised that children with SEN and other disabilities may experience barriers in communicating their concerns about bullying and may need specific additional support.
- in applying sanctions for bullying, consideration will be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation. The specific circumstances of pupils with additional needs for example ADHD or Autism will also be considered.

Children who are LGBT

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Therefore the school will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff (This will often be the School Nurse). LGBT inclusion is part of the RSE curriculum.

Prevention of Bullying, including cyberbullying, prejudice-based and discriminatory bullying and other forms of Child-on-child Abuse)

Our first priority is to educate pupils in the seriousness of bullying with the aim of preventing it from happening in the first place. Our programme of education promotes an awareness of the psychological damage that bullying can cause to pupils (including suicide), and reminds pupils about the possible sanctions that can be imposed for bullying.

Methods of prevention include:

- Lessons delivered through the PSHEE (Life and Wellbeing) programme and or Form Time programme, which is structured to give pupils an awareness of their social and moral responsibilities. The programme is structured to enforce the message about community involvement avoiding prejudice based language derived from differences between people and taking care of each other. It specifically tells pupils whom they should inform if they are being bullied, or are worried that another pupil is being bullied.
- Assemblies are used to reinforce our anti cyber-bullying and anti-bullying policy and there are notices and posters around the school, in changing rooms and washrooms. Our promotion of fundamental British values has an important part to play in developing student tolerance and respect for diversity.
- Other lessons within the curriculum highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills and discussing the role of the bystander.
- Staff and Prefects are always on duty at times when pupils are not in class and patrol the school site, paying particular attention to areas where bullying might occur. They are advised to be alert to inappropriate language or behaviour. Staff and senior pupils create an environment of good behaviour and respect.
- Staff are trained how to respond to bullying incidents and cyber-bullying incidents through training days and by completing e-learning modules available from the Anti-bullying Alliance. Regular updates are also communicated to staff by the Designated Safeguarding Lead. Staff can also call on specialist staff advice through Heads of Section and the Safeguarding Team when facing disability or gender based bullying. Anti-bullying training forms part of New Staff Induction.
- Staff are trained and expected to be vigilant with regards to pupil welfare at all times and report any concerns. They are encouraged to be alert to changes in behaviour or other evidence that may indicate that a pupil is being bullied.
- Having a clear policy communicated to parents and pupils and creating an environment of good behaviour and respect, with examples set by staff and older pupils and celebration of success.
- Involving parents and making sure pupils are aware of the part they can play to prevent bullying, including when they find it themselves as bystanders.
- Raising awareness of the support available for staff, parents and pupils, including by specialist agencies where appropriate e.g. Anti-bullying Alliance,

NSPCC.

- Creating a culture to enable the reporting of bullying, including cyber-bullying and bullying outside school. Ensuring the threshold for reporting bullying to external agencies (such as police/children's social care) is known and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

Cyber-bullying

Cyber-bullying is a particularly unpleasant form of bullying which uses information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Cyberbullying can cause tremendous distress to victims and their families. Cyberbullying could involve communications by various electronic media, including, for example:

- texts, instant messages or calls on mobile phones
- the use of mobile phone camera images to cause distress, fear or humiliation
- posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites, social networking sites and private messaging sites.)
- Using email to message others in a threatening or abusive manner
- hijacking/cloning email accounts or social media accounts.
- Creating or sharing AI-generated or manipulated images, videos, or audio ('deepfakes') intended to cause humiliation, fear or as impersonation
- Editing or altering photos, videos, or written material to mislead or embarrass a person.
- Publishing private or identifying information about someone without consent (doxxing).
- Live-streaming within applications, via devices and/or screen recording, or sharing footage without consent to target or embarrass a person.
- Using online gaming platforms, voice chats, or in-game actions to harass, exclude, or abuse others.

It can be used to reinforce face-to-face bullying. It can also invade personal space and can involve a greater number of people across age groups including targeting of adults. It can involve bystanders and includes: threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information of images and manipulation of images. Some cyber-bullying activities could be criminal offences under a range of different

laws.

