



Loughborough Grammar School

Policy Title:	Anti-bullying Policy – Student
Version Number:	10
Approved By:	LGS Board
Date Approved:	November 2025
Date for Review	September 2026
Point of Contact:	TBE (Deputy Head Pastoral) and RW (Pastoral Support Manager, DSL)

1. Aims of the Policy are:

- To define bullying and offer advice
- To illustrate ways in which we seek to prevent bullying within our community
- To outline anti-bullying procedures
- To prevent bullying in so far as is reasonably possible.

2. Statement of Intent

The School aims to promote the values of mutual respect, integrity and social responsibility so a happy and aspirational ethos can thrive.

All institutions, whatever their size contain people with a potential for bullying behaviour. Bullying can happen amongst peers, both students and staff and it can happen between students and staff.

A well organised and disciplined school is able to minimise the occurrence of undesirable incidents. Bullying affects everyone, not just those with bullying behaviour, the targets, their families and the School community. It affects those other students who watch, and who can be drawn in by peer pressure. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are all to be found in our society. However, bullying and harassment is not an inevitable part of school life, or a necessary part of growing up. No one person or group, whether staff or student, should have to accept this type of behaviour.

Loughborough Grammar School is proud of our multi-cultural and diverse community where we celebrate our differences, and respect our varied cultures, disabilities, politics, faiths and sexual orientations. All individuals in our community have the right to have a safe and happy and be part of an inclusive and equal society.

Bullying must be dealt with effectively to enable students to be happy and able to thrive at Loughborough Grammar School.

This policy applies equally to Day, Boarding, LUNTA and GCSE Completion cohorts.

3. Definition of Bullying

3.1 What is bullying

There are many definitions of bullying, but according to the Department of Education:

The DfE Guidance Preventing and tackling bullying (2017) defines bullying to be “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” Bullying takes many forms, including repeated occurrences of physical, psychological, social or verbal abuse and cyber-bullying. It can involve threats, physical attacks, name-calling, mocking, harassment and sexual bullying. All forms of bullying are taken very seriously, be they physical or emotional, especially the latter which may cause longer term psychological damage.

Bullying is often characterised by a power imbalance, where the person or group displaying bullying behaviour hold dominance in the relationship, making it challenging for the target to stand up for themselves. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those who bully to defend themselves. The imbalance of power can manifest itself in several ways: it may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate its target. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Disruptive behaviour and the use of offensive language, if left unchallenged or dismissed as ‘banter’ can have a significant impact on its target, including the reluctance to report other behaviour subsequently. It is often hard for victims to defend themselves.

The helpful and easy-to-remember mnemonic ‘STOP’ stands for ‘Several Times, On Purpose’ and ‘Start Telling Other People.’ This tool can help students to identify bullying behaviour and guide them on how to respond if they experience or witness bullying behaviour.

One-off incidents of unkind or hurtful behaviour may have a significant impact on the target, and such incidents will be managed in line with the Behaviour, Reward and Sanction Policy and Safeguarding and Child Protection Policy.

Bullying can take many forms and the following list of main categories gives some of the examples of behaviour considered to be bullying. According to the Anti-Bullying Alliance the main categories of bullying are, but are not limited to:

1. **Physical** – pushing, hitting, kicking, taking belongings.
2. **Verbal** – name calling, insulting, making offensive remarks.
3. **Emotional** – isolating others, tormenting, hiding possessions, threatening gestures, humiliation, excluding, manipulation and coercion.
4. **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, using AI to hurt or humiliate another person and social exclusion.
5. **Indirect** – including the exploitation of others.

Direct face-to-face bullying and online bullying can often happen alongside each other.

Alternatively, bullying can be prejudiced-based (under the Equality Act 2010) according to the subject or the medium being used:

1. **Racial / religious / cultural** - behaviour or language that makes a student feel unwelcome or marginalised because of their race, culture, religion or national origin.
2. **Sexual/sexist** – behaviour or language that is derogatory towards a person’s gender or sexual orientation including homophobic and bio-phobic behaviours.
3. **Transphobic** – including gender reassignment.

