

EDENFIELD GIRLS HIGH SCHOOL [EGHS]

Anti-Bullying Policy

Positioning Statement

“Bullying is unacceptable behaviour. It happens in all schools and many young people are involved at some time. EGHS is committed to creating a safe environment where everyone can learn, play and work; a place where they can talk about their concerns, confident that they will be listened to and will be offered help.

We will make it clear to young people, staff, parents governors and Trustees that when bullying happens we will work as a community in accordance with the school’s policy to help both the people who are harmed and the perpetrators.

We will do our utmost to ensure the safety of the person(s) affected and support improved behaviour from the bully.

Definition

- Bullying is the wilful persistent communicating of a conscious desire to dominate, hurt, threaten or frighten someone else.
- There are many definitions of bullying, but most have three things in common:
 - It is deliberately hurtful behaviour
 - It is repeated often over a period of time
 - It is difficult for those being bullied to defend themselves.

Bullying can take many forms, but four main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insulting, racist/sexist, homophobic remarks
- Electronic/Cyber Bullying – email, text, video, website, photographic intentionally or otherwise, often involving social media platforms.
- Indirect – spreading malicious information about someone, excluding someone from social groups.

The school needs to be particularly sensitive to any form of racial or homophobic abuse or harassment, in keeping with the DfE, which requires monitoring of racially linked bullying issues.

What is cyber bullying?

Cyber bullying is any form of bullying which takes place online or through smartphones, tablets and electronic devices. Social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, and Snapchat can all be used for cyber bullying.

Parents should be aware that the minimum age for account holders on most social media sites including Facebook and Snapchat is thirteen.

Cyber bullying can happen at all hours a day, especially away from school, at home, at evenings, weekends and holidays.

Types of cyber bullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

- Harassment
This is the act of sending offensive, rude, and insulting messages and being abusive.
- Denigration
This is when someone may send information about another person that is fake, damaging and untrue. Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip.
- Flaming
This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights.
- Impersonation
This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others.
- Outing and Trickery
This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.
- Exclusion
This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and is very common.

Anyone who makes threats on the internet could be committing a criminal offence. It is against the law in the UK to use the phone system, which includes the internet, to cause alarm or distress. It could also be against the 1997 Harassment Act. If threats are made against a student then it is essential the student confides in their parents or a member of staff, so that they can make a complaint to the police.

Where bullying can occur:

- Classroom
- Elsewhere in the school e.g. toilets
- Playground
- To and from school
- After school clubs

How can the school find out if bullying is happening:

- Listening to students
- Reports from parents
- Reports from community
- Observations by adults in school
- Year assemblies and circle time

Recognising the Symptoms

Students may:

- be frightened of walking to or from school
- be unwilling to go to school
- have clothes or books damaged
- become withdrawn, start stammering
- become distressed, stop eating
- cry themselves to sleep
- have nightmares and even call out, 'Leave me alone!'
- have unexplained bruises, scratches, cuts
- have their possessions go 'missing'
- ask for money or begin stealing money (to pay the bully)
- continually 'lose' their pocket money
- refuse to say what is wrong
- give improbable excuses to explain any of the above
- attempt suicide

The Policy in Action

Staff Action

Staff will always be sensitive to the possibility of bullying and be ready to talk to any student who wants to speak to them confidentially.

Some students may be more vulnerable than others. It is important that we are sensitive to students who because of their behaviours or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the student is vulnerable in some way and susceptible to – or suffering already from – bullying.

Students being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.

Early identification of students at risk can help us enable them to develop more effective strategies for responding to and preventing incidents. Induction meetings and other processes can be used to help identify specific needs or likely concerns so these can be taken into account when we develop their anti-bullying strategies.

Some bullying behaviour by students is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these students is key to selecting the right strategies and to engaging the right external support where needed (for example, in relation to issues of domestic violence or safeguarding issues).

Bullying records must be completed and maintained by the Headteacher. All staff refer bullying issues to the Head teacher.

Parental Action

If parents suspect that their daughter is being bullied, they should contact the Form Tutor for initial, confidential discussion. In cases of cyber bullying it may also be appropriate to inform the police.

Student Action

If students consider they are, or another student is, being bullied then they should tell their Form Tutor immediately if they are worried. They can also do this indirectly via a friend, parents/family or any trusted adult in school.

Anti-Bullying Strategies

The school uses a range of methods, including mediation, restorative justice, and the no-blame approach.

- **Counselling/mediation between those involved**
The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints.

- **Restorative justice**
The person affected is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Restorative justice is designed to empower the persons affected and to help the perpetrators understand the human consequences of their behaviour.

- **The no-blame or support group method**
In this method, the person affected, or target, of the bullying is interviewed. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the person affected is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

See Appendix 1 - Procedure for interviewing alleged Bully and Person affected.

Intervention strategies

- Anti-Bullying Notice Board
- Posters around school showing students what to do if they are being or witness bullying
- PSHE Lessons
- Anti-Bullying Week
- Assemblies
- Staff CPD Sessions
- Anti-Bullying Officer (currently the head teacher – until the school expands and this role is allocated to someone else) available to speak to
- Prefects/Peer Mentors (who will eventually be appointed from years above once the School expands over the years) as peer support and help

Curriculum organisation and management co-ordination

The Anti-bullying policy will be co-ordinated by the Headteacher who will liaise with both teaching and non-teaching staff.

Delivery

- As part of the PSHE element of the curriculum
- By dealing with specific issues as they are relevant
- Through story, drama and visual aids (in PSHE lessons and assemblies)
- Assemblies, Islamic study circles and school council.

Staff training

The headteacher is responsible for organising staff training to support the implementation of this policy.

Monitoring and Evaluation

Long and medium term planning will be reviewed by Head Teacher.

Specific issues working with parents

The school firmly believes in a partnership with parents in order to deal effectively with cases of bullying and to 're-educate' the bullies whilst supporting the recipient of the bullying.

Confidentiality

This will be maintained where appropriate.

Equal Opportunities

The Anti – bullying policy follows the guidelines laid down in our Equality policy and the Equality Act of 2010 (amended 2014), Behaviour policy and Safeguarding policies (1-4)

APPENDIX 1

Procedure for interviewing alleged Bully and Person(s) affected.

	What to do	How, Where, Time	Others
1	Listen to the person affected	In suitable place and give them time (at least 10 minutes)	Whenever possible another adult, adult witness + affected persons friend
2	Ask the person affected to write down everything	Date and time on paper and they should sign	Warnings about giving false accusations
3	Listen to alleged "Bully"	In suitable place and give them time (at least 10 minutes)	Possibly another adult witness + friend of student
4	Ask alleged "Bully" to write down everything	Date and time on paper and they should sign	Warnings about giving false accounts
5	Pass on to Headteacher [HT]	HT now follows "Anti Bullying stages" above	HT decides whether to contact both sets of parents or if necessary to invite them into school

This policy was adopted on	Reviewed by	Date for review
20 May 2019	Imran Ashraf Khaleda Begum Yasmin Mubarak Naman Yasin	20 May 2020