Greenford High School
Policy Document

Anti-Bullying Policy

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Governing Committee	Students
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GHS Anti-Bullying Policy

1.1 Introduction

1.1.1 Mission Statement

Greenford High School is committed to providing an excellent standard of learning in the classroom together with a wide range of curriculum enrichment. High standards of behaviour, conduct and consideration for others should be maintained throughout the school. We aim for a culture of mutual respect, friendliness and purpose. We encourage all children to discover and develop their full potential within a secure and supportive framework. We expect parents to support us in our work and together we strive for excellence and high standards.

1.1.2 Junior Leadership Team Statement

"Greenford High School aims to provide an atmosphere in which students are able to excel and develop both educationally and personally. All students should feel comfortable in this environment and we as a school, along with the continuing support of parents, take on the responsibility to ensure that they do."

1.1.2 Aims, Principles and Objectives

This policy has been written in consultation with the staff, pupils, parents and governors at Greenford High School. The policy has three main purposes;
- To provide staff with a clear understanding on the impact of bullying on the lives of pupils
- To act as a guide for staff on how to identify, prevent and deal with bullying behaviour as well as how to support pupils, both victims and perpetrators
- For pupils and parents/carers to feel confident that the staff at Greenford High take bullying very seriously and deal with it appropriately
- Bullying is not accepted at Greenford High School.
- Our pupils have the right to learn free from intimidation and fear
- The needs of the victim are paramount
- Bullied pupils will be listened to
- Reported incidents will be taken seriously and thoroughly investigated

Creating a culture where bullying is not tolerated and is acted on quickly and appropriately, is everyone's responsibility. Dealing with low level acts of bullying with prompt investigation and a solution focused approach will send out a message to all pupils that we have a zero tolerance approach to bullying. The flowchart found in **Appendix 1** outlines what needs to be done in all cases of bullying, especially at the early stages. There are flowcharts for both the perpetrator and the victim.

Victims of bullies develop a sense of isolation, suppressed anger and a lack of motivation. Being bullied is soul destroying, not character building and can lead to a pupil's experience of education being ruined. Our responsibility is to protect and nurture pupils. Protecting pupils from fear and intimidation is key to an effective school; therefore is paramount.

By law all schools must have a policy to prevent all forms of bullying among pupils. At Greenford High School, we are strongly committed to equal opportunities and believe that every member of the school community has the right to realise their potential in a safe and happy environment. It is the responsibility of all members of staff and governors to ensure that every pupil and parent fully understands our anti-bullying policy. This policy should be read in conjunction with the following policies;

- UN Convention on the Rights of the Child (ratified in the UK, 1991)
- Human Rights Act 1998
- The Race Relations Amendment Act 2000
- Education and Inspections Act 2006
- Pupil Behaviour and School Discipline: Education and Inspections Act 2006
- GHS School Behaviour Policy
- GHS Race & Equality Policy
- GHS Child Protection/Safeguarding Children Policy
- GHS Disability Equality Policy

1.2 Understanding Bullying

1.2.1 The Nature of Bullying

Bullying may be defined as:
'Behaviour by an individual or group, **usually repeated over time**, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance of power.' *Safe to Learn- DCSF September 2007*

There are many definitions of bullying. Some of these statements are taken from the Ealing Grid for Learning on Anti-Bullying.

Type of Bullying	Aspects
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wind them up.
Social	Ostracism or rejection by a peer group.
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.
Transgender	Behaviour based on a dislike or fear of someone who identifies as a gender other than the one they were born into.
Racist	

	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
Sexual	Sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.
Cyber	The use of social media, information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else.
Others	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or more able and talented.

1.2.2 Possible Signs of Bullying

A pupil may indicate by their behaviour that he or she is being bullied. There are several signs that someone could be being bullied:

Emotional signs   changes in eating patterns
                      Frequent tears or anger
                      Mood swings
                      Becoming withdrawn
                      Becoming aggressive and unreasonable

Physical signs   Unexplained bruises, cuts, scratches
                      Missing or damaged belongings or clothes

School signs   Doesn't want to come to school
                      Doesn't do as well at school

Other signs   Often alone or excluded from friendship groups
                      A frequent target for teasing and mimicking
                      Unable to speak up in class and appears insecure or frightened

If a pupil shows some of the above, bullying may be responsible and you might want to inquire whether someone is bullying or threatening them.