4. **Disability** – behaviour or language that is disrespectful and related to a person's physical, mental or learning disability.
5. **Related to home circumstances** – marriage, civil partnership, pregnancy and maternity, young carers and looked after children.
6. **Vulnerability** – appearance or health conditions.

The school will record and categorise bullying in accordance with Leicestershire Safeguarding Audit Return. Best fit will apply where two categories are applicable.

3.2 Signs of Bullying

Signs of Bullying; please be aware of the following signs of bullying. Although there may be other causes for some of the signs and symptoms of bullying, staff should consider whether bullying is a contributing factor when supporting a student or investigating a reported incident.

- Appears nervous, anxious, withdrawn, or unusually quiet.
- Attendance and punctuality issues, for example, reluctance to attend school, frequent absence, arriving late to school or lessons and asking to go home early.
- Bullying other children.
- Change in eating habits and sleeping habits.
- Change in friendships.
- Change in school progress, attainment, and achievement, for example, decline in effort, failing to complete work, or producing low-quality work.
- Changes in mood and behaviour, for example, being nervous, losing self-confidence, withdrawing from social, school, and out-of-school activities and misbehaving.
- Disclosure of bullying to school staff or peers.
- Loss of appetite, weight loss and tiredness.
- Missing or damaged belongings, for example, books and bags.
- Regular visits to the Health and Wellbeing Centre due to unexplained symptoms like stomach aches or headaches.
- Stealing or asking for money.
- Upset after using an electronic device.
- Unexplained physical injuries.

3.3 The Roles Involved in Bullying

Bullying can be complicated and according to the Anti-Bullying Alliance is often group behaviour that can involve six different roles. Those investigating bullying should consider the different roles in bullying.

The Six Roles Involved in Bullying:

- **Target** – the person the bullying is aimed at.
- **Ringleader** – the person initiating the bullying.
- **Reinforcer** – is someone who doesn't 'do' any bullying themselves but supports the bullying behaviour by standing by the ringleader and assistant and or encouraging the behaviour.
- **Assistant** – someone who is involved in 'doing' the bullying behaviour led by the ringleader and might be actively doing the name calling or whatever the bullying might be.
- **Defender or Upstander** – someone who might stand up to the bullying and/or telling a trusted adult about what they seen or even just asking the target if they are OK. Sometimes known as an upstander.
- **Outsider or Bystander** – someone who is unaware of bullying happening or is choosing to ignore it and not involve themselves.

As a general principle, the school will avoid labelling someone a 'bully' because it suggests that is something that you are rather than a behaviour you choose to engage in.

4. Prevention

In line with its commitment to proactive pastoral care, the school educates students and staff about bullying, investigates and intervenes, supports both targets and those exhibiting bullying behaviour, and fosters an anti-bullying environment that promotes role models, open communication, pro-social behaviour and effective supervision.

The School is committed to proactive pastoral care and bullying prevention.

4.1 School Environment

The School aims to create a non-permissive environment for bullying behaviour. Therefore we:

- Organise the School's pastoral system by Year Group and Sections of the School so that students have continuity of care and specialists in each stage of adolescent development. Each section of the School has its own pastoral office, where students can access Heads of Years or Heads of Section.

- A Health and Wellbeing Centre, 'The Nest', is located centrally in the school with connection to School House, so that students have direct access to support from a School Nurse, Pastoral Support Manager (DSL) and or a Counsellor within the School Day.
- Organise the School in a way which minimises opportunities for bullying within the day, e.g. maintaining adequate levels of staff supervision out of lesson hours, separating known protagonists where possible and allocating toilets and play spaces by section of school during break and lunchtime.
- Create different mechanisms for raising and identifying concerns about bullying (e.g. in person, online reporting and monitoring and screening of online behaviour).
- Inform relevant members of staff when incidents have arisen so that situations before, during and after classes can be monitored.
- Utilise CCTV and IT monitoring to investigate concerns or incidents
- Use teaching materials that promote equity, diversity and inclusion and avoid using teaching materials and methods which give a negative or prejudiced view of any group.

