

**NORTHFLEET SCHOOL FOR GIRLS
CO-OPERATIVE LEARNING TRUST**

POLICY ON

ANTI-BULLYING

Date of Policy:	January 2021
Member of staff responsible:	Ms Lorraine Grinyer
Reviewed:	January 2021
Ratified by Governors:	
Review Date:	January 2023

ETHOS STATEMENT

NSfG's vision is that students will **dream big** with regard to their potential life opportunities and achieve this through the **excellent start** this school gives them. Whilst at NSfG students will experience:

- **High expectations** in every aspect of school life, including academic progress, personal development, relationships and appearance
- All those involved in the school will **work together** to achieve this vision. \it is especially important that the school, students, parents and Governors all work together effectively as one team
- Should be an **enjoyable experience**. We will work to create a school that students want to come to, staff value working in and parents are proud to send their children

The aim of the school is to foster positive relationships whereby students, staff and all stakeholders value equality and diversity amongst the whole community, and are proactive in establishing these as the norm.

Our firm belief is that by working in **PARTNERSHIP** relationships in our school will be something of which we can all be proud. In the majority of cases students, staff and parents treat each other with mutual **RESPECT**. There are times, though, when things go wrong and relationships are not as good as they could be. We must then all work together to get things back on track because we believe that everyone in the school has the right to learn in a happy, positive and safe environment. Therefore, everyone has the **responsibility** to behave in a way that is going to allow this to happen.

We recognise that bullying is unacceptably endemic within society as a whole and therefore will be found within every school, including ours. Although we acknowledge that it is not feasible to totally eradicate bullying, we are committed (as far as is possible) to preventing, identifying and stopping any outbreak of bullying that is brought to our attention.

Aims of this policy

1. Prevent, as far as is possible, any bullying from taking place within our school community.
2. Correct any outbreaks of bullying which do occur by working with both victim and bully.
3. Support the whole school community so that we become a sharing and caring community whose members do not accept bullying and will not allow incidents to go unchecked.

The School will:

- Discuss, monitor and review our anti-school policy on a regular basis
- Support all staff to promote positive relationships and identify and tackle bullying appropriately
- Intervene by identifying and tackling bullying behaviour appropriately and promptly. This will be done through a clear "Positive Relationships Ladder" whereby all students are aware of the consequences of unkind or bullying behaviours (see Appendix 1)
- Offer a clear and easy-to-use reporting system for students
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy

- Require all members of the community to work with the school to uphold the anti-bullying policy
- Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate

A NOTE ON TERMINOLOGY:

Bullying is “behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

Specifically, it will include the following:

1. The causing of physical or emotional distress by individuals or groups on a victim.
2. An action which is usually repetitive but may be “one off”.
3. An action which might be Physical or Verbal in nature.
 - (a) Physical in causing actual harm or threat of harm against the victim.
 - (b) Physical in the form of a sexual violation or causing sexual distress in the victim.
 - (c) Verbal in that the action engenders fear or emotional trauma within the victim.
 - (d) Verbal in that the action causes the victim to feel rejected or ostracised by the community.
4. An action which might be deliberate (in that the bully knowingly chooses to cause hurt/harm to the victim) or non-deliberate (in that the bully does not realise the hurt/harm that they are causing).
5. An action that might take place outside of the school environment/school day which causes the victim emotional trauma within the school setting.
6. Bullying might be related to sexual orientation (homophobic bullying) or sexist, sexual and transphobic bullying
7. Bullying related to race, religion or culture
8. Bullying related to SEND (Special Educational Needs or Disability)
9. Bullying related to appearance or health conditions
10. Bullying of young carers or Children in Care or otherwise related to home circumstances
11. “Cyber bullying” – through social networking sites on the internet, apps and mobile phones, including sending offensive or degrading imagery

By “bullying” we do not mean a “falling out” between friends even though the result of this often looks like bullying.

Bullying may take the following forms:

Name-calling, mocking, “put-downs”, sarcasm, offensive comments
 Physical assault (such as kicking, hitting, spitting, biting)
 Threatening physical assault
 Ostracising
 Getting others to “pick on” the victim
 Demanding of money, possessions or food in a threatening way
 Sexual actions done against the will of the victim
 Spreading malicious rumours or lies
 Deliberate damage of another’s property
 Producing offensive graffiti

LIAISON WITH PARENTS & CARERS

We will:

- Ensure that all parents/carers know who to contact if they are worried about bullying through the school's website; in most cases this will be the relevant Engagement and Support Leader (ESL) of the College
- Ensure that all parents know about our complaints procedure and how to use it effectively through the school's website
- Work with all parents and the local community to address issues beyond the school gates that give rise to bullying
- Encourage parents to work with the school to role model positive behaviour, both on and off site, and on and offline

PRACTICES

1. PREVENTING BULLYING

We recognise that everyone in the school community has a responsibility to help prevent any outbreak of bullying. Prevention is a pro-active approach to dealing with the issue of bullying. We will seek to do this in the following ways:

- Pro-actively through this policy document – to be agreed to and implemented by a partnership of governors, parents/carers, staff (both teaching and non-teaching), students (including the school student leaders) and the community at large (through the school website) – designed to raise awareness amongst the stakeholders in aiming to prevent bullying starting in the first place.
- Pro-actively via information-gathering from the school students on a regular basis through such means as student surveys
- Pro-actively through assemblies and/or College meetings at least twice a year
- Pro-actively through the PSHE curriculum beginning in year 7.
- Pro-actively through mediation in order to deal with specific issues with a pair or group of identified students
- Pro-actively through building into core curricular subjects – especially English
- Pro-actively through the use of Corrective/Reactive approaches towards bullying which will engender a climate of belief that “something will always be done and so it is better not to bully in the first place”.
- Pro-actively through the use of “Restorative Justice” approaches by staff when they see a bullying situation in the making
- Pro-actively through the use of a school base “tracking system/database” (Positive Relationships Ladder) which will highlight potential victims/bullies to allow corrective work to be done.

- Through providing a safe environment (as far as is possible) during student social times by: supervising the site, providing sufficient spaces for students to relax and by giving careful consideration to the groupings of students in social time.
- Pro-actively through providing clubs and activities for students at lunchtimes and actively encouraging the students to join them.
- Pro-actively through displays around the school including the anti-bullying code
- Pro-actively working with outside support networks and the Youth engagement officer

2. CORRECTING BULLYING

We recognise that in spite of all preventative measures there will undoubtedly be periodic incidents of bullying. We need a reactive approach to deal with such problems and correct the situation so that bullying ceases and the victim feels safe within the school environment again. We seek to do this in the following ways:

- Through reacting to a “bullying allegation” by instituting an investigation where (observing safety and confidentiality constraints) the alleged bully, victim and witnesses will be given the opportunity to “have their say” either in a formal interview or through the written statement.
- If investigation suggests that the allegation is a friendship problem rather than a bullying incident, then the normal pastoral channels to support the students will be instituted (which might include the use of mentors).
- If investigation establishes that bullying has taken place, then the incident will be logged on the “tracking” system (as mentioned above).
- We then aim to support the “victim” in one or all of the following ways (and any other tailored way which will best support the child):
 - a. Staff will be informed in order to “keep an eye” on the student in class situations.
 - b. Home will be contacted in order to get the family in partnership with the school in supporting the victim.
 - c. Help will be given to the victim which could be – self-protection advice, mentoring support, sanctuary provision (for example during vulnerable times of break and lunch), curriculum adaptation which might be to protect the child by allowing them to arrive/leave school or lessons at different times from the rest of the school while the problem is being dealt with;
 - d. The School Inclusion Panel might decide that the victim would benefit from referral to a member of the school’s pastoral team
 - e. Covert observation of the victim/bully.
 - f. “Restorative Justice” or mediation approaches can be used to give the victim the opportunity to work out with the bully a “way forward” in a safe environment.
 - g. Liaise with the police/outside agencies where necessary or advisable.
- We then aim to support the “bully” in one or all of the following ways (and any other tailored way which will best change the bully’s behaviour):