1.2.3 The Effects of Bullying

Bullying can have a damaging effect on young people, on their self-esteem and, ultimately, their school attendance and achievement; these effects can be long lasting. Victims of bullying often feel responsible for what has happened, adding to their feeling of helplessness and isolation.

Others associated with incidents of bullying such as the perpetrator, school staff and families can also suffer from short and long-term negative feelings and impacts such as frustration, anger and loss of self-esteem.

1.3 Responsibilities of all stakeholders

1.3.1 Responsibilities of Staff

Our staff will
- Foster self - esteem, self – respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the young person who is bullied and to the bully and the importance of telling someone about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Report suspected cases of bullying to the relevant Head of Year, who may then involve the Anti -Bullying Co-ordinator or the Child Protection Officer.
- Be clear about what constitutes bullying.
- Ensure that incidents of bullying are logged on SIMs, along with clear actions taken when it is a first instance.

1.3.2 Responsibilities of our Students

We expect our students to
- Refrain from becoming involved in any kind of bullying.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying.

1.3.3 Responsibilities of Parents

We ask our parents to support their young person and the school by:
- Watching for signs of distress or unusual behaviour in their young person, which might be evidence of bullying
- Advise their young person to report any bullying to the relevant Head of Year and explain the implications of allowing bullying to continue unchecked, for themselves and for other students.
- Advise their young person not to retaliate to any forms of bullying.
- Being sympathetic and supportive towards their young person and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying

1.4 Implementing the Policy

1.4.1 Raising Awareness and Combating Bullying

The **Anti-Bullying and Online Education Leader** will raise awareness of the issues around bullying to the whole school community on a regular basis. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects or through assemblies.

It is the responsibility of every member of staff to challenge bullying behaviour inside and outside the classroom and to support pupils in responding to an incident.
Pupils will be encouraged to be active when they observe bullying by:
- Not allowing someone to be deliberately left out of a group
- Not smiling or laughing when someone is being bullied
- Telling a member of staff what is happening
- Encouraging the bullied pupil to join in with their activities or groups

- Telling the bullying pupil that they disapprove of his or her actions

1.4.2 How we deal with Bullying – Within the context of the Behaviour Policy

Bullying behaviour is taken very seriously at Greenford High School. We not only have the victim as a priority but also the perpetrator. Support mechanisms are in place for pupils to feel safe and report incidents of bullying and to overcome the difficulties encountered as a result. Support is offered via form tutors, year teams, **Anti-Bullying and Online Education Leader**, Learning Mentors, counselling and peer mentors such as our Cybermentors and MVP mentors.

Disciplinary measures may be applied to students who bully, in order to show clearly that their behaviour is wrong. Where they are applied, they will be done so fairly, consistently and take into account the needs of vulnerable students. Please see **Appendix 1** for more information on what happens with bullying incidents.

Where appropriate the school will liaise and work with partner organisations to support our anti-bullying strategy. Key agencies will include the Behaviour and Inclusion Service, The Exclusions Team, Police, Youth and Connexions Service, Social Services, Youth Offending Service and voluntary organisations, such as the Anti-Bullying Alliance and Kidscape.

1.4.3 Reporting Bullying Incidents

Pupils are actively encouraged to report any issues of bullying to a member of staff with whom they feel comfortable. The member of staff will act swiftly, and within the boundaries of Child Protection, in confidence. This is to protect against any possible impact occurring with the child as a result of contact being made.

All incidents of bullying should be reported to the Year/Post 16 teams and logged on SIMs by the member of staff who has dealt with the incident. A report will be given to SLT on a termly basis and also presented to the governors at Students Committee.

1.4.4 INSET & Raising Awareness

INSET related to bullying and conflict resolution will be offered at regular intervals for to all current staff and staff joining GHS, drawing on expertise from within the school, the Local Authority and other organisations.

Appendix 1

What happens with a bullying incident - perpetrator

1st incident
- Conversation with teacher at an appropriate time.
- Logged on SIMs as **Name calling** by teacher and **detention** given.
- Parents informed by teacher who intercepted the incident and who issued detention.

