

Greenford High School

Policy Document



Anti-Bullying Policy

Last Updated	May 2025
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Staff Responsible	Mark Harvey (AHT)
Governing Committee	Students
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Approved by	Mrs M Pye, Headteacher
Update	GHS Shared Drive May 2025 Website May 2025

GHS Anti-Bullying Policy

1.1 Introduction

1.1.1 Policy Statement

At Greenford High School, every student has the right to learn in a safe, supportive, and respectful environment. We are committed to preventing bullying in all its forms by promoting a culture rooted in courage, resilience, responsibility, community, and compassion. Bullying is not tolerated and will be addressed through education, early intervention, and clear procedures.

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 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.

1.1.3 Legal framework

This policy is guided by and complies with the following legislation -

Education Act 2002 - which places a duty on schools to safeguard and promote the welfare of pupils.

Education and Inspections Act 2006, Section 89 - which requires schools to implement policies that prevent all forms of bullying.

Equality Act 2010 - which protects individuals from discrimination and promotes equality, particularly in relation to race, gender, disability, religion, and sexual orientation.

Keeping Children Safe in Education - which outlines schools' responsibilities to safeguard children from harm, including bullying.

1.2 Understanding Bullying

1.2.1 The Nature of Bullying

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

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:

<u>Emotional signs</u>	Changes in eating patterns Frequent tears or anger Mood swings Becoming withdrawn Becoming aggressive and unreasonable
<u>Physical signs</u>	Unexplained bruises, cuts, scratches Missing or damaged belongings or clothes
<u>School signs</u>	Doesn't want to come to school Doesn't do as well at school
<u>Other signs</u>	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 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 are informed by the teacher who intercepted the incident and who issued detention.

2nd incident

- Year Team to pick up the incident with the student.
- Logged on SIMs by Year Team as **Bullying (with details)** and **IE Day** given. Letter sent home.
- Peer-on-peer abuse session with a member of the pastoral team followed by a restorative conversation with the victim.

3rd incident

- Year Team and attached SLT to pick up the incident with the student.
- Logged on SIMs by Year Team as **Bullying (with details)** and an internal exclusion or suspension as a sanction.
- Parents attend Reintegration Meeting and targets set around the issue of bullying.
- Attend anti-bullying workshops.

4th incident

- AHT for Behaviour to pick up the incident with the student.
- Logged on SIMs by Year Team as **Bullying (with details)** a **suspension given** as a sanction.
- Parents attend a 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 the issue of bullying.

5th incident

- DHT for Inclusion and Student Personal Development to pick up the student.
- Logged on SIMs by Year Team **Bullying (with details)** and a further **suspension** given as a sanction.
- Parents attend reintegration meeting - 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 the 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 the 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 member of the year team followed by restorative conversation with the perpetrator.

3rd incident

- Year Team and attached SLT to meet with the 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 member of the year team - referral to The Space offered.
- Parents informed of the 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 in charge of bullying 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 are invited in for a meeting by the Year Team to discuss strategies and a possible safety plan. Update given on actions taken with perpetrator(s), GDPR allowing.
- Weekly mentoring sessions with a member of the year team - 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 the student.
- DHT to log on CPOMS as an ongoing bullying issue.
- DHT to meet with parents to review or devise a 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

Safeguarding



 <p>Gurvinder Nayyar Assistant Headteacher of Inclusion & Designated Safeguarding Lead Location: AF08 gnayyar@greenford.safing.sch.uk</p>	 <p>Niloo Adhami Deputy Designated Safeguarding Lead and Mental Health Lead Location: AG 16 nadhani@greenford.safing.sch.uk</p>	 <p>Rav Dhindsa Assistant headteacher of Behaviour & Child Protection Officer Location: BG04 rdhindsa@greenford.safing.sch.uk</p>	 <p>Monika Sierkowska CP Officer & Administration Location: AG 16 msierkowska@greenford.safing.sch.uk</p>	 <p>Anaela Thomas CP Officer & CLA Coordinator Location: AG 16 athomas@greenford.safing.sch.uk</p>
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COMMUNITY COMPASSION COURAGE RESPONSIBILITY RESILIENCE