4.2 Student Education

Students should be aware of what bullying is, the different roles involved in bullying, how to access help and support through and outside of school and how to form positive relationships.

Students are educated to know the difference between 'banter' when all parties find it funny, and bullying which is when not all parties are comfortable and do not find it funny.

Students are taught the difference between bystanders and upstanders.

Students are taught about the Equality Act (2010) and protected characteristics and that incidents of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. Bullying based on any protected characteristic is taken very seriously.

Clear anti-bullying messages, delivered through the pastoral curriculum, assemblies, the PSHE programme and in academic lessons are regular features each academic year. For example, in Year 7 all students receive the same Anti-Bullying lesson which is delivered through Form Tutors. Students are educated to know the difference between 'banter' and bullying and the difference between intent vs. impact.

The School promotes the annual Anti-Bullying Alliance 'Anti-Bullying Week' and facilitates activities for students to engage with other initiatives to promote wellbeing and awareness of differences (e.g. Internet Safety and Neurodiversity Week).

Education will also be used as part of the School's intervention to address bullying behaviour. For example, seminar groups or one-to-one mentoring will be considered.

Encourage students to treat others with respect, to develop positive views of other people, and to appreciate and embrace differences as well as similarities.

Discuss topics such as racism, sexism, disability etc. openly and sensitively in an informed way, using correct language as they appear across the whole of the school curriculum.

As a School we Seek to Address the Four Goals of Anti-Bias Education with Students:

1. That each student will demonstrate self-awareness, confidence, family pride, and positive social identities.
2. That each student will express comfort and joy with human diversity, accurate language for human differences; and deep, caring human connections.
3. That each student will increasingly recognise unfairness, have language to describe unfairness, and understand that unfairness hurts.
4. That each student will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

4.3 Staff Education

Pastoral leaders and managers (e.g. Heads of Year, Heads of Section, Pastoral Support Manager) complete additional training (e.g. ABA's Anti-Bullying Training, Mental Health First Aid Training):

- Update their training as part of their professional development to inform policy, intervention and support.

All Staff:

- All staff are expected to read the Anti-Bullying Policy annually and sign to state they have read and understood this policy.
- Are educated on the school's stated objective **that incidents of bullying reported to and noticed by staff will be investigated promptly, with concerns addressed firmly, fairly, and proportionately with the primary aim to prevent and stop bullying.**
- Are taught to challenge any language that may not be directed at anyone or affecting anyone nearby but could be considered to encourage discrimination, prejudice, or bullying.
- Must treat bullying as a serious matter and explore actions to prevent and stop bullying behaviour.
- Learn how to role model positive assertiveness, communication, and respect.

- Are educated about the different roles in bullying (according to the ABA) and examples of prejudice-motivated bullying.
- Understand how to manage any concerns regarding bullying quickly, firmly and fairly, communicating with parents/guardians/carers as appropriate.
- Learn how to apply rewards, sanctions, and discipline fairly to promote pro-social behaviour and prevent and stop bullying.
- Staff are trained to recognise SEN and know how to access students' individual profiles.
- Are given regular updates on bullying trends and incidents in the School, as appropriate.

4.4 Parent and Carer Awareness

This policy is available on the school's website so that parents can be clear on the School's approach to bullying and what to do if their child experiences bullying.

The School encourages close contact between the student's Form Tutor, Head of Year and parents/ guardians, and will make contact if there are worries about a pupil's well-being. This is promoted during Information Evenings and through Parent Bulletin notices.

If parents know or suspect that their child, or another pupil, is being bullied, they should contact the school without delay. All concerns will be taken seriously.

4.5 Student Voice

We encourage students to actively engage in anti-bullying strategies, and activities might include supporting reviews of policies, whole-school messages and surveys and student voice forums. Online reporting, School Councils and Prefects will also provide an opportunity for students to raise issues and discuss the culture of the school. In the boarding houses roll call meetings afford the opportunity to address the whole community on such issues as well Boarders' Chapel.

4.6 School Transition

Students are supported with their transition into the School, for example The Head of Year 6 and Year 7 run an induction programme, which includes contacting students' previous Schools to understand the nature of existing social relationships. In most cases, a new student in years outside of Year 6 and 7 will be allocated a social buddy to scaffold their initial social interactions.

5. Procedures

5.1 Support and Reporting

Extensive support networks have been established to allow targets of bullying to raise their concerns with a trusted adult in the school, including the Form Tutor, Head of Year, Head

of Section, Head of House, Boarding Staff, School Nurses, Pastoral Support Manager (DSL), Counsellor, Deputy Head (Pastoral), teacher or any member of the School's Leadership Team (including DSL).

A mechanism for student **reporting concerns online** exists from the Student Dashboard on the VLE, which is promoted around the school campus. Communication with parents is promoted through Information Evenings where anti-bullying messages are promoted and weekly Parent Bulletins so that parents know who to contact if they have a concern about their son.

5.2 Guidelines for Staff in Dealing with Bullying:

As members of staff, we aim to behave proactively, sympathetically, fairly and robustly by:

1. **Knowing and Understanding Bullying:** Be familiar with the Anti-Bullying Policy and understand what bullying is and how to respond effectively.
2. **Developing a Listening Culture:** Foster open communication with students to encourage them to voice their concerns, always taking them seriously.
3. **Being Vigilant:** Never ignore suspected bullying. Avoid minimising the issue or making premature judgments.
4. **Being Role Models, Promoting Positive Behaviour and Challenging Poor Behaviour:** Demonstrate positive, pro-social behaviour at all times to set an example for students. Always challenge disruptive, discriminatory, and/or prejudicial language and behaviour.
5. **Listening Carefully to All Accounts:** Understand that multiple students sharing the same story does not necessarily confirm its validity.
6. **Avoiding Premature Assumptions:** Remain objective and do not jump to conclusions.
7. **Taking Immediate Action:** Alert pastoral staff and report incidents promptly, recording them on CPOMS. Notify the Form Tutor, Head of Year (HoY), or a Safeguarding Lead as soon as possible. Bullying based on any protected characteristic should be reported to a Designated Safeguarding Lead.
8. **Intervene:** The primary aim of any intervention is for the bullying/poor behaviour to stop. Serious cases of bullying should be managed in accordance with the Student Serious Discipline Policy.
9. **Supporting:** Disclosing and responding to concerns about bullying can be difficult and challenging. Ensure support is offered and signposted to all.
10. **Engaging with Parents:** Inform and consult with parents when appropriate, especially if incidents are repetitive or severe. Seek parental support for preventative measures.
11. **Adopting a Problem-Solving Approach:** Consider alternative methods of intervention and support based on the specific situation and facts.
12. **Risk Assessments:** When a concern about a student's welfare is identified, work closely with the Pastoral Support Manager and Designated Safeguarding Lead to determine if a risk assessment is required and what actions will be taken.
13. **Considering Safeguarding, Criminal Issues, and Referrals to External Agencies:** Recognise that bullying may escalate to a safeguarding issue. Refer to safeguarding training and the Foundation's Child Protection and Safeguarding

Policy. Seek support from a Designated Safeguarding Lead for potential external agency referrals.

14. **Reporting and Recording:** Record incidents on CPOMS and inform key pastoral staff.
15. **Working Together:** Collaborate with colleagues across the Foundation to manage concerns about bullying, potentially including exclusion from some Foundation activities.
16. **Review:** Check in to ensure that bullying behaviour has not resumed according to a monitoring and review plan, primarily handled by the reporting member of staff and the Form Tutor, in coordination with the HoY or Head of Section.
17. **Reinforce Anti-Bullying Messages:** Promote the anti-bullying message consistently within the school environment and raise awareness of protected characteristics.
18. **Bullying Analysis and Trends:** Senior Pastoral Managers and Leaders collate and analyse trends and patterns in reported bullying concerns, regularly reporting to SLT and Governors for scrutiny and to inform school actions.

5.3 Intervention Following an Incident of Bullying:

Any intervention, including, but not limited to sanctions, will be kept confidential and aims to stop bullying behaviour and reinforce that bullying isn't acceptable or tolerated.

According to Reichert (2019) effective bullying intervention in boys typically involves:

- Establishing and reinforcing healthy behaviour routines and norms
- Peer mediation and conflict resolution
- Communication of expectations, boundaries and consequences for bullying behaviour

Research shows that both a punitive and restorative approach have similar levels of efficacy (Smith, 2019) but according to the Anti-Bullying Alliance young people prefer a restorative approach that focuses on targeting the root cause of the bullying behaviour and repairing relationships, rather than a punitive, sanction-based response.

5.4 Perpetrators of Bullying Behaviour (e.g. Ringleaders, Targets, Assistants or Reinforcers)

The School will establish clear expectations and assist students in understanding the role they play and the impact their behaviour has on other students and our community.

Sanctions will be applied to reflect the seriousness of the bullying incident in accordance with the Behaviour Rewards and Sanctions and Serious Student Disciplinary Policy. In some cases, it might be appropriate to sign post external organisations, work with external agencies or complete a risk assessment.

Depending on the individual student post incident mentoring sessions may be required. Utilising open-ended questions and conducting wellbeing checks during these sessions can facilitate students' engagement in the reflective process. Outlining commitments (which

may include recording and signing them) and encouraging written apologies can reinforce these expectations while promoting positive behavioural change.

There may be a restorative meeting between all parties only if all think it will be of benefit. A restorative meeting will be chaired by two experienced members of staff.

5.5 Support for those targeted or impacted by bullying behaviour

Bullying is a serious issue and can cause significant harm and it is important that targets of bullying are supported individually.

It is important to recognise that it is difficult to disclose and talk about bullying. The School will actively listen to each student who has been targeted or witnesses bullying, ensuring they feel heard and respected in the process. We recognise the importance of allowing them to have a say in how we address their concerns and resolve the situation, fostering a sense of autonomy in their experience. In nearly all circumstances, we believe it is essential to inform parents so they can provide additional support and advocacy for their child. We understand that each student's needs are unique, and ongoing support may include regular check-ins with a trusted adult, as well as options for coaching, mentoring, or counselling to support them. In some cases, it might be appropriate to sign post external organisations, work with external agencies or complete a risk assessment.

5.6 Peer Groups

Keeping an awareness of relationships within peer groups can be difficult to detect, so staff's knowledge of difficult relationships and antagonism between students is important. It may be necessary to have a dynamic risk assessment to minimise unplanned meetings of the parties.

5.7 Pupils with SEND and Physical Health Issues

The School recognises that students with SEND and physical health issues are more likely to experience bullying compared to their peers. The School raises awareness of disability, including neurodiversity, as part of the Pastoral curriculum and provide staff CPD opportunities to help minimise such incidents.

In cases involving students with SEND, there will be collaboration between the Pastoral Team and Head of Learning Support (SENDCo) to ensure that proportionate reasonable adjustments are fully considered.

5.8 Boarding

Boarding schools face unique risk factors due to shared overnight accommodation, which can make it difficult for students to escape bullying. Staff must be vigilant for signs of bullying in the boarding house, such as changes in appearance and behaviour, and should not hesitate to raise concerns in accordance with the Child Protection and Safeguarding Policy.

Our boarding environment is managed with special pastoral care to prevent and respond to bullying, including:

- All class teachers, Boarding Staff, Housemasters and Form Tutors get to know boarders individually and will identify changes in behaviour and wellbeing.
- Paying particular attention to boarders' progress, presentation and wellbeing during roll calls, in communal areas and mealtimes.
- Boarders Chapel and assemblies promote British and School Values of mutual respect, tolerance, relationships and individual liberty.
- Briefing senior students on handling and reporting safeguarding concerns within the School.
- Conducting boarding surveys.
- Providing an Independent Person and external helplines (e.g. NSPCC and Young Minds) for boarders to speak outside of the boarding house and School.
- Training boarding staff on various pastoral and boarding practices.

