



Brentford School for Girls

ANTI BULLYING POLICY

<i>Rev</i>	<i>Date</i>	<i>Description</i>
7	September 2027	Next review due
6	September 2025	Reviewed
5	September 2022	Reviewed
4	July 2019	Reviewed
3	July 2018	Reviewed
2	June 2017	Reviewed
1	June 2016	Initial version.

Our Vision

Imagine the future Brentford Girl; she thrives on challenge and has a desire to fulfil her learning potential; she is able to think independently and is confident in her social and academic capability; she is emotionally aware and emotionally intelligent; she is capable and dependable; she is resourceful and inquisitive; she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community; she accepts the welfare of others as her responsibility; she understands the need for sustainable living both locally and globally; she is ready for life in the future – whatever that may be. She is the centre of our vision and will remain the very core of our being and purpose.

AIMS

Brentford School for Girls is committed to ensuring all staff and students feel safe and secure. School life is calm and a purposeful environment is underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Students must feel that they can come to school and learn in a relaxed and secure atmosphere.

Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy, achieve and fulfill their potential free from bullying.

The well-being of every young person is of paramount importance; every learner has the right to a high quality learning experience at school, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of students

The school community share the definition of bullying as “**A persistent and deliberate attempt to hurt or humiliate someone**”. One-off incidents, whilst very serious and always dealt with, may not fall within the definition of bullying but they may have the potential to become a bullying incident. Therefore, they are dealt with using the same procedure.

We acknowledge that bullying happens, however bullying of any kind is unacceptable and will not be tolerated at our school. If bullying does occur, all students should be able to tell someone and know that incidents will be dealt with promptly and effectively.

We believe that it is possible to take action not only to help the victims of bullying, but bullies too, who are often very troubled individuals.

At Brentford School for Girls, we seek to highlight the issue and to create a climate where students, staff and parents feel able to talk about bullying and being bullied and are confident that something will be done. This means that *anyone* who knows that bullying is happening is expected to inform the school.

There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.

WHAT IS BULLYING?

There are many definitions of bullying, but most have three things in common:

- It is behaviour by an individual or group.
- It is deliberately hurtful behaviour either physical or emotionally.
- It is repeated often over a period of time.
- It is difficult for those being bullied to stop the process.

Bullying can be:

- **Physical bullying** - unprovoked assaults upon a person such as jostling, punching, kicking, or the use of weapons. It can range from "prods" to grievous bodily harm.
- **Verbal bullying** - name-calling or the use of language in a derogatory or offensive manner such as swearing, racist or sexist abuse, sexual innuendo, spreading nasty rumours and offensive graffiti.
- **Social or psychological bullying** - encouraging the peer group to ostracise, reject or exclude a student using taunting or teasing which is aimed at reducing the person's self-esteem and confidence. Doing nothing to prevent the bullying from taking place in front of you.
- **Cyber or mobile phone bullying** - sending abusive offensive messages by email, text messaging or social networking sites.
- **Sexting**- (also known as youth produced sexual imagery)
- **Other forms of bullying** - including rude gestures, intimidation, and extortion, deliberately damaging the victim's property or forcing the victim to steal from others.
- **Racial bullying** - may use all the forms of bullying shown above, but is special in that it involves the targeting of a child, as a result of the racial group to which he/she belongs, and as such the effects are felt by the family and other members of the group.
- **Homophobic, biphobic, transphobic bullying** - may also use all the forms of bullying listed above but targets a victim on account of his/her actual or perceived sexual orientation (lesbian, gay, bi or trans) or the perceived or actual sexual orientation of their parents.
- **Sexual violence and sexual harassment** – sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally). Addressing inappropriate behavior (even if it appears to be relatively innocuous) can be an important intervention that helps problematic, abusive and / or violent behavior in future. Staff need to be alert to any extra ordinary responses of a child not ordinarily present.

Bullying is not the same as quarrelling – all children will fall out with each other from time to time. Not all aggression is bullying, or all name-calling. It becomes bullying when it is exercised through the use of power, rather than an exchange between equals.

Implications of Bullying

Bullying is always taken seriously because of the potential impact upon young people.

Many of the outward signs of bullying can be the same as other indicators of abuse such as non- accidental injuries, self-abuse, low self-esteem, unhappiness, fear, distress or anxiety.

If unchecked, others may come to see bullying behaviour as acceptable within the school.

Victims can become bullies of younger or more vulnerable students.

Bullying can have long term effects on victims which may stretch into their adult lives.

Brentford School for Girls is committed to ensuring all members of the community are educated in the causes, implications and prevention of bullying so it can be dealt with effectively and efficiently and take a zero-tolerance approach.

RESPONSIBILITIES

All governors, teaching and non-teaching staff, students and parents/carers should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All students and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- All staff will endeavor to reduce the additional barriers faced and provide a safe space for them to speak out or to share their concerns.

All Staff

- All staff should be aware that bullying does take place and should be alert to the signs of bullying.
- All staff should follow the procedures listed in the anti-bullying policy.
- All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Heads of Year

- To ensure that all incidents reported about their students are logged on the bullying incident form and on the bullying database.
- To monitor the behaviour database and take appropriate action.
- To work with the Line Manager in dealing with serious cases of bullying.
- To ensure students understand the school's approach to bullying and are clear about the part they can play to prevent bullying, including when they find themselves as a bystander.