2nd incident
- Year Team to pick up the incident with student.
- Logged on SIMS by Year Team as **Bullying (with details)** and **IE Day** given. Letter sent home.
- Peer-on-peer abuse session with PSW followed by restorative conversation with the victim.

3rd incident
- Year Team and attached SLT to pick up incident with student.
- Logged on SIMs by Year Team as **Bullying (with details)** and **suspension** given.
- Parents attend Reintegration Meeting and targets set around issue of bullying.
- 3 peer-on-peer sessions with PSWs.

4th incident
- AHT for Behaviour to pick up incident with student.
- Logged on SIMS by Year Team as **Bullying (with details)** and **2nd suspension** given.
- Parents attend 2nd Reintegration Meeting - Managed Move discussed along with Stages of Intervention.
- Pastoral Support Plan set up with Behaviour and Inclusion Service.
- Peer-on-peer work with both Behaviour and Inclusion Service and school social worker - 6 week programme.
- Student to be seen by the Governors Intervention Panel to look at issue of bullying.

5th incident
- DHT for Inclusion and Student Personal Development to pick up student.
- Logged on SIMs by Year Team **Bullying (with details)** and **3rd suspension** given.
- Parents attend 3rd RM - Managed Move offered and Stages of Intervention discussed.
- Child Protection Team and SWIS involved.
- Referral made to SEN to look at possible underlying issues.

Beyond this stage
Any student who continues to bully beyond this stage is at serious risk of permanent exclusion.

Bullying refers to any repeated patterns of unkind and abusive behaviour to others in our community, regardless of type of bullying. The stages above will apply to the perpetrator regardless of whether it is directed towards the same individual or different people.

What happens with a bullying incident - victim

1st incident
- Conversation with teacher at an appropriate time.
- Email sent to Year Team and Child Protection by teacher who has witnessed the incident.
- Logged on CPOMs as an incident of **Name Calling** and kept on Year Team records.

2nd incident
- Year Team to pick up the incident with student as soon as they can to check in.
- Email sent to Child Protection by Year Team and logged on CPOMS as an incident of **Bullying (clear it is as victim of)**.
- Parents informed by the Year Team.
- 1 Mentoring session with a PSW followed by restorative conversation with the perpetrator.

3rd incident
- Year Team and attached SLT to meet with student to check in.
- Email sent to Child Protection Team by Year Team and logged on CPOMS as a second incident of **Bullying (see above)**.
- 3 mentoring sessions with a PSW - referral to The Space offered.
- Parents informed of reason for mentoring and support being offered - PSW to contact.
- Parents informed of steps taken to ensure that perpetrator(s) is(are) aware that their behaviour constitutes bullying and needs to stop to avoid further sanctions. Please note that due to GDPR, perpetrators will never be named and it may not be possible to give the specifics of actions taken.

4th incident
- AHT for Behaviour to meet with the student to check in.
- Email sent to Child Protection Team by Year Team and logged on CPOMS as a third incident of **Bullying**.
- Parents invited in for meeting by Year Team to discuss strategies and possible safety plan. Update given on actions taken with perpetrator(s), GDPR allowing.
- Weekly mentoring sessions with a PSW - 6 week programme.
- Counselling referral made, if family in agreement, by Year Team.
- Possible referral to other agencies for support, if need be - police, CAMHS, EP or CLIPS, for example.

5th incident
- DHT for Inclusion and Student Personal Development to check in with student.
- DHT to log on CPOMS as an ongoing bullying issue.
- DHT to meet with parents to review or devise safety plan and to update on actions taken with perpetrator(s), GDPR allowing.
- Child Protection Team and SWIS involved.
- Referral to external agencies if appropriate.

Bullying refers to any repeated patterns of unkind and abusive behaviour to others in our community, regardless of type of bullying. It will not be tolerated in any form and we will ensure that victims of bullying are supported, as well as the perpetrators sanctioned.

Appendix 2

Teachers and tutors

Year Teams

Wellbeing

ChildLine
0800 1111

anti-bullying alliance

Phonelines/websites

YOUNGMiNDS
fighting for young people's mental health

Safer Schools Officer

Do you need someone to talk to?

School counsellors

Pastoral Support Workers

Family and friends

School social worker

Child Protection Team