Watford Grammar School for Girls

Anti-bullying policy

This policy adopted by Board of Governors	10.7.23
Next review date	July 2025
Committee Responsible	Curriculum
Statutory	No

Contents

1. Purpose, scope and links:

The purposes of this policy are:

1.   To outline the key principles which underpin work to prevent and respond to bullying at WGGS.
2.   To define what is understood by bullying at WGGS.
3.   To outline approaches which may be used to respond to incidents of bullying.

This policy should be used to inform all responses to bullying, carried out by pupils towards other pupils or towards an adult.

The policy should be read alongside these documents:

- Behaviour Policy
- Child Protection Policy
- Drugs and alcohol policy, as appropriate
- Equalities policy

2. Key principles

WGGS recognises that all students have the right to feel safe and secure when they come to school. Everyone in the school community has the right to feel free from any threat of bullying or harassment. Students should also feel safe from reprisals when reporting incidents to members of staff. It is necessary that we at WGGS apply this policy fairly and consistently to all students and that all students have the right to have their concerns heard and valued and be informed as to the outcome of an investigation.

WGGS adopts the definition of bullying offered by the Anti-Bullying Alliance:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

3. Examples of types of bullying

The Anti-Bullying Alliance gives the following examples of bullying behaviours:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.

- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

- Indirect - Can include the exploitation of individuals.

4. Responsibilities

4.1. The headteacher

The Headteacher is responsible for:

1. Reviewing and approving this policy
2. Ensuring that a clear anti-bullying message is articulated throughout the school.
3. Ensuring that all staff understand the processes for responding to bullying.
4. Ensuring that staff deal effectively with instances of bullying.

4.2. Staff

Staff are responsible for:

1. Responding swiftly to reports of bullying, in line with the processes set out in section 5 of this policy.
2. Delivering anti-bullying education through the PACE and Forum curriculum.

4.3. Parents

Parents are expected to:

1. Support their child to engage with anti-bullying education in school.
2. Report promptly, to the school, any instances of bullying within school of which they become aware.
3. Report promptly, to an appropriate body, any instances of bullying outside of school. Appropriate bodies may be social media platforms or the police.

4. Reinforce with their child the importance of reporting bullying and using school processes, rather than trying to deal with the issue in other ways.
5. Support any action by the school to address specific instances of bullying.
6. Discuss with their child appropriate behaviour online and how to report inappropriate and bullying online behaviour.

4.4. Students

Students will be expected to:

1. Engage actively in anti-bullying education.
2. Treat other members of the school community with understanding and kindness, avoiding any bullying behaviour.
3. Report promptly, to the school, any instances of bullying within school of which they become aware.
4. Tell parents promptly of any instances of bullying outside of school. Parents can then support them in reporting to an appropriate body.

5. School Action

Regardless of the nature of the incidents, reports of bullying are always investigated and appropriate action is taken.

5.1. Responding to specific incidents:

Any member of staff who has bullying reported to them, or who witnesses bullying, should act on this at once.

- In some cases, it may be appropriate for the individual member of staff to deal with the bullying which has occurred. In this case, they should action and record on CPOMS.
- If the member of staff judges that they need additional support in handling the bullying, they should seek this from the a HoD, HoY, or member of SLT. Details of the bullying, and how it has been investigated and resolved, should be recorded on CPOMS.
- The individual staff member must always seek additional support in the following situations:

  i) Any bullying incident which raises urgent safeguarding concerns must be raised in person and at once with a member of the DSP team.
  ii) Any bullying incident which involves allegations of peer-on-peer sexual harassment or abuse must be raised in person and at once with a member of the DSP team. It will be managed in line with KCSIE.
  iii) Any bullying incident which includes behaviour which targets a protected characteristic must be recorded on CPOMS with an appropriate prejudice-based behaviour flag, and will then be managed in line with the school protocol found in the Equality Policy.

5.2. Approaches to victim and perpetrator

Each incident of bullying is different, and staff dealing with an incident will need to use professional judgement about the exact course of action to be followed. It is important, however, that support is offered to the student who has been bullied, and that work is undertaken with the perpetrator to address the behaviour.

The following approaches may be considered.

Students who have been bullied may be supported in some of these ways:

- By being offered reassurance, and the chance to speak about the experience with a member of staff.

- By being given advice about what to do should the bullying behaviour reoccur e.g. keep a record, take screenshots if cyberbullying etc.
- As necessary, through the provision of more sustained pastoral support in school or via referral to other agencies.

In working with perpetrators, the following may be appropriate:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Applying a sanction, in line with the school behaviour policy.
- Providing appropriate education about the consequences of bullying behaviour.
- Requiring the student to delete online content.

6. Bullying prevention

The school will raise awareness amongst pupils of how to identify and challenge bullying using:

- school and year group assemblies
- materials used in PACE and Forum
- Externally provided workshops i.e. Stand up in Year 8
- Annual awareness campaigns
- the School Council
- information to parents/carers and students
- the school website

7. Monitoring

The Senior Leadership Team will annually review data about the incidence of bullying in the school. Student perceptions of the level of bullying in school, and the effectiveness of staff responses, will be gathered via the Pupil Evaluation Form. Analysis will be reported to Governors on a termly basis.

This policy will be reviewed biennially.

8. Consultation

Parents, students and staff will be consulted when the policy is reviewed. The consultation will take place in the following format:

- Parents: Published in Headteachers Weekly Newsletter with invitation to comment.
- Students: Working party from School Council will examine and feedback.
- Staff: The staff Behaviour Working Group will review this policy and offer feedback. A number of key pastoral staff, including several Heads of Year and the PSHE co-ordinator, form part of this group.