Preventing Cyber-bullying

The school takes very seriously any incidents of cyberbullying, whether during or outside school hours, and whether committed on or off-site. It is committed to ensuring that the scope for cyberbullying is limited and in addition to general measures to prevent bullying, Stafford Grammar School takes the following precautions to reduce the risk of cyber bullying:

- Pupils are familiarised with the Acceptable Use Policy (included in the Digital Policy) before they are allowed to use school computer equipment, a school email address and the internet. Pupils are aware of the restrictions on the use of AI in school and recommendations for use at home (See AI Policy).
- Pupils below the sixth form are not allowed to use their mobile phones during school hours.
- The school manages access to the internet via the school's networks through the use of industry-leading firewall and content filtering software (Smoothwall). This blocks inappropriate sites and material and social media sites (except for sixth form) and usage is monitored by the IT Manager and DSL.
- Sanctions may be imposed for misuse or attempted misuse of the Internet.
- Pupils in Year 1 and above are issued with their own personal school email addresses.
- The school promotes the safe use of technology, social networking sites and provides guidance on dealing with and reporting cyber-bullying. The school seeks to give its pupils an age-appropriate understanding of how to promote both their own safety and well-being when online. This is done through a variety of means, including the PSHEE programme, Computer Science lessons, Form time programme, assemblies, Year 8 & 10 on-line safety courses.
- Guidance is provided on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Parents are provided with information and advice on e-safety and cyberbullying through regular newsletters and a biennial safeguarding evening.
- As technology changes very quickly, the school seeks to provide opportunities for policies to be reviewed and for pupils to be involved in the process of updating and improving them.
- The school regularly trains staff and provides updates to ensure that they can recognise signs and indications of cyberbullying.

- All members of the school community are informed about the various ways in which bullying can be reported and in addition there is reassurance that the school will deal sensitively with pupils who report concerns.
- Sanctions may also be given if cyber-bullying occurs out of school as the Headmaster has the power to regulate the conduct of pupils when off-site or not under the control of a teacher to “such extent as is reasonable.” (Education and Inspections Act 2006)
- Where there are concerns about misuse of technology, a member of staff who has been authorised by the Head teacher may request a pupil to reveal a message or other content and may confiscate equipment. If they consider that equipment may contain evidence of bullying they may investigate the specific contents relating to that act.

Please also see the Stafford Grammar School Safeguarding Policy which contains further information on e-safety.

Bullying which occurs outside of school

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The school should also consider whether it is appropriate to notify the police.

Procedures for reporting bullying (and all forms of Child-on-child Abuse)

- All pupils are encouraged to report any instances of bullying.
- All pupils are encouraged to speak to their Form Tutor, Head of Section, Head of Pastoral & Pupil Development, The School Nurses or Deputy Head: Pupils & Staff with any bullying concerns.
- Pupils are also given relevant contact details for external agencies such as Childline and NSPCC.
- All staff are briefed to be aware of procedures and to be available to students and trained on how to respond to such reports.

- All reported incidents are recorded and investigated as soon as possible. We always monitor reported incidents. Records are kept so that patterns may be identified.
- Parents who are concerned that their child is being bullied should inform the Form Tutor immediately. The school values its very strong lines of communication with parents and encourages them to report any concerns they might have about a pupil's welfare.

Procedures for dealing with reported bullying

- The member of staff to whom it was reported, or who first discovers the situation, will reassure and support the pupils involved.
- In most cases any member of staff becoming aware, or suspicious of bullying will contact a relevant **FORM TUTOR FIRST** if the Tutor is not available they will contact a relevant Head of Section.
- In most cases the alleged victim will be interviewed individually and a written account of events will be recorded.
- The alleged bully, together with all others who were involved, and any independent witnesses, will be also interviewed individually and a written account of events will be recorded.
- The Form Tutor will report any bullying issue, or suspicion to the Head of Section for both information and advice. The Head of Section's action will usually include briefing all relevant teaching staff.
- The Head of Pastoral & Pupil Development and Deputy Head Pastoral will be kept informed.
- There may be the need to escalate further and involvement from The Head of Pastoral & Pupil Development and then the Deputy Head Pastoral.
- Most alleged bullying will be dealt with by the Form Tutor.
- Dated written records of all incidents must be kept on MyConcern, including contacts with parents and any action taken. Where bullying is established a record will be kept in the School's Bullying Log.
- Support will be offered to both the victim and the alleged bully.
- After the incident has been investigated, appropriate action will be taken, which may include a school sanction and/or guidance on modifying behaviour.
- The parents/carers of all parties may be informed and may be invited into school to discuss the matter. Any disciplinary sanctions and support, will be

confirmed. Parents will usually be informed about sanctions imposed on their children.

- In severe and persistent cases the school will actively consider suspension or permanent exclusion. This reinforces the message to the school community that bullying is unacceptable.
- Where it is judged that serious bullying behaviour has taken place and there is a potential safeguarding concern, the DSL or Deputy DSL will be informed.

The range of possible responses would normally include one or more of the following:

- advice and support for the victim (which may involve counselling) and, where appropriate, implementation of an action plan.
- advice and support for the bully in assisting him/her to change behaviour. This may include clear instructions and a final warning. The school recognises that sometimes young people who exhibit bullying behaviours are themselves the victims of physical, sexual or emotional abuse. Appropriate safeguarding action will be taken by the school in these circumstances.
- a disciplinary sanction might be imposed on the bully, in accordance with the school's Behaviour Policy.
- In the most serious cases, a pupil may be required to leave the school permanently.
- Where a bullying incident gives reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, it will be treated as a safeguarding concern and reported to the relevant department of children's social care, in accordance with the school's Safeguarding and Child Protection Policy. If the school believes that a criminal offence may have been committed, it will contact the police.

School disciplinary procedure applies:

- Teacher intervention (possible parental contact)
- Head of Section Detention (contact with parents)
- School Detention (letter to parents)
- Headmaster's Detention (letter to parents)
- Suspension
- Exclusion

Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. The school will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Bullying Log

A confidential, electronic central record of all upheld bullying incidents in the school is maintained by the SLT. The register of bullying incidents is organised so that a complete historical record is maintained. The register records how the issue was resolved and follow-up actions. The SLT routinely scrutinises the log in order both to evaluate the effectiveness of the school's anti-bullying system and identify any patterns of bullying behaviour. Incidents of a racial or homophobic nature are highlighted to identify patterns.

Procedures for dealing with reported cyber-bullying

Most cases of cyber-bullying will be dealt with through the school's existing anti-bullying procedures. However, some features of cyber-bullying differ from other forms of bullying. The 'anywhere and anytime' nature of cyber-bullying means that the person being bullied will not always know who is bullying them and some pupils may not be aware that what they are doing is bullying. A single action of cyber bullying can have a repeated impact.

To support the pupil being cyber-bullied the school may:

- Offer support to the pupil; reassure pupils that they have done the right thing in reporting this to someone.
- Advise pupils to keep the evidence but not to retaliate or reply. Advise the victim to block the bully from their sites and services.
- The victim may be recommended to change mobile phone number
- Try to remove hurtful or embarrassing content material from the web, ensuring those who posted it realise why it was wrong, or contact the host provider to report and get the content removed.

Investigation of cyber-bullying

- If any member of the school community suspects cyber-bullying is taking place, they should inform the **Form Tutor First** and the Head of Section if the Form Tutor is unavailable and the investigation will begin in accordance with the Anti-Bullying Policy.
- Victims will be asked for evidence of their abuse for example; saved phone messages, save-and-print messenger conversations, and print a screenshot of social network pages.
- If images are involved and they might be illegal or raise child protection concerns, the Designated Safeguarding Lead may involve the Local Children's Safeguarding Board, the police in cases of actual/suspected illegal content, or The Child Exploitation and Online Protection Centre (CEOP).
- Any allegations against staff will be handled following the School's Child Protection and Safeguarding Policy and the School's Whistleblowing Policy.
- The school will confiscate electronic devices where appropriate.

Working with the cyber-bully and applying sanctions

- The aims of the sanctions are to help the person harmed to feel safe again and be assured that the bullying will stop
- To help the bully to recognise the harm caused and deter them from repeating the behaviour
- To reinforce the message to the school community that cyber-bullying is unacceptable.
- Sanctions for any breaches of Acceptable Use Policy will be applied, taking consideration of the type and impact of bullying.
- A key part of the sanction may well involve ensuring that the pupil deletes files.
- Parents will always be informed about sanctions imposed.
- In severe and persistent cases, the school will actively consider suspension and permanent exclusion.

SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

Full details of the procedure for dealing with sexual violence or sexual harassment are included in the School's Child-on-Child Abuse Policy

Cases of sexual violence or sexual harassment between pupils must be dealt with appropriately in school in accordance with “Sexual violence and sexual harassment between children in schools and colleges” Department of Education (September 2021).
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The Brook traffic light tool and NSPCC Harmful Sexual Behaviours document can be used to ascertain the seriousness of specific behaviours between pupils.
<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

All staff are aware that sexual violence and sexual harassment can occur between two children of any age and sex, from prep. through to senior and sixth form. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff maintain an attitude of ‘it could happen here’.

