



Batley Girls' High School
Visual Arts College

Achievement • Respect • Transformation

Anti-Bullying Policy

Batley Girls' High School – Visual Arts College

Approved by: Local Governing Body

Reviewed by: GEH

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Legislation and Guidance

This policy takes into the consideration requirements set out in the DfE's latest guidance on 'Preventing and Tackling Bullying' which can be found [here](#) as well as the following pieces of legislation:

- The Education and Inspections Act 2006.
- The Education (Independent School Standards) Regulations 2014.
- The Equality Act 2010.

This policy must be read in conjunction with the school's/MAT's Safeguarding policy.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying, of any kind, is unacceptable and all students should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

No one deserves to be a victim of bullying and everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving and we aim to provide appropriate support.

We have developed this policy in accordance with the principles set out in the '**Bullying – A Charter for Action**' and have adapted this to be school-specific (please see Appendix A).

What is Bullying?

The government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying can take the following forms:

- Name-calling.
- Taunting.
- Mocking.
- Making offensive comments.
- Kicking.
- Hitting.
- Pushing.
- Taking belongings.
- Inappropriate text messaging and emailing.
- Sending offensive or degrading images by phone or via the internet.
- Producing offensive graffiti.
- Deliberately spreading malicious gossip.
- Excluding people from groups.
- Spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Students are bullied for a variety of reasons. Specific types of bullying include those related to:

- Race
- Religion or belief.
- Special Educational Needs and Disability (SEND).
- Appearance or physical/mental health conditions.
- Sexual orientation.
- Being a young carer, looked-after child or other home circumstance.
- Sexism or sexual bullying.

Cyberbullying is a 'method' of bullying rather than a 'type' of bullying.

There is no hierarchy of bullying, all forms will be taken equally seriously and dealt with appropriately.

Objectives

To adopt the principles of the Anti-Bullying Charter as school policy, ensuring that:

- Governors, staff, students and parents/carers/guardians have an understanding of what bullying is.
- Our school reinforces the message that bullying will not be tolerated and students who experience bullying know how to report it and seek help.
- Governors and staff should know what the school policy is on bullying and adhere to it when bullying is reported.
- Students and parents/carers/guardians should know what the school policy is on bullying, and what they should do if bullying arises.
- The whole school community is clear about the anti-bullying stance and reassure students and parents/carers/guardians that they will be supported when bullying is reported.
- We develop sanctions and learning programmes to hold students accountable for their behaviour and to develop emotional skills and knowledge.
- Curriculum opportunities are used to address bullying.
- Student support systems are in place to prevent and respond to bullying.
- There is a review of the school anti-bullying policy every year.
- School data systems gather useful information about the effectiveness of the anti-bullying work, monitoring and evaluation.

Signs and Symptoms

A student may indicate that she is being bullied via signs or behaviour. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of walking to or from school.
- doesn't want to go on the school/public bus.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- begins to truant.
- becomes withdrawn anxious, or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in school work.
- comes home with clothes torn or books damaged.



- has possessions which are damaged or 'go missing'.
- asks for money or starts stealing money (to pay bullies).
- has dinner or other monies continually 'lost'.
- has unexplained cuts or bruises.
- comes home hungry (money/lunch has been stolen).
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting and Recording Incidents of Bullying

There are a range of strategies used for reporting bullying - these include:

- Tutors.
- Peers.
- Text or email systems.
- Confidential phone numbers.
- Adult counsellors and 'drop-in' facilities for Pastoral Managers, Mentors and the wellbeing team.
- A culture of 'telling' is encouraged.

Students are made aware that malicious reporting relating to students or staff will be taken seriously and could incur a disciplinary sanction.

Reception and other staff taking phone messages must be sensitive to the emotional needs of parents making contact with school about incidents of bullying.

In cases of serious bullying, the incidents will be recorded by staff. Information will include the date and type of incident, action taken by the school and impact on the bullying. Incidents are also logged on the behaviour system. Racist incidents should be logged and monitored. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem and if necessary and appropriate, police will be consulted.

An attempt will be made to help the bully (bullies) change their behaviour.

Data from behaviour logging systems including relevant exclusion data, student health and wellbeing surveys and information in the school improvement plan will be used to monitor the effectiveness of this policy.

Outcomes

1. The bully (bullies) may be asked to make a genuine apology. Other consequences may take place.
2. Restorative Practice will be used where appropriate.
3. In serious cases internal provisions, managed moves, placement at other schools or even fixed term exclusions will be considered.
4. Wherever possible, the students will be reconciled.



5. After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

Appropriate opportunities in the curriculum, particularly as part of the PSHE programme, will focus on issues around bullying. The development of personal skills which will help students to understand the issues and strategies available in bullying situations are central to the health and emotional wellbeing themes of the programme.

Students are helped to recognise bullying and inappropriate behaviour from others and encouraged to improve their self esteem and worth (please also see Cyberbullying below).

Cyberbullying

- All students are made aware of the impact of cyberbullying and the ways it differs from other bullying - including the risks of misinterpretation of comments posted.
- Parents will be made aware of students' responsibilities in their use of ICT in school and will offer support if cyberbullying takes place out of school.
- The school will take all reasonable steps to block access to unsuitable internet sites, including social networking sites, chat rooms and individual website owners/forums and message board hosts. The school has control of the filter and so is able to respond immediately to the emergence of new sites.
- School is able to conduct a search of internet use records and this is made known to students as a disincentive for bullies to misuse school equipment and systems.
- Students and staff are advised to keep a record of the bullying as evidence and the police can be involved to enable the service provider to look into the data of another user.
- The school will provide help and support for parents with regard to net safety 'netiquette', e-safety and digital literacy are actively promoted and discussed as part of the curriculum.
- Students are made aware that some cyberbullying activities could be criminal offences.
- The school reinforces statutory guidelines about the use of social network sites e.g. Facebook, Twitter and Snapchat.

Appendix A - Bullying – A Charter for Action

10 Key Principles: Anti-Bullying Charter for Schools

Batley Girls' High School has committed to the following principles to prevent and respond to bullying.

1. **Listens**

All students and parents/carers/guardians are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

2. **Includes us all**

All students are valued and participate fully in all aspects of school life.

3. **Respects**

All school staff are role models to others within the school in how they treat others.

4. **Challenges**

All forms of discriminatory language – including terminology that is likely to offend – is challenged and taken seriously.

5. **Celebrates difference**

Difference is actively and visibly celebrated and welcomed across the whole school.

6. **Understands**

All school staff, students and parents/carers/guardians understand what bullying is and what it isn't.

7. **Believes**

All students and their parents/carers/guardians are acknowledged, believed and taken seriously when reporting incidents of bullying.

8. **Reports bullying**

All students within the school and their parents/carers/guardians understand how to report incidents of bullying.

9. **Takes action**

We respond quickly to all incidents of bullying.

10. **Has clear policies** - our school's anti-bullying policy reflects these principles and is embedded within other school policies.