- a) In the first instance it might be appropriate to talk to the bully and give them a warning – this is especially pertinent if it is felt that the bully was not aware of the distress they were causing to the victim. If that child then bullies again then the bully will be punished.
- b) It might then be appropriate to use a “Restorative Justice” approach to face the “bully” with the consequences of their actions and to get them to decide what should happen now to ensure that the bullying does not continue
- c) It might be appropriate (for example if the investigation showed callous bullying or the child has been bullying before) to immediately punish the child. This punishment might take the form of isolation from their peers in the School Isolation Room. It might take the form of a loss of the social time when the bullying takes place. It might be temporary removal from a lesson where the victim feels vulnerable, or the loss of the right to go home at the same time as their peers. It could also take the form of a fixed-term exclusion.
- d) The family will then be contacted in order to bring them into partnership with working with and supporting the bully.
- e) The bully may then be helped to make decisions and set targets in order to seek to ensure that the bullying stops and is not repeated.
- f) If after repeated cycles and target setting the bully fails to change their behaviour then exclusion may result or, in partnership with parents, the school may arrange a move to an alternative school.

If possible/advisable “mediation” will be used to bring together the victim and the bully if it is considered that this will lead to a successful resolution of the problem.

3. SUPPORTING AN ANTI-BULLYING POLICY

We recognise that preventative and corrective strategies are only as good as the information and support that we are provided with. If there is a “conspiracy of silence” due to fear of the bullies or a belief that to “tell” would either make things worse for the victim or that nothing would be done, then all the above measures will be less effective. Our aim is to establish the NSFG community as a “sharing and caring environment” which will not allow bullying to go unchecked. We seek to do this in the following ways:

- Through using preventative strategies (as outlined above) to educate the school community to be “sharing and caring”, thereby fostering positive relationships.
- Through using corrective strategies (as outlined above) to persuade the school community that it is “safe” to “share and care” and that there is a collective responsibility to prevent bullying.
- Through the school student leaders as a representative body to engender a supportive approach
- Through providing many different ways in which the community can disclose if they have any concern that bullying might be taking place. Such ways will include:
 - a. The pastoral structure of the school
 - b. The Learning Domain team (many students feel confident to come to the Learning Domain to share their concerns)
 - c. Mentors (who may be either adult or peer)
 - d. “Concerns Reporting” where any student report their concern online

- e. Any other persons not mentioned above, with whom the concerned person feels comfortable.

The following appendices give details on our procedures for correcting inappropriate behaviours;

Appendix 1 – Ladder for ensuring positive relationships

Appendix 2 – Dealing with Bullying: proactive Approach

Appendix 3 – Dealing with Bullying: Establishing a “Telling Environment”

Appendix 4 – Reporting pathways

Appendix 5 – Cyber-Bullying and Misuse of Social Media

RESPONSIBILITIES

It is the responsibility of

- School governors to take a lead role in monitoring and reviewing this policy
- Governors, the Head Teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and to support and implement it accordingly
- The Head Teacher to communicate the policy to the School Community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

The named Governor with lead responsibility for this policy is Mrs E. Tuff.

The named member of staff with lead responsibility for this policy is Fiona Collingridge

MONITORING AND REVIEW – POLICY INTO PRACTICE

This policy will be monitored and reviewed in February _____

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. Any issues identified through the monitoring of this policy will be incorporated into the school’s action planning.

LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and child protection policies
- E-Safety Policy
- Curriculum Policies

LINKS TO LEGISLATION

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

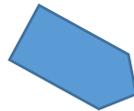
Step 1 = warning and B1 on the points system

POSITIVE RELATIONSHIPS PROCEDURES FOR UNKIND/BULLYING BEHAVIOURS

Step 2
Student cannot maintain decent relationships and has already been warned B3



Lunch time detentions between 3 to 5 days



Step 3
Student continues with behaviours despite prior consequence or the unkind behaviours are in lessons



SIR for whole day (or 2 days depending on severity) including social times and half hour end of school



Communication
At all stages:
ESL to keep parent of perpetrator and “victim” informed of actions

In addition to sanctions:
POSITIVE RELATIONSHIPS PROGRAMME

Step 4
Unkind behaviours have escalated/continued despite above steps or Deliberate intimidation B6



Either internal exclusion in the Bridge (11.30-4.30) Provision or Fixed Term Exclusion