In serious cases, students can stay in the Health and Wellbeing Centre during investigations. The School reserves the right to move students to different houses to prevent further bullying.

6. Associated Policies

When managing concerns about bullying, the Anti-Bullying Policy should be read alongside, but not limited to:

- Child Protection and Safeguarding Policy
- Behaviour Rewards and Sanctions Policy
- Student Serious Disciplinary Policy
- Boarding Handbooks and Statement of Aims
- Acceptable Use Policies
- Searching, Screening and Confiscation policy
- Supervision Policies

6.1 External Agencies and Websites

The School recommends these websites for further guidance and advice.

Resources on Bullying and Online Safety

- 1. Anti-Bullying Alliance**
 - [What is Bullying?](#) (Anti-Bullying Alliance)
- 2. CEOP (Child Exploitation and Online Protection)**
 - [Online Safety Resources](#) (CEOP)

3. Childnet

- Understand, Prevent and Respond to Cyberbullying (Childnet, 2016)

4. Department for Education (2017)

- Preventing and Tackling Bullying (Department for Education)

5. Department for Children, Schools and Families (2014)

- Cyberbullying: Advice for Headteachers and School Staff (Department for Children, Schools and Families)

6. NSPCC

- Keeping Children Safe (NSPCC)

Appendix

The appendix provides further information for parents and carers and students it also raises further awareness of online, race or religion, gender or sexual orientation bullying

Appendix 1: Advice for Parents

Advice for Parents / Guardians / Carers

Parental support for the school is often the key to success or failure in anti-bullying initiatives. In an ideal world all cases of bullying would be resolved instantly, and every student would be a kind and considerate member of our school community. Some cases of bullying take longer to investigate and resolve. This is particularly so in cases of online bullying which can be complex to investigate and often start outside of core school hours. Technology sometimes does not produce tangible evidence. As stated in numerous places in our policy document, LGS does not tolerate bullying behaviour on or off our campus by our students.

If your son discloses to you that he has been a target of bullying, please listen and reassure him and find out what your son wants to happen and inform the school immediately. Your first point of contact will be the Form Tutor who is likely to be the staff member who knows your son best or Head of Year. Parents are urged to please be patient while investigations take place. Successful outcomes occur more quickly when we are in possession of full accounts of incidents. The School will endeavour to keep you regularly updated.

If your son has been bullying another student, make sure that they know what bullying behaviour is and why it is wrong, make sure that your son knows that there is support available to them through the home or School and it is important to keep a close working relationship with all concerned.

Appendix 2: Advice for Students

Anti-bullying Alliance's Guidelines for Students. If you are being bullied: Silence is the bully's biggest weapon. **STOP: Start-Telling-Other-People.**

If you feel unable to speak to someone in person or find it easier to write how they feel, the School has an online reporting system on the student dashboard.

If You are Being Bullied:

- Start telling other people (**STOP**)

You are never alone and there are people to help you (e.g. a friend, teacher or parent).

Keep a record of all that is happening; what, who, when, where can be helpful to support School intervention. If the bullying is online, keep the evidence – save or copy any photos, videos, texts, e-mails or posts, but **DO NOT** repost the content.

- Do not retaliate and think about ways that you can respond to bullying.

You can be assertive without retaliating and being aggressive. I don't like it when you say that that and I want it to STOP. Remember just because

- Support yourself with people that make you feel positive about yourself and do things that make you feel good.

Identify friends that support you, make you feel valued and respected and find ways to spend time with them.

- Don't blame yourself – it is not your fault.

No one deserves to be bullied.

- Know who you are, like who you are and be good at being who you are.

Everyone is different and that is to be celebrated. Spend time and do activities that help you get to know and like who you are and then practice being good at who you are.

