



## **ANTI - BULLYING POLICY STATEMENT** **Senior School**

**Applicable to:** All staff, governors, students and parents. This policy has regard to the DfE advice Preventing and Tackling Bullying (July 2017) and Cyberbullying Advice for Headteachers and School Staff (2014) and should be read in conjunction with the Policy on Behaviour and Sanctions. The school has a duty of care to safeguard and promote the welfare of each student and Redmaids' High School ensures that bullying at the school is prevented in so far as reasonably practicable.

### **Definition of Bullying:**

Repeated targeted behaviour, often over a period of time which intentionally hurts another student or group, physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of protected characteristics, such as race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through social media, mobile phones, text messages, photographs and email. Single incidents of bullying will still be recorded to ensure a single incident does not become a series of incidents.

It may be:

- **Physical** - hitting, kicking, sexual abuse, taking belongings, spoiling belongings.
- **Verbal** - name calling, repeated teasing and insulting.
- **Indirect** - spreading malicious gossip about someone, excluding someone from social groups, sending unpleasant or threatening notes, emails or text messages, phone calls, photographs, or any other type of cyberbullying including postings on social media.
- **Spatial** - excluding from an area that should be available, through threatening behaviour.

### **Bullying is not:**

When two students of equal power or strength have an occasional quarrel or disagreement (a one-off thing), which is resolved quickly.

**Redmaids' High School does not tolerate bullying in any form and promotes an open trusting society. Through its anti-bullying policy, the school aims:**

- To put in place measures that are intended to prevent bullying and give every student the right to prosper in a safe, secure learning environment which promotes good behaviour and respect.

- To raise awareness of what constitutes bullying, the seriousness of bullying, both physical and emotional and the damage, including psychological damage, it can do. This includes raising students' awareness of the criminal laws which apply to harassment and threatening behaviour.
- To provide clear guidelines to staff, students and parents for correctly identifying and dealing with a bullying incident.
- Ensure that students are clear that the sanctions for bullying will reflect the seriousness of an incident and that strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

### **We aim to prevent bullying in the following ways:**

- Ensuring that students are aware of an agreed definition of bullying through tutor input and the PSHE programme and through tutor input in the sixth form.
- Promoting the development of an emotionally literate community through assemblies, drama, projects, stories, tutor time and through the attitudes of staff to unacceptable behaviour.
- Promoting discussion of differences between people and the importance of avoiding prejudice-based language.
- Ensuring the school policy is understood and legal responsibilities are understood by the staff and that sources of further support are available.
- Encouraging staff to use seating plans during lessons and tutor times and to have an awareness of any tensions that are arising within the group.
- Providing appropriate INSET opportunities for staff to raise awareness, for example, training from Stand Against Racism & Inequality (SARI).
- Making sure that information is given to parents and students on joining the school.
- Particular reference is made to the nature and prevention of bullying among girls if they find themselves bystanders.
- Providing regular pastoral evenings for parents and other opportunities for them to hear from expert speakers about issues relating to friendships, bullying and social media.
- Providing appropriate staff presence before and after school and during breaks and lunchtimes.
- Encouraging students to speak openly about difficulties within friendships and about anything that they perceive to be bullying with a trusted person.
- Installing and using software that allows monitoring of PCs and iPads where there is a suspicion of inappropriate use. Use of filter on email and liaison with ISP to log email activity when necessary. An agreement about the use of ICT facilities signed by parents and students. These measures aim to reduce the incidence of 'cyber bullying' and to raise awareness of the implications of being involved in it.

### **We aim to deal with bullying in the following ways:**

- Both parents and staff are encouraged to help students develop strategies for coping with the difficulties that can occur when friendships go wrong and when bullying happens. The recognition that we can all be subject to bullying or prone to bullying behaviour throughout our lives is an important strand to the school's approach.
- Parents are encouraged to contact their daughter's tutor with any concerns about bullying, including cyberbullying and bullying outside school. In instances

of cyberbullying, we shall refer to the E-Safety code of practice and to the Acceptable Use Policy, signed by all students and endorsed by their parents. Similarly, the school will contact parents, as appropriate, to inform them if their daughter is involved in any bullying incident or experience.

