NORTHAMPTON SCHOOL FOR GIRLS

Policies and Procedures

Title:	Anti-Bullying Policy
Associated Policies:	• Behaviour policy • Child on Child Abuse Policy • Exclusion and Suspension Policy • Learning for All-Equal Opportunities Policy • Online safety and Acceptable use Policy • Safeguarding and Child Protection Policy

1 Policy Statement of Aims

The policy aims to ensure that
- Northampton School for Girls ethos of respect for self, respect for others and respect for learning is supported and upheld
- Governors, teaching and non-teaching staff, students and parents and carers understand what bullying is.
- Governors, teaching and non-teaching staff, students and parents and carers understand the school policy on bullying, and the actions that will follow when bullying occurs.
- Students and parents and carers are confident that they will be supported when bullying is reported.
- Effective and consistent action is taken both to prevent and address bullying behaviour at NSG

2. Legislation and statutory requirements

The school has statutory responsibilities in regards to preventing and tackling bullying as set out in:

Section 89 of the Education and Inspections Act 2006:
- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Headteachers can discipline students for poor behaviour that occurs, even when the pupil is not on school premises or under the lawful control of school staff.

Equality Act 2010
- We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice-based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

We take our responsibility for meeting the *Public Sector Equality Duty (Equality Act 2010)* seriously and take active steps to:
- eliminate unlawful discrimination, harassment, victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it

Safeguarding children and young people-Children Act 1989
- A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

Keeping Children Safe in Education 2024 (KCSIE)
- All staff should be aware that safeguarding issues can manifest themselves via child on childabuse. This is most like to include, but may not be limited to:
- Bullying including cyber bullying
- Physical abuse such a hitting, kicking, hair pulling
- Sexual violence and harassment
- Sexting
- Initiation/hazing type violence and rituals

Criminal law

Bullying in itself is not a specific criminal offence. However, some types of harassing, threatening behaviour or communications, could be a criminal offence, for example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

3. Definitions

We have used the Department for Education's definition in their guidance; Preventing and Tackling Bullying" 2017. There is no legal definition of bullying.
However, it's usually defined as behaviour that is:
- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:
- Direct physical bullying (pushing, hitting, punching, and kicking).
- Direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).
- Indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another's secrets to a third party, graffiti).
- cyberbullying -bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones

Similarly, child on child abuse is behaviour by an individual or group which can be a one-off incident and is behaviour that intentionally hurts another individual or groups either physically or emotionally. Repeated peer on peer abuse is classified as bullying.

Bullying and child on child abuse usually involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of abuse having control over the relationship which makes it difficult for the victim to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can relate to:
- race, religion, culture or belief (or non-belief)
- special educational needs and disabilities
- young carers
- looked after children

- background
- gender
- appearance and size
- ability and attainment
- sexist or sexual bullying (bullying based on a person's sexuality)
- homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)
- transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male)

The difference between bullying and other hurtful behaviour
Our definition of bullying does not include conflict and/or one-off friendship problems between students. These problems will still be taken seriously and dealt with immediately to prevent them developing into bullying behaviour.

Bullying can also happen between adults and children and between adults.
We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously

3.	Procedures (standards and action)

This policy sets out the school's approach to preventing and dealing with bullying that occurs between pupils of this school which takes place:

- On the school premises
- Outside of school where the impact is felt in school
- On the school bus journey between school and home
- Online or by text where the impacts are felt in school

Bullying outside school premises
Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff.
This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.
Where bullying outside school is reported to school staff, it should be investigated and acted on.
The headteacher should also consider whether it is appropriate to notify the police or local authority

Preventing bullying at NSG
Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour.

We do this through:
a) Whole school ethos and environment
b) Whole school activities
c) Curriculum
d) Involving students
e) Involving parents and carers

We aim to create a positive, safe and inclusive environment that reduces the opportunities for bullying to take place, promotes positive relationships and where pupils can discus bullying openly.

a) Whole school ethos and environment

- We expect students to have respect for themselves and for each other and accept responsibility for their behaviour
- Staff model good behaviour and communication skills both with students and other adults in the school.
- We teach students the kind of behaviour we expect and reward good behaviour
- Staff challenge students when they use prejudice-based language; explaining why it is wrong and how hurtful it can be.
- We encourage students to tell an adult if they are worried or upset about anything
- We recognise and celebrate difference and diversity
- Our break and lunchtimes are supervised
- We have a range of activities during break and lunchtimes that promote cooperative activities
- We take particular care of students with special educational needs and disabilities, who may be more likely to be victims of bullying and make sure that they feel safe and included in school and help them to develop skills to manage emotions and relationships and handle friendship situations.
- We have an "acceptable use of computers and technology" policy and posters displayed around the school that includes information about cyberbullying and follow the guidance set out in Northamptonshire e-safety policy for schools

b) Whole school activities

- We organise specific assemblies on bullying and its consequences and what to do if they see or experience it
- We provide indoor lunchtime club for vulnerable children
- We carry out annual surveys how safe students feel in school, whether they have experienced or seen bullying and how well they feel the school deals with bullying.
- We involve visitors from organisations that specialise in anti-bullying activities including NSPCC
- We have mentoring schemes such as "Big Sisters" and "Target Champions". Our mentors lead workshops on anti bullying and friendship during PSHE lessons.

c) Curriculum

Teaching about bullying and its consequences is taught through PSHE and is covered through RE and literacy as well. Students learn

- what bullying is, how it feels, why people bully, what to do about it and how to prevent it
- about the differences between people and about the importance of being inclusive and celebrating difference and diversity
- about the impact of prejudice and discrimination
- skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships
- how to keep safe and behave responsibly when using the internet and mobile phones

d) Involving students

The school presidents and CUE Council have an important role to play in reviewing the anti-bullying policy and anti-bullying activities and events:

e) Involving parents and carers

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts school. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

Reporting Procedures

If bullying is suspected or reported, the incident with be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Head of Academic Standards.

In the case of a hate incident i.e. one that is motivated by hostility or prejudice against the victim for one or more of the following characteristics or presumed characteristics:

- *race*
- *religion*
- *sexual orientation*
- *gender questioning*
- *disability.*

A copy of the NSG "Hate Incident Record" must also be completed and uploaded to CPOMs. (Please refer to "Procedures in regard to hate incidents, bias and prejudice against an individual protected characteristic at Northampton school for girls" for more details)

- Head of Academic Standards and the pastoral team will investigate the incident by interviewing all concerned and record outcomes on the CPOMs files of those involved.
- Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.
- Parents will be kept informed and are discouraged from taking matters into their own hands, they should not approach a suspected student but speak to a member of staff. Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.
- Students who are victims of bullying will be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of access to counselling or mentoring scheme to restore self-esteem and build confidence
- Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the student.
- In agreement with both parties involved, there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.
- The school will continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

The following disciplinary steps may be taken:
- Official warning to cease offending
- Exclusion from certain areas of the school premises, from certain activities or from a form group or learning community area
- Detentions and location tracking reports
- Isolation
- Referral to senior staff and/or external agencies
- Internal fixed term exclusion
- External fixed term or permanent exclusion.

4. Training and support for staff
We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify bullying and what to do if it occurs. Staff INSET has included tackling cyberbullying and on preventing and dealing with homophobic/transphobic bullying and language and have had training on bullying and children with SEND.