If you Know of Someone who is Being Bullied:

Take-action! Be a defender. Watching and doing nothing looks as if you are on the side of the bully, and makes the target feel more isolated and alone and doesn't stop the bullying behaviour.

If you feel that you cannot get involved at that time, start telling other people immediately. Members of staff will know how to deal with it without getting you into trouble. Use the online reporting system if you are not ready to speak to someone.

Show kindness to all. Defend a target, ask if they are OK and how you can help them.

You may also want to contact the Pastoral Support Manager and DSL, School Nurse or School Counsellors via grammarcounsellor@lsf.org for further help.

Appendix 3: Religion and Racist bullying

Macpherson's Stephen Lawrence Inquiry, 1999 defined racism as

“Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin” and a racist incident as:

“Any incident which is perceived to be racist by the target or any other person”.

Preventing and Addressing Racism in Schools, Ealing Education Authority (2003) refers to racism as:

“something someone does or says that offends someone else in connection with their colour, background, culture or religion. It is when a person is: – teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background – stereotyped by their colour or religion – rejected or excluded from a group

because of their colour or religion – made fun of – or their family is made fun of – treated unfairly because of their way of life.”

Loughborough Grammar School is proud of our multi-cultural community where we celebrate our differences and respect our varied cultures and faiths.

There can be no place for bullying on the basis of race or religion. The School makes it clear that all racist abuse or language is wrong and any use of such language will be dealt with very seriously. A student who uses a racist insult or abuses an individual due to their background, will be managed in line with the Behaviour Reward and Sanction Policy, Student Serious Disciplinary Policy and Safeguarding and Child Protection Policy. This policy does not seek to define a list of inappropriate racist language or abuse (physical, emotional or verbal) due to the varied and changing nature of such language. There are hundreds of such words that can cause offence.

All students must take great care in their choice of words and especially must never use words the meaning of which they do not know. Similarly, there are words that are used often and accepted within certain groups but would be offensive to others hearing their use. Such words will always be inappropriate, seen as racist and should never be used.

It is also important to challenge and sanction all use of racist and language which is discriminatory and prejudiced, even though this may not be directed at anyone and in many cases no one who would appear to be affected nearby. Similarly, students must be challenged over any use of stereotypes or assumptions due to an individual's race, religion or ethnic background.

Appendix 4: Homophobic, Bi-Phobic and Transphobic Bullying

Homophobic bullying is defined by *Toolkit for Teachers Dealing with Homophobia and Homophobic Bullying* as:

“Homophobic bullying is when a young person’s actual or perceived sexual orientation/ gender identity is used to exclude, threaten, hurt, or humiliate him or her. It can also be more indirect: homophobic language and jokes around the school can create a climate of homophobia which indirectly excludes, threatens, hurts, or humiliates young people.”

Bullying that targets a student's sexuality/orientation will be dealt with in exactly the same way as described for race above. Bullying on the basis of homophobia, bi-phobia or transphobia is wrong.

There can be no place for bullying on the basis of gender or sexual orientation. The School makes it clear that all homophobic, bi-phobic and transphobic language is wrong and any use of such language will be dealt with very seriously. A student who uses a homophobic, bi-phobic or transphobic abuse or abuses an individual due to their sexual orientation will be managed in line with the Behaviour Reward and Sanction Policy, Student Serious Disciplinary Policy and Safeguarding and Child Protection Policy.

This policy does not seek to define a list of inappropriate homophobic/bi-phobic or transphobic language or abuse due to the varied and changing nature of such language. There are hundreds of such words that can cause offence.

It is also important to challenge and sanction all use of homophobic/bi-phobic and transphobic language or language which is discriminatory and prejudiced even though this may not be directed at anyone and in many cases no one who would appear to be affected nearby. Similarly, student must be challenged over any use of stereotypes or assumptions due to an individual's gender or sexual orientation.