- Students are encouraged to tell someone they trust about bullying, either when they are the victim or when they are aware that someone else is being bullied. At the outset this may be a friend or someone in the family but it should also quickly include someone at school. Students may choose from their form tutor, their Head of Year, a subject teacher, their "buddy", their Sixth Form Mentor, a member of "Chatterbox", the School Nurses, School Counsellor, Assistant Heads, Deputy Heads or the Head. Chatterbox and sixth form wellbeing leaders all receive the same listening training. Students are taught that they can report bullying to school in the first place – or to someone they trust if it happens to be outside school, for example online. Anyone can make a complaint to the police about bullying, but students are taught that it is usually a good idea to speak to the school first. If they are reporting cyberbullying, they are told not to delete any messages and try to keep screen shots and a record of the date and time of calls. Students can call 999 if in immediate danger. They are taught about the organisations that provide support and advice if they are worried about bullying, such as Bullying UK, Childline and Kidscape.
- The person in receipt of this information will listen sympathetically and then with the student's agreement, inform their form tutor, who will deal with the incident initially. A CPOMS entry will be started by the tutor.
- Subsequently the relevant Head of Year will be informed and then, if necessary, the Assistant Head - Pastoral (who is the Designated Safeguarding Lead) and the Deputy Head (students) if appropriate.
- The Assistant Head (pastoral) will deal with disciplinary measures, possibly in conjunction with the Deputy Head (students) if suspension is contemplated.
- The Assistant Head (pastoral) will inform The Head, and will record all cases of bullying.
- Parents may be involved at any stage but typically this should be early in the process.
- The victim of the incident will be listened to sympathetically and confidentiality will be maintained as far as possible, if requested. She may be helped to deal with the incident herself if she wishes, although she may seek further help at any stage.
- Where the bully is approached it will normally be with the knowledge and agreement of the victim.
- If appropriate, the alleged bully will have the opportunity to put her point of view once the situation has been explained to her by her Head of Year and the Assistant Head (pastoral). The victim will be kept informed of the process at each stage.
- A CPOMS entry will be completed and both parties will be able to contribute to this and check that, in their view, their statement is an accurate record of events.
- Both parties will then be helped to deal with the situation. The bully will be made aware that bullying is wrong and not tolerated and will be helped to work out ways of responding more appropriately to those around her. She will be made aware of the feelings of the person who is being bullied.
- Parents of the victim and the bully will be made aware and will be updated as necessary.

- The victim will have the opportunity to talk about her feelings to the bully, with a member of staff present, but only if she wishes to.
- The Assistant Head (pastoral) will deal with any disciplinary sanctions, if deemed necessary, and will contact the bully's parents to communicate the decision. Where a serious sanction is to be applied, the Deputy Head (students) or Head will take responsibility for administering the sanction and informing parents.
- If patterns of poor behaviour are identified (for example, within a certain year group) the Head of Year will monitor closely and, in conjunction with the Assistant Head (pastoral), may put in additional support to help the students to avoid further unacceptable conduct. This could be a referral to the School Counsellor, a CAMHS referral or a staff mentor.
- Within a week after the initial meeting the form tutor will discuss progress with each girl, starting with the victim to see how things are going. The situation will continue to be closely monitored by the Head of Year and the Assistant Head (pastoral) until a real improvement is evident.
- The incident will be recorded on CPOMS with the appropriate people alerted, this will enable patterns to be identified and to evaluate the effectiveness of the approach adopted.
- The Head may also keep copies of any incident reports in the students' confidential file. The Assistant Head (pastoral) maintains the bullying log in the senior drive.
- Any incidents based on protected characteristics will be identified as such on the incident log.
- Severe or persistent bullying may result in serious sanctions such as exclusion.
- Bullying that is on the basis of any protected characteristics will be taken very seriously.
- Consideration will be given as to whether a bullying incident meets the definition of peer-on-peer abuse and appropriate action taken as set out in the safeguarding and child protection policy.

### **Peer-on-Peer Abuse**

- This can be sexual violence, sexual harassment, physical abuse, sexting, initiation/hazing type violence and rituals.
- All types of abuse are just that – abuse – and cannot be passed off as 'banter' or just 'having a laugh'.
- We aim to reduce the risk by ensuring girls are well informed of this abuse, and where and when they are most at risk, through PSHE and external speakers. We review areas of the school where students feel less comfortable and assess them to reduce the risk.
- Any allegations will be recorded and dealt with under this policy and the safeguarding policy, mindful that both victim and perpetrator are considered 'at risk'.
- A bullying incident or peer-on-peer abuse may be treated as a Child Protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. External agencies such as First Response, Families in Focus or the police may be informed.

### **Monitoring**

Reviewed and updated July 2021

The anti-bullying policy and action plan are reviewed annually by the Deputy Head (students) and in consultation with the designated governor.

Related documents:

Preventing and Tackling Bullying (July 2017)

Cyberbullying: Advice for Headteachers and School Staff (October 2014)

KCSIE September 2020

This policy should be read in conjunction with:

Online Safety Code of Conduct

Student Mobile Device and ICT Acceptable Use

PSHE Policy

Safeguarding and Child Protection Policy

Behaviour and Sanctions Policy

Diversity and Inclusion Policy

**Kate Doarks/ Elizabeth Fry**  
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