



**Batley Girls' High School**  
Visual Arts College

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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 is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2019 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' guidance.

This policy also takes into the consideration the following pieces of legislation:

- The Education and Inspections Act 2006, 2011.
- The Education (Independent School Standards) Regulations 2014.
- The Equality Act 2010.
- The Children Act 1989.

### **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.

### **Objectives**

- Governors, staff, students and families 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.
- All adults in school know what the school policy is on bullying and to adhere to it when bullying is reported.
- Students and families 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 families 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.

### **Responsibilities**

It is the responsibility of:

- The Co-Heads to ensure the policy is put into practice in a fair and consistent way.
- The Co-Heads to ensure there is a designated member of the Senior Leadership team to take ownership of the policy.
- The Local Governing Body to take a lead role in monitoring and reviewing this policy.
- All adults in school support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- The school to make full use of external agency support where and when appropriate.

### **What is Bullying?**

The government, (DfE “Preventing and Tackling Bullying”, July 2017) 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.
- Producing offensive graffiti.
- