



6-4 ANTI-BULLYING POLICY (KINDNESS, CARE AND CONSIDERATION FOR ALL)

‘Successful schools create an environment which prevents bullying from being a serious problem in the first place’ *Govt Preventing Bullying*.

GHS is a community of inspiring girls. Our core aims seek to create a positive, supportive environment where there is a culture of trust and where pupils feel safe and secure. Our aims play a key role in signposting our expectations to all members of our school community and form the backbone of our anti-bullying strategy. Our pastoral care and the wellbeing of all pupils is at the heart of all we do, developing an environment of respect and good behaviour, where success is celebrated, and support provided for all pupils. We strive to ensure bullying plays no part in our community and it is not tolerated in any form. We encourage pupils to spread their generosity of spirit, stand-up to bullying, unkindness and injustice and seek to make a difference within the school environment and the wider community. However, we acknowledge that it is inevitable that bullying in some form will take place and all staff are vigilant in looking out for bullying and addressing it straight away, passing it on as appropriate, so that it can be dealt with promptly and thoroughly and support can be given to all those involved.

The aim of this policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. The policy has regard to relevant legislation and government guidance. This policy is made available to parents and prospective parents on the school website.

This policy should be read in conjunction with the following policies:

Behaviour and Discipline

Use of Technology

PSHE

Expulsion, Exclusion, Removal and Review

WHAT IS BULLYING?

Bullying can take a number of forms; it can be both physical and emotional and can be motivated by a number of reasons. Bullying, especially left unaddressed, can have a devastating psychological effect on individuals. It can be a barrier to their learning and have serious consequences for their mental and emotional health. All staff must be able to recognise and challenge any form of bullying and record it on the Pupil Information System; as with safeguarding, we must adopt the approach that ‘it could happen here’ and work to prevent, identify and act swiftly to address concerns about bullying. Staff

must also be aware that bullying can be a safeguarding concern and should pass on any information to the DSL team.

Bullying is behaviour by an individual or group that:

- Is repeated over time
- Is a significant incident with intent to cause harm
- Intentionally hurts another individual or group either physically or emotionally
- May be motivated by prejudice against particular groups.
- Might be motivated by actual differences between children, or perceived differences
- Bullying on basis of protected characteristics is taken particularly seriously. The bullying log distinguishes instances involving protected characteristics.

Types of bullying include:

- Racial
- Sexual
- Disability
- Special Educational Needs
- Cyber (social websites, mobile telephones, text messages, photographs and email)
- Religious
- Cultural
- Sexist
- Homophobic
- Transphobic
- Child is looked after
- Child is a carer

It takes many forms, direct and indirect, which can often interlink and can include:

- Physical assault
- Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks, photographs and instant messenger)

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve the perpetrators of bullying having control over the relationship that makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, and may be physical, psychological e.g. knowing what upsets someone, deriving from intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate an individual.

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. We aim to guide and educate pupils to ensure they know the line between being strong and assertive girls and women and being unkind.

Within the context of GHS, we need to be particularly alert to bullying which may present itself in the following ways:

- Manipulating behaviour

This can be difficult to spot, but it is important to note when behaviour is deliberate, e.g. an individual is acting with intent to hurt, knowing that their actions will make someone sad or uncomfortable and can cause intimidation. This can often be in the following areas:

- Relational
- Spreading rumours
- Disclosing secrets
- Being treated with warmth and then coldness or indifference

- Intentional or deliberate exclusion

This can be emotionally hurtful and can take place in person or online. We should be alert to the following:

- Queen Bee and cliques – understanding the dynamics of girl friendships and interactions
 - Exclusive group of girls
 - Excluding and not inviting
 - Competition for social status and power struggles
 - Controlling behaviour
- Ugly sister moments – this is just when, in the moment, individuals get it wrong – pupils need to be encouraged to acknowledge this and make immediate amends.

- Language and body language

- Language is important and individuals can try and pass off targeted unkindness as ‘banter’ or ‘just a joke’ when clearly it is intended to sting, hurt or reinforce a hierarchy. Clever one-liners can also be used to inflict pain.
- Body language can include aggressive stares, the ‘look’.

- Confrontations / physical pushing or shoving e.g. with bags in corridor
- Deliberately moving or hiding individuals’ belongings e.g. iPads, school bags.

All forms of bullying are unacceptable at GHS and staff must set clear expectations of behaviour that is and is not acceptable and stop negative behaviours from escalating. Immediate action to address any concerns must be taken by alerting the Head of Year (Senior School)/Head of Key Stage (Junior School) or Deputy Head, in order to prevent normalising any unkind or inappropriate behaviour. In the Junior School any concerns must be immediately taken to the Form Teacher, Deputy Head or Head.

All concerns are recorded on the Pupil Information System, which allows patterns to be identified. All entries of bullying are reviewed on a termly basis.

ONLINE – CYBER-BULLYING

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying which can occur outside school. Cyber-bullying is a different form of bullying and can happen at all times of day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber-bullying is the use of electronic communications technologies (such as email, mobile phone and text messaging, digital photography, instant messaging, personal websites, chat rooms, blogs and social networking sites) to harass, intimidate, insult, abuse, embarrass or otherwise harm or cause distress to others. Liking and commenting on messages or posts, sharing images or content and anonymous posts can all be used for unkindness and bullying. On any platform, it is totally unacceptable.

As detailed in the Behaviour and Discipline Policy, when an electronic device, such as mobile phone, has been seized by a member of staff, the HOY/Deputy Head/SLT can examine data or files, and delete these where there is good reason to do so, or retain the material as evidence of a breach of school discipline/bullying. There is no need to have parental consent to search through a young person’s electronic device/mobile phone. If there is a concern that a confiscated mobile phone has evidence in relation to an offence, or has a pornographic image of a child or extreme pornographic image, treat as a possible safeguarding concern and speak to the DSL who will raise the concern with the police/children’s services.

We encourage parents to have an active interest and year group appropriate dialogue with their daughters about their online activity. Transparency about checking devices and discussing social media profiles, app use and what they view online is also helpful. The Director of Digital Learning regularly updates parents via Blogs and advice is given on the Digital Teaching at GHS website.

Further details are contained in the E-Safety section of the Use of Technology policy.

HOW DO WE PREVENT BULLYING?

Awareness of the importance of the school community is at the heart of our prevention strategy. Promotion of our school’s values, ethos, and collective celebration of our successes and journeys fosters pride in individuals and in our school. Diversity is celebrated and girls are encouraged to be strong, kind, compassionate, independent women who support each other. Warm relationships between all members of our school community model and reinforce healthy relationships. These help to create a

climate of trust where all feel listened to and supported and where all members of the school work together to ensure bullying plays no part.

Guildford High School is committed to having clear policies communicated to parents, pupils and staff, and creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils and celebrations of success. We are committed to involving parents and making sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

There are many opportunities, both in Junior and Senior School, to reinforce the school's message on bullying and this is through the Beehive/ASPIRE programme, events and speakers and also in assemblies. Across the whole school we hold various themed weeks including Wellbeing and Kindness which have an explicit focus on how the girls conduct themselves.

In Junior School, girls are provided with a kindness, care and consideration booklet at the beginning of every academic year which is supplemented by weekly wellbeing sessions held in form groups. The Junior School awards kindness owls each week to celebrate and promote these values.

Measures in place to limit cyber-bullying at GHS are:

- In the Senior School, E-safety and online education are taught through the ASPIRE programme.
- In the Junior School, we follow the Purple Mash programme of E-safety and online education. One strand of the Computing Curriculum is online safety. We conduct an eSafety Week every year led by our Computing Lead and Digital Leaders. We facilitate the NSPCC annual key stage specific assemblies which are run nationally.
- Restricted online access for pupils on their school iPad. This is achieved through active management of devices, hardware, software and connectivity e.g. through web filters.
- School iPads are routinely checked by school staff to ensure they are being used correctly. In the Junior School and up to Year 8, iPads are collected in on the last day of each half term and kept onsite during holiday periods.
- The knowledge that robust sanctions will be used for the misuse of electronic devices.

STAFF TRAINING

The school is committed to raising the awareness of staff to bullying through training, so that the principles of the school policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and to ensure they are aware of sources of support available. This is done through staff meetings and inset days.

WHAT TO DO IF THERE IS A CONCERN ABOUT BULLYING?

Any action is designed to resolve and prevent problems from escalating. Pupils and parents must alert the school to any incident of bullying. Whilst it is recognised that often pupils do not want to report on their peers, and parents are concerned about consequences for their child, they should understand

that it is the right thing to do. Bullying is not tolerated at GHS and every member of the community - pupils, parents and teachers - plays a part in being alert and reporting concerns, so it can be addressed and stopped, and those involved supported. It is important that pupils feel empowered to stand up to any inappropriate behaviour at school and beyond. The message we give in this area is crucial to supporting individuals to be strong and independent.

HOW BULLYING CAN BE REPORTED?

Pupils or parents, in the first instance should speak to their Form Teacher/Tutor, Head of Year (Senior School)/Head of Key Stage (Junior School), Deputy Head or any member of staff to whom they feel comfortable talking. They will listen and talk through what should happen next. We want pupils and parents to be brave and able to speak out if they are being bullied or see bullying happening in or out of school or online. If the bullying has taken place online, where possible, screen shots of any social media or messaging that has taken place should be taken.

The member of staff will speak to the pupil's Form Teacher/Tutor, Head of Year (Senior School)/Head of Key Stage (Junior School) or Deputy Head about what has happened and they may talk to the parent. It is important that pupils feel confident that things will not suddenly escalate and that we will work together to ensure the situation is resolved. The School deals with bullying in different ways, according to the seriousness of the issue and where possible the wishes of the pupil who has come forward. In the vast majority of cases, the following stages will apply, depending on severity (it may be that some cases go straight to stage 4), and outcome at each stage. Support will be given to all pupils involved throughout.

All form rooms have a 'Who Should I Talk To?' poster and pupils are encouraged to seek support and report incidences of bullying. Pupils in the Senior School can report bullying via our anonymous 'GHS Speak Out' website. This enables pupils to send, anonymously, a message to their Form Tutor and SLT with any concerns they might have. They will also be able to attach any screenshots or evidence they have of the bullying. This will allow both the victim or a bystander to report the bullying at any point.

NEXT STEPS – WHAT WILL HAPPEN ONCE BULLYING HAS BEEN REPORTED?

STAGE 1

- Speaking to those involved directly to ascertain what has happened and get different views – pupils may be asked to write down their perspective of events. This may include any screen shots from social media. This will ascertain whether bullying has taken place or an isolated friendship situation.
- If mistakes have been made and unkind things said, it is hoped that this will be admitted so that apologies can be made, lessons learnt and resolution reached. It may be that at this stage, a pupil does not want further action to be taken.
- In line with the Behaviour and Discipline Policy, a sanction may be issued.
- Monitor the situation
- Exploring the themes through a targeted Beehive/ASPIRE session or assembly

- A bullying log will be made in the Head of Year notes so that the Deputy Head pastoral and Head of Year can review, look out for patterns and evaluate the effectiveness of our approach to the prevention of bullying. In the Junior School, this log will be held by the Deputy Head or Head.

STAGE 2

If the situation is not resolved at stage 1, or more serious concerns are raised then the following measures may be taken:

- In the Senior School, discussion with Head of Year or Deputy Head pastoral and possible discussion with parents; parents want to help and support and in most cases, it is best for them to know what has happened.
- In the Junior School, discussion with Head of Key Stage, Deputy Head or Head and possible discussion with parents.
- Discussion of the events, perspective accounts and further investigation e.g. talking to friends, looking at social media.
- Discussion on resolution strategy, agreements and date to revisit the concern.
- In line with the Behaviour and Discipline Policy, a sanction may be issued.
- A bullying log will be made in the Head of Year notes so that the Deputy Head pastoral and Head of Year can review and look out for patterns. In the Junior School, this log will be held by the Deputy Head or Head.

STAGE 3

If the result of stage 2 provides clear evidence of bullying, the following is likely to happen:

- Parents will be asked into school
- In line with the Behaviour and Discipline Policy sanctions may be applied to the perpetrator which will reflect the seriousness of the situation and also act as a deterrent. In cases of severe and persistent bullying, this may result in temporary or permanent exclusion.
- Support will be offered to the pupils involved – this may involve speaking to the counsellor, or support from a referral to outside agencies e.g. Early Help.
- A bullying log will be made
- The situation will be monitored

The school will not inform third parties of what steps are taken in each individual case, unless the concern reaches the threshold for involvement of the police in stage four.