Child on child sexual violence and sexual harassment exists in many forms, from calling someone sexualised names, flicking bra straps, lifting up skirts, grabbing bottoms, breasts and genitalia to sexual assault and rape. Sexual violence and sexual harassment is not acceptable, it should never be tolerated and should never be seen as an inevitable part of growing up. Staff must report any information about such cases to the Designated Safeguarding Lead (DSL) or Deputy DSL.

All staff understand that even if there are no reports 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 the DSL. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Stafford Grammar School has a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Stafford Grammar School recognises that children with Special Educational Needs or Disabilities (SEND) can become victims of child-on-child abuse and we are vigilant in this area. **Disabled and deaf children are three times more likely to be abused than their peers.** Any such cases of child-on-child abuse will be referred to the Local Authority, Staffordshire Safeguarding Children’s Board (SSCB) as a child protection concern.

Whereas child-on-child abuse can affect all children, it is more likely that girls will be victims and boys will be perpetrators but all child-on-child abuse is unacceptable and will be taken seriously. Evidence shows that girls, children with SEND and LGBT children are at greater risk. It is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

If a pupil is concerned that they have been the victim of upskirting by a fellow pupil, staff should follow the school's processes for dealing with child-on-child abuse and report it to the Designated Safeguarding Lead (DSL) or Deputy.

If a case of sexual violence or sexual harassment is reported in school, two members of staff, preferably to include the DSL or DDSL, should investigate. There are four possible outcomes from such a case:

1. Manage internally
2. Organise early help
3. Refer to Social Care
4. Report to the police.

A risk assessment should be made, the victim must be supported and safeguarded, and appropriate disciplinary measures taken.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

All incidents must be recorded and staff and governors are made aware of what to do in cases of sexual violence and sexual harassment.

The PSHE curriculum includes lessons which teach pupils about consent, and how sexual violence and sexual harassment are not acceptable in any walks of life.

Procedures for dealing with abuse by one or more pupil against another pupil, are in place when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm'.

All children, whether perpetrator or victim, are treated as being 'at risk.'

The NSPCC helpline, Report Abuse in Education, provides appropriate support and advice to victims of abuse and harassment, and concerned adults, including onward action such as contacting the police if they wish to.

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

Creating an anti-bullying culture

All members of the school community are expected to abide by the school's policies and School Values. Any pupil or member of staff who witnesses or hears of an incident of bullying is expected to report it. Any complaint of bullying will be always taken seriously, and no-one will tolerate unkind actions or remarks or stand by when someone else is being bullied. Through their training and experience, staff are expected to promote an anti-bullying culture by celebrating achievement; anticipating problems and providing support; disciplining pupils sensibly and fairly; making opportunities to listen to pupils.

Pupils are taught that bullying will not be tolerated and are given guidance, both on how to report bullying and how to seek support. They are encouraged to celebrate the effort and achievements of others, promote positive attitudes, share problems with staff, turn to someone they trust, if they have a problem, and not to feel guilty when making complaints. Through its curriculum, pastoral system and co-curriculum the school seeks to educate its pupils to be respectful, thoughtful, emotionally robust and resilient. Discriminatory words and behaviour are unacceptable at Stafford Grammar School. Our pupils are encouraged through their whole educational experience to treat all people with equal respect and dignity, and not discriminate against anyone on any basis, including disability, race, culture, gender, religion or sexual orientation. A wide-ranging PSHEE programme exists across the school to educate pupils about the impact of bullying, the differences between people and the importance of avoiding prejudice-based language.

Senior pupils (and especially prefects) are expected to set a good example and be helpful to younger pupils. In particular, Form Managers and Mentors seek to befriend and look out for younger pupils, offering support where it is needed. Bullying is the

subject of assemblies and the school takes part in Anti-Bullying Week. The school employs a number of strategies to ensure that its pupils have the opportunity to express their views on bullying and give feedback on the effectiveness of the school's policies and procedures. These include School Council, discussion with pupils and consultation on this policy.

Advice to Parents

If you think your child is being bullied, or is involved in bullying in some way, please let the school know straight away. Talk to your children about the subject. Let them know you will be supportive and encourage them to confide in you. Reassure your child that the school will deal with the matter sensitively. We always endeavour to address any issue of bullying. If parents feel that any concerns about bullying (or anything else) are not being addressed properly, they are invited to contact the school to talk through the issues with a relevant member of staff. The first point of contact should be the pupil's Form Tutor.

Useful websites include:

<https://www.anti-bullyingalliance.org.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

<https://www.bullying.co.uk/>