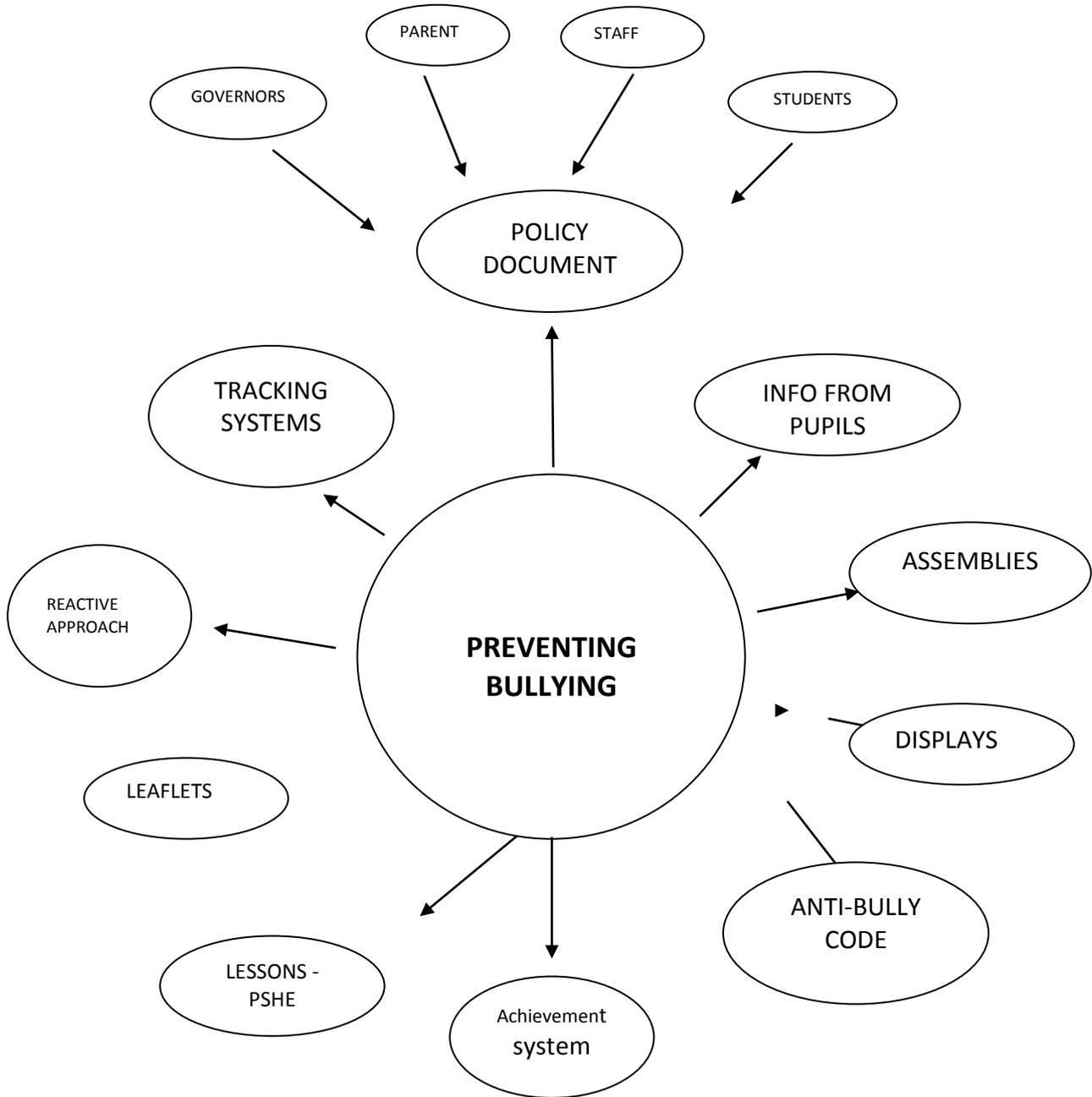
Step 5
The above has not worked – those who can’t or won’t work with us to maintain positive relationships

Managed Move



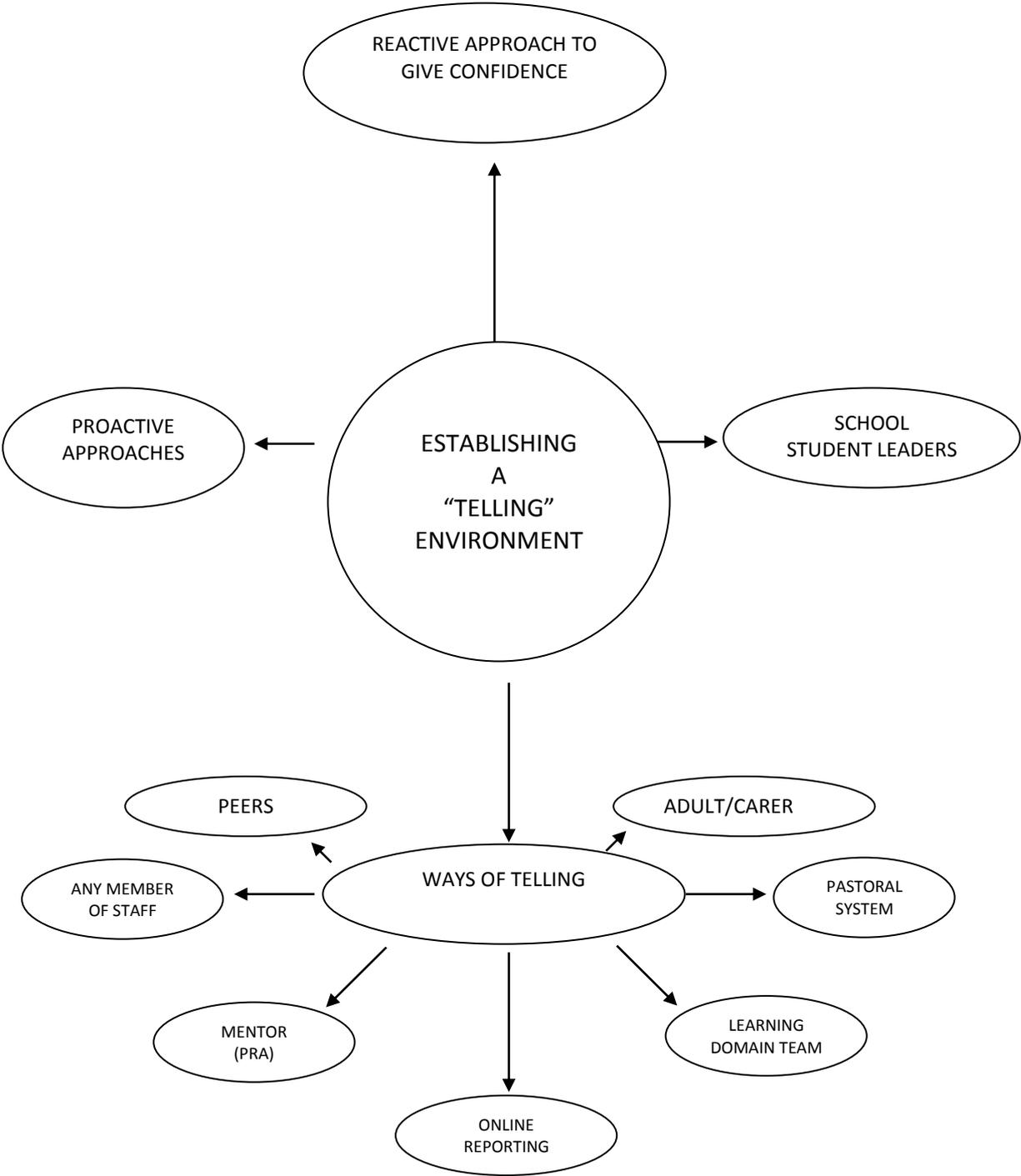
DEALING WITH BULLYING

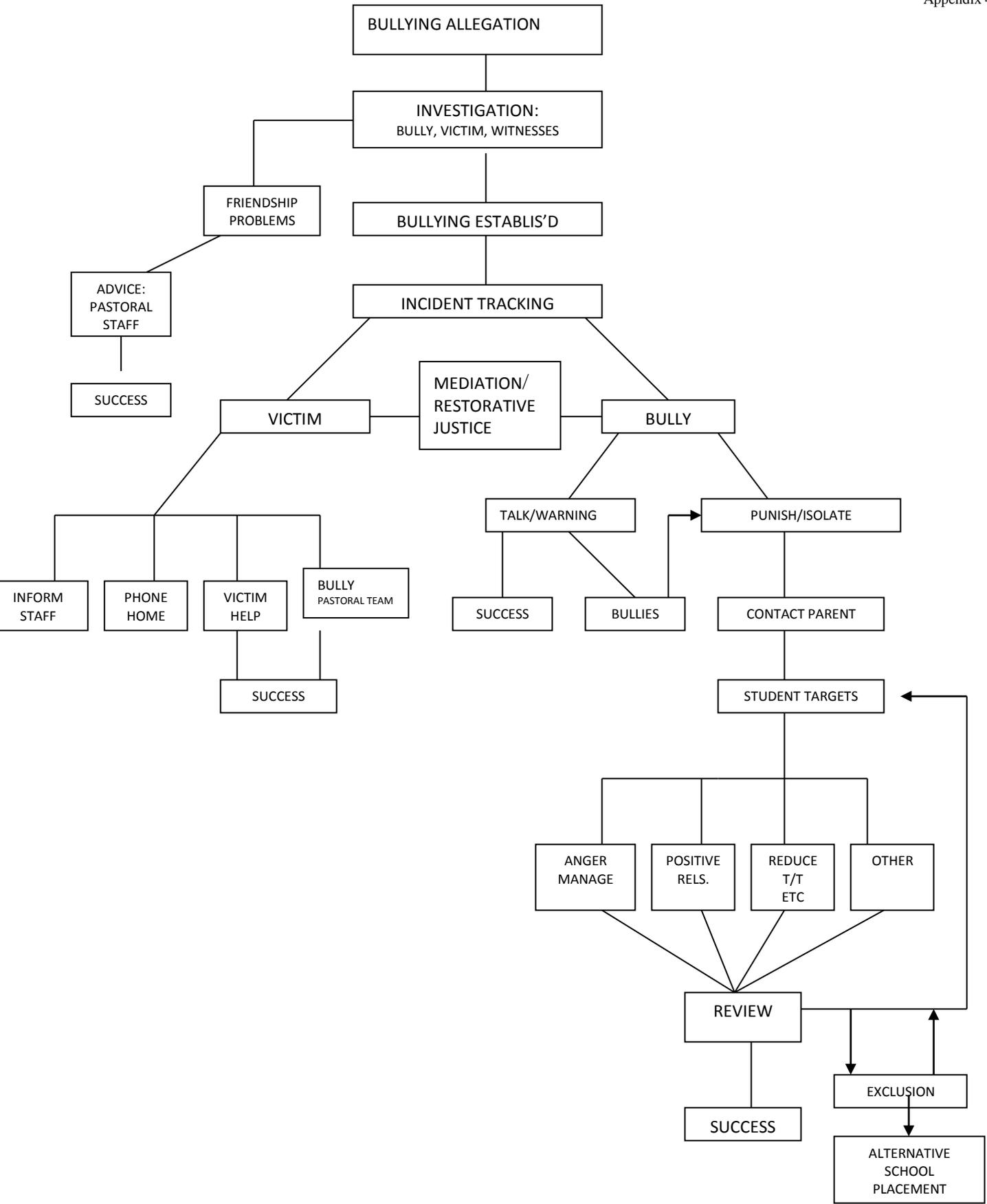
PRO-ACTIVE APPROACH:



DEALING WITH BULLYING

ESTABLISHING A “TELLING” ENVIRONMENT





CYBER-BULLYING AND MISUSE OF SOCIAL MEDIA OVERVIEW:

The school recognises that the issue of cyber-bullying is a rising concern within society as a whole and therefore deserves its own section within our Anti-bullying policy.

Cyber-bullying (along with all forms of bullying) will not be tolerated in the school. “Cyber-bullying” is defined as “The use of information communication technology, particularly mobile phones and the internet, to deliberately hurt or upset someone” (DCSF 2007)

All members of the school community – students and staff - have the right to be protected against cyber-bullying.

This appendix should be read alongside the following:

- Anti-bullying Policy
- Behaviour Policy
- E-safety Policy
- E-safety synopsis
- Acceptable use policies

PREVENTING CYBER-BULLYING

The school shall do all it can to ensure the safety of all its community – both students and staff – by preventing cyber-bullying taking place through the promotion of safer practices: -

- All staff shall receive full e-safety training with regular updates during Staff Development Days. All staff shall agree to and sign Acceptable Use of computers contracts
- All students shall receive e-safety training. In year 7 they will look at the issue of Cyber-bullying as part of their curriculum. Year 7s will also all participate in formal “ThinkUKnow” training. All years will have e-safety assemblies at least once a year
- Internet and social media use contracts will be agreed to and signed by both students and parents

- The school will make full use of filters to ensure that only acceptable websites are accessed
- Posters shall be clearly displayed around the school advising the community to keep safe and how to report any cyber-bullying
- Leaflets to ensure safe use of information communication technology shall be distributed to students and parents and shall be available in the Learning Resource Centre

CORRECTING CYBER-BULLYING

- Students are encouraged (and advised on how) to inform key adults if they become the victim of cyber-bullying – whether this cyber-bullying takes place in school or out of school. They are advised to tell their parents, a teacher, an adult whom they trust, the “e-safety team”. They are taught from year 7 how to report to CEOP on line
- Staff are taught to always report to their line manager/e-safety team if they become the subject of cyber-bullying whether by student, parent or member of staff. If the bullying is from another member of staff, or if there is the belief that a member of staff might be using cyber-bullying against a student, then the report is to be made directly to the Head Teacher
- An investigation into the allegation will be made by a member of the e-safety team (unless the allegation is against a member of staff, in which case the Head Teacher will be responsible for any investigation)
- Both victim and alleged cyber-bully will be spoken to by the e-safety team
- Sanctions will be applied as appropriate to the individual case. This might include:
 - The bully being asked to remove any material deemed to be inappropriate or offensive.
 - A service provider being contacted to remove content.
 - If the school picks up on inappropriate downloaded content, including age-restricted games) -removal of device/deletion of downloads
 - Parent/carers being informed.
 - The Police being contacted if a criminal offence is suspected.
 - Restorative Justice Approaches being used to resolve the issue
 - The student being excluded from school

SUPPORT AGAINST CYBER-BULLYING

- The school is committed to working with parents in partnership. Provided there is not a safeguarding issue the school will, in most instances, liaise with the family of both victim and bully to support the student
- The school may offer training in e-safety to parents.

- The school will work closely with relevant outside agencies to support both victim and perpetrator of cyber-bullying. This may be CEOP, EIS, service providers or the police
- The school's "e-safety team" are Mrs King, Ms Selmes, Mr Goodwin and Mr Chilcott and students who have the responsibility to regularly review the school's stance and reaction to cyber-bullying, the e-safety policy, and most investigations and responses to cyber-bullying and the delivery of e-safety training to staff and students
- The E-safety team will ensure that students are kept informed, through assemblies, the Google Classroom Wellbeing Zone, posters and messages of matters of E-safety and also of how to report any concerns that occur online

PROTECTION OF STAFF

The school recognises that staff are equally vulnerable to cyber-bullying – from both students and other staff; and also that staff need to be advised on how to use information communication technology safely and responsibly so that they do not fall into cyber bullying themselves. So...

- All staff receive e-safety training and update training annually (see above)
- All staff must agree to and sign an acceptable use contract
- All staff receive advice on how to keep themselves safe
- Staff must have no contact with students on-line (that is through either social networking or e-mails) except through the use of school email accounts to communicate with pupils as approved by the Senior Leadership Team.
- Staff must place full filters on social networking sites that they might use outside of school
- They must immediately report to the DCPC/e-safety team/Head Teacher any attempt by students to contact them

ADVICE FOR PARENTS/CARERS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

If your child is a victim of cyber bullying take screen shots of the posts and talk to someone you trust. We advise all parents to report to the police on 101 or online.