STAGE 4 - MORE SERIOUS CONCERNS

Some forms of bullying are illegal and must be reported to the police. The following would reach the threshold for referral:

- Violence or sexual assault
- Serious theft
- Repeated harassment or intimidation, for example, name calling, threats and abusive phone calls, emails or text messages
- Hate crimes

In cases involving concern about any of the above, either the Head or Deputy Head will contact the police and follow their advice.

Bullying incidents must be treated as a safeguarding concern where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm and staff must report this immediately to the DSL in line with the Child Protection and Safeguarding Policy.

APPENDIX – SEXUAL VIOLENCE AND SEXUAL HARASSMENT BY CHILDREN

As stated in the Child Protection and Safeguarding Policy, staff must be aware when bullying can become a safeguarding concern and staff must have an understanding and awareness that sexual violence and harassment can occur between two children of any sex. However, evidence suggests that it is more likely that girls will be victims of sexual violence and harassment (KCSIE). Safeguarding and bullying should not be viewed in isolation.

WHAT DO WE MEAN BY SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN?

The following advice is taken from KCSIE.

Sexual violence/sexual offences are described under the Sexual Offences Act 2003. They include: rape, assault by penetration and sexual assault.

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. It is likely to violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. GHS is aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as ‘banter’, ‘part of growing up’, ‘just a laugh’ or ‘boys being boys’
- Challenging behaviours (which are potentially criminal in nature) such as grabbing bottoms, breasts, vaginas and penises. Dismissing or tolerating such behaviours risks normalising them.
- Recognising children with SEND can be especially vulnerable

BULLYING AND HARASSMENT

Guildford High School prides itself on being a school of individuals, where pupils are encouraged to be themselves and collectively to be an open, tolerant and supportive community. It is the sad truth that pupils with SEND, LGBTQ+ or perceived differences are more susceptible to being bullied.

Staff must be aware of the potential for child-on-child abuse - that pupils are capable of abusing their peers (see Safeguarding policy - any concerns must be raised immediately with the DSL). The following may also be examples of this:

GENDER BULLYING

Gender bullying may be characterised as name-calling, comments about appearance and attractiveness, inappropriate or uninvited touching, sexual innuendoes and graffiti with sexual content. The LGBTQ+ community are highlighted as suffering particular harm, children who are Lesbian, Bi, or TRANS can be targeted by their peers. In some cases a child who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Teaching staff must be able to recognize, and be willing to challenge, sexual content in verbal exchanges between pupils, and should also take action if this is happening online.

SEXTING

Sexting may also be used to intimidate, ridicule or punish. Staff should be alert to relationships that have a controlling element. In any context, even in a romantic relationship, the making of indecent images of a person under 18 may be treated as a crime, the sharing of those images by posting online certainly is. The message is - do not do it!

SEXUAL HARASSMENT

Sexual harassment can be a form of bullying; girls can be victims of boys and other girls. Staff need to be alert as to whether any actions could suggest sexual violence and should inform the DSL if they have any safeguarding concerns. Sexual harassment is characterised by:

- Sexual comments, such as telling jokes or making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual jokes or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which might include non-consensual sharing of sexual images and videos (often referred to as sexting), inappropriate comments on social media; exploitation, coercion or threats. Online sexual harassment may stand alone or be part of a wider pattern of sexual harassment/and or sexual violence.

HOMOPHOBIC OR OTHER SEXUAL ORIENTATION HARASSMENT

Homophobic or other sexual orientation harassment is particularly hard to identify because it can often take place covertly. Pupils can be reluctant to report it (not wanting staff to assume or know that they are gay). It nearly always involves verbal abuse, spreading rumours, or suggesting that something or someone is inferior, passing off abuse as banter e.g. 'You are so gay', 'your clothes are so gay'. All homophobic language is to be challenged immediately. Sexual harassment will not be tolerated and is not an inevitable part of 'growing up'; it cannot be dismissed as banter.

All inappropriate behaviours must be challenged and pupils must be confident that any issue will be dealt with seriously.