



Southend High School for Girls

Anti-Bullying Procedure

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Governor Policy	Author: L Boney	Authorised by: Board of Governors
Anti-bullying policy	Date first issued May 2010 (ADC)	Page 1 of 5

Reviewing authority: Board of Governors / Committee

Date for review	Reviewed by	Reviewed by Board	A	B	C	Date of new edition
Nov 2018	L Boney	Jan 2019		Yes		01/3/2019

- A = accepted with no amendments**
- B = accepted with amendments**
- C = new edition created**

1. Policy Statement on Anti-Bullying

Equality statement

All duties and procedures will not discriminate against students or staff. In carrying out its public duties SHSG has due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.

We will not discriminate against, harass or victimise staff or students because of; sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment.

What are the school's values and principles in relation to Bullying:

SHSG ethos/value statement reads, SHSG:

"Values the strengths that stem from the diversity of our school. SHSG students will develop into open minded young adults who are accepting of others and value the differences between us rather than seeking conformity. Equality and diversity are central; no member of the school community will be subjected to discrimination because of their age, colour, disability, ethnic origin, culture, sexual orientation, gender, religious beliefs, socio-economic background, or other personal characteristic or circumstance."

As a result, bullying behaviour has no part within our school. This policy sets out the actions that we take to reduce the incidents of bullying behaviour and the procedures to be followed where such behaviours occur.

If you're reading this you should also read:

- Behaviour and Discipline policy
- Child protection/safeguarding policy
- Online Safety and Acceptable Use Policy
- School ethos/value statement
- Complaints Policy

What is bullying?

What the DfE says...

Bullying happens when a person or a group of people behave in such a way that, repeatedly, over a period of time, intentionally hurt another person either physically or emotionally. DfE "Preventing and Tackling Bullying", July 2017.

What we say...

"Bullying is repeated acts of verbal rudeness and aggression and/or physical aggression, inside/away from school, online/offline, by one or more students, targeted towards another student and with the intention of causing him or her physical and/or emotional harm. Normally this is rooted in an imbalance in power between the students. It will normally manifest as three or more isolated incidents over a period of 2 or more days."

Bullying can be part of the wider defined issue of Peer on Peer abuse. This is dealt with specifically in The Child Protection/Safeguarding policy.

Bullying behaviours include:

- Physical behaviours such as; hitting, kicking, shaking, biting, hair pulling, scratching, hitting with weapons.
- Verbal behaviours such as; name calling, taunting, mocking, making offensive comments, spreading hurtful and untruthful rumours.
- On line behaviours such as; sending offensive and inappropriate messages/photographs/videos by phone, text, through gaming, via social media and apps
- Other bullying behaviours; taking/hiding belongings, producing offensive graffiti, excluding behaviours.

Bullying behaviours are not:

- One off incidents of any of the above. These are dealt with specifically within the Behaviour and Discipline policy.
- 'Fallout' from the ending of a friendship. Bullying has its roots in an imbalance of power and is not the tit for tat unpleasantness that sometimes follows a friendship breakup. Although, it is recognised that this can easily slip into bullying if it goes unchecked.

How we work to reduce/prevent bullying

The following are some of the activities that happen within school that are designed to try to reduce the incidents of bullying behaviour:

- Clear establishment of behaviour expectations within year 7.
- Buddy system for yr7 students when they first start school.
- SHSG Big Sister programme where Yr11 Prefects are assigned to forms.
- Training provided to all staff about how to deal with reports of bullying. This includes recognising the signs and symptoms of bullying.
- The Pastoral programme reinforces the themes of tolerance, being part of a wider community and positive relationships.
- Anti-bullying reps in each form.
- High profile celebration of diversity and difference during anti-bullying week in November. This often involves student led activities.
- Anti-bullying notice board with information regarding what to do if you are being bullied and celebrating difference and diversity.
- Regular and ad-hoc anti-bullying assemblies led by senior staff.
- Strong and experienced pastoral team who are trained in handling any incident as an immediate priority and who manage the follow up work with all students affected.
- Schemes of work, assemblies, visiting speakers and parent information evenings all about keeping students safe online.

How we work to resolve incidents of reported bullying

The following procedure is started as a result of a student raising an incident of bullying.

Step one – Check student welfare (all staff)

- Speak to the student and ascertain how they are feeling. Reassure them that you will look into this. If any physical contact has been made ensure that the student sees a member of student services for a medical check-up. Call parents and inform them that the student has been involved in a physical incident and that you are collecting information as to the circumstances.

Step two – Gather information (Form Tutor (FT), Learning Manager (LM), SLT)

- Ask the student to talk through the incident with you. You can either ask the student questions and make notes yourself or ask them to write an account themselves. Ask them for specifics; dates, times, names of all involved, names of all who may have witnessed the incident, relationship of the student to those named. Ask them to avoid what they think happened and focus on only what they can remember actually happened. If you make notes read them back to the student and ask them to validate that you have written what they said.
- Ask the student if they feel safe to return to their lessons / at break and /or lunch. If they do they let them go back. If not arrange for them to have a 'safe area' at lunch and break. If they do not feel able to return to lessons immediately give them up to 20 mins in student services/sixth form administrator and then check again with them.
- Send a member of student services to get the witnesses to the incident. Meet with each of them separately and repeat the gathering information step 1. Once each witness has given their account, advise them that as far as they should be concerned the incident has ended. There should be no gossiping, no social media posts, no discussion and that if there is there will be consequences for them going against your instruction.
- If appropriate, speak with the member of staff who was on duty/in charge when the incident happened.
- Send a member of student services to collect the students identified within the incident. Isolate them in separate areas of the school (i.e. outside DHT office, HT office etc). Ensure they have work to do / a book to read whilst they are waiting for you. If it is a violent incident, please isolate these students before the witnesses are spoken to. Repeat gathering information step 1.

Step three - Analyse information and reach a recommendation (LM/SLT)

- Group the collected information into:
 - Corroborated facts about the incident(s) taken from student and staff statements
 - Other facts relevant to the incident
 - Information not known at this point but that would be useful to fully understand the incident(s) (if you feel that it is necessary then repeat the information gathering stage again in order to gather this information)
- Meet with the Head of Key Stage/ DHT (Behaviour)/ HT and discuss the facts of the incident(s). Agree the appropriate next steps.

Step four – Help all students involved to move forward (LM, FT)

- The incidents constitute bullying therefore apply the appropriate consequence for the incident(s) from the behaviour and discipline policy.
 - Inform the parents of the students directly involved in the incident of the outcome. Only the parents of the student receiving the consequence need know the consequence.
 - Assess the ongoing welfare and safeguarding of all students involved in the incident. Raise the appropriate cause of concern if necessary. Put in place risk assessments if necessary/make any adjustments to the student's routines.
 - Mediate between the students. This mediation should address two goals, firstly it should be a form of restorative justice so that the student who has bullied understands the upset that their action has caused and the student who has been bullied can understand that the bullying has been resolved. Secondly, the students should reach agreement about how they are going to continue to operate within the same environment. This may involve agreeing to have nothing to do with each other or to remain social. It will end with an agreement that the matter is closed and that it will be taken no further.

- Carry out the consequence. Log this in SIMS.
- File the information gathered in the Bullying folder and update the online bullying log with the appropriate information.
- The incidents do not constitute bullying but require intervention, i.e. they are isolated and unrelated or are friendship breakdown issues. If they are isolated behaviour issues, then apply the appropriate consequence from the behaviour and discipline policy. If they are rooted in friendship issues, then (in addition to the consequence) use resources around positive relationships and work with the friendship group to mediate through the issues.

Step five – Review the impact of the action taken

- 3-6 weeks after the incident review the effectiveness of the action taken and update the bullying log. If behaviour has continued / escalated report to DHT behaviour for next steps.

What to do if you feel that you are being bullied?

Quite simply speak to someone. You can talk to any of your teachers, your form tutor, your Learning Manager, someone from student services, pretty much any adult in the school.

Confide in a friend and then both of you come to find a member of staff. Often it is easier to speak to a member of staff with someone else by your side.

Talk to the anti-bullying rep in your form (or any other form if you would feel more comfortable doing that).

Talk to a prefect or any member of the student leadership team.

Contact one of the local or national associations that exist to help young people face situations such as bullying. Try Bullying UK 0808 800 2222 or childline 0800 1111

What to do if you feel that your child is being bullied?

Make contact with the school. Your child's Form Tutor or Learning Manager is usually the best place to start. Remember that in supporting your child (and the other children involved) we will need to follow our procedures. This may take time, but rest assured our students' welfare is always the most important consideration. All we ask is that you support the school in these procedures and in the outcomes that are reached.

Revision History

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