Again, all students must take great care in their choice of words and especially must never use words the meaning of which they do not know. For example, the use of the word 'gay' and similar words being used as a replacement for 'bad' has been identified by the School, by virtue of its association with a negative noun, as unacceptable and staff are instructed to respond to every occasion on which they are used. A student who uses homophobic language in this way will be referred by the relevant teacher to his Head of Year, and a letter sent home to parents about the need to change this means of expression. A recurrence of such vocabulary will lead to serious sanctions including suspension.

Appendix 5: Sexist Bullying / Sexual Harassment

"Sexism is prejudice or discrimination based on one's gender and can be an example of prejudice-based bullying. Sexist attitudes stem from stereotypes of gender roles." (UNICEF)

"Sexual harassment is unwanted behaviour of a sexual nature which:

- *Violates a person's dignity.*
- *Intimidates, degrades or humiliates someone; or*
- *Creates a hostile or offensive environment"* (National Education Union)

A concern related to sexual harassment should be managed in line with Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

In a boys' school on a co-education campus, sexism is a potential ground for bullying due to the large number of activities that take place across the Foundation. Equally, it is possible for staff to be the targets of sexism. The Loughborough Schools Foundation believes in equality for all and that sexual harassment, sexist language and sexist stereotypes are wrong and cases of which will result in intervention and sanctions, as appropriate.

Use of misogynistic language around the school will similarly be reported by staff and parents involved, to ensure that all in our community can feel safe and equally respected.

A student who uses sexist or misogynistic language or has been identified to have sexually harassed individuals, will be managed in line with the Behaviour Reward and Sanction Policy, Student Serious Disciplinary Policy and Safeguarding and Child Protection Policy.

All students must take great care in their choice of words and especially must never use words the meaning of which they do not know. It is also important to challenge all use of sexist or misogynistic language, even though this may not be directed at anyone and in

many cases no one who would appear to be affected nearby. Similarly, students must be challenged over any use of stereotypes or assumptions due to an individual's gender or sex.

Staff are told to be mindful to challenge any language or behaviour which suggests a belief in the individual's superiority over another whether this be as above or due to socio-economic background, politics or individual characteristics.

Appendix 6: Online Bullying

For the prevention of cyberbullying, in addition to the measures described above, the School:

- Expects all pupils to adhere to its Acceptable Use policies. Certain sites are blocked by the School's filtering system and staff (including Designated Safeguarding Leads) monitor pupils' use.
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet (in accordance with the Behaviour, Rewards and Sanctions policies).
- Offers guidance on the safe use of AI, social networking sites and cyberbullying in Computer and PSHE lessons, which covers blocking, removing contacts from "friend" lists and sharing their personal data.
- Does not allow the use of mobile phones on site, in public areas of the School or where they may cause annoyance, humiliation or distress to others without the supervision of staff.
- Does not allow the use of cameras/ mobile phone cameras in toilets, washing and changing areas.

Procedures for Dealing with Online Bullying

The School shall adhere to the procedures outlined in this policy and in the Child Protection and Safeguarding Policy. In cases of cyberbullying, appropriate disciplinary action will be taken, proportionate to the severity of the incident and in line with the circumstances. Such actions will aim to uphold standards of behaviour, protect the wellbeing of all pupils, maintain the School's reputation, and foster a safe and respectful environment for learning.

Although cyberbullying is not a specific criminal offence, there are criminal laws that may apply to communications of a harassing or threatening manner or the unauthorised publication of private images, up skirting, sharing nudes/semi-nudes and sexting. Where the School considers that a reported incident of cyberbullying may amount to a criminal offence, it will inform the Police.

With due regard for the Searching, Screening and Confiscation policy, the School may authorise a member of staff to search a pupil's mobile device.

Revision date	Page number	Amendment
21.11.24	1-13	<p>Definition of emotional bullying</p> <p>More information about the roles in group bullying.</p> <p>Statement about supporting a target and those who show bullying behaviour and working across the Foundation.</p> <p>Statement about boarding.</p> <p>Statement about staff training</p>
14.08.25	1-13	<p>New statements about intervention.</p> <p>Reference to AI</p> <p>New statements about students with SEND.</p>