Assistant Head Teacher

- To monitor the action agreed is taking place in line with the anti-bullying policy.
- To review overall bullying figures and report half-termly to SLT and governing body through the half termly behavior report.
- To ensure staff receive training in what to look for and can implement the policy.
- To work with safeguarding officer to ensure all incidents are investigated and all parties involved have strategies to promote student wellbeing.
- To review the school policy and school practices.

- To ensure parents and students feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child and reinforce the value of good behaviour at home.

Head of School

To support the Assistant Headteacher in the administering of the policy and practices.

Headteacher

To have overall responsibility for the safety and wellbeing of all students.

To ensure that the school fully implements the school policy.

IMPLEMENTATION

The school takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including, assemblies, PSHCE lessons, peer mentoring and high staff presence and visibility during lessons change over, break, lunch time and after school. Each student has a form tutor and tutor groups are small so the form tutor can develop positive relationships quickly.

Minor incidents or disagreements should be addressed by form tutors or subject teachers; however, any suspicions of bullying must always be reported to the appropriate year leader as soon as possible.

Detecting Bullying

Not all victims report bullying. All adults must be alert to the signs of bullying:

- Physical injury
- Damaged clothes
- Loss of dinner money
- Isolated and withdrawn behaviour
- Deterioration of work
- Frequent absence or lateness
- Unusual attachment to adults
- Tearful behaviour
- Mood swings
- Lack of confidence
- Hostile/defensive
- Anxiety
- Avoiding social formerly enjoyable social situations
- Difficulty sleeping
- Low self-esteem

All of the above could, of course, indicate other problems and many victims do not show any of these signs. However, if adults are vigilant and are aware of the possible signs then we may save much distress.

Procedures

Student will inform someone, a member of staff/parent/peer mentor or friend, that they are being bullied.

The informed person should tell the form tutor. If the incident is a serious, violent form of bullying the Head of Year should be informed. If the bullying involves text messages or video messages online, the teacher should aim to view these and ensure that they are saved. According to The Education Act 2011, when an electronic device, such as a mobile phone, has been seized by a member of staff, that staff member (if formally authorized by the Headteacher) may examine data or files, and delete these where there is good reason to do so. Parental consent is not required to search through a young person's phone.

The circumstances leading to the incident should be investigated by form tutor and Head of Year.

The relevant teacher will need to complete a statement on SIMS. This should be added to the behaviour database.

The Head of Year will investigate the concern or allegation thoroughly to clarify the facts, taking statements from the alleged bully, victims and witnesses. Careful consideration of all circumstances will be made before sanctions or next actions are decided. This will in the vast majority of cases involve parents/carers of both alleged bully and victim being informed at the earliest opportunity. A range of approaches will be used to support the victim and help them build resilience. The Head of Year or the HUB team could offer:

- 1) Support
- 2) Coaching,
- 3) Mentoring
- 4) Counselling

This will enable the victim to deal with what has happened; this builds their resilience and confidence, nurturing lifelong learning in resolving issues. This approach is suitable for lower-level problems and where the victim wants to regain some control. If the bullying is more serious a support package will be developed with the victim, their parents and the school.

Any of the following actions may be taken, this is very dependent on the wishes of the victim:

- Head of Year to speak to bullies
- Head of Year to set up meeting between victim and those bullying to aim to resolve any conflict
- Contact parent of the victim.
- A record will be kept on file.
- No further action but continued support from Form Tutor and Head of Year and outside agencies e.g. counseling, referral from safeguarding officer. All parties including the Bully/ies to be given support from the Pastoral Team. In some cases, this may lead to referral to the Educational Psychologist or CAMHS.

Sanctions will be given in line with the positive behaviour policy.

In cases of serious and persistent bullying, where the above preventative measures have not worked, the following action may be taken:

- The AHT in charge of behavior will become involved. Parents will be contacted and invited in for an interview.

- Internal or external exclusions may be implemented, depending on the seriousness of the incident, previous conduct and the co-operation of the parents.
- Student may be presented to the governors' disciplinary panel.
- If necessary and appropriate, police will be contacted.

Monitoring

- Behaviour incidents recorded on SIMS.
- Half termly reports indicate the frequency of reported incidents.
- Reports detail type of bullying and monitoring analysis types of incidents e.g. verbal, emotional, racist, homophobic etc.
- Fixed-term exclusions.
- Counselling referral
- HUB referrals.
- School Council minutes termly
- PASS Survey will be carried out annually.

Evaluation

Evaluations will take place on a termly basis through a report.

- Reduction in the number of incidents reported.
- Staff following procedures.
- Pupils, parents and staff feel reported incidents are dealt with effectively.
- Staff are more vigilant and responsive to bullying.
- More pupils say they would intervene if they observed bullying.
- More pupils say they would not join in bullying.

STAFF TRAINING

All staff will receive training to ensure they know the policy and the procedures with regards to the identification and disclosure of any bullying incident. This will happen through regular safeguarding updates as well as through staff briefing and pastoral meetings.

RELATED POLICIES

- Safeguarding
- PSHE
- Citizenship
- Positive Behaviour
- Equal Opportunities and Race Equality
- ICT Policy
- Health and Safety

The department has published information on Preventing and Tackling Bullying, Mental Health and Behaviour in Schools. The Mental Health and Behaviour in Schools guidance sets out how schools can help prevent mental health problems by promoting resilience as part of an integrated, whole school approach to social and emotional wellbeing, which is tailored to meet the needs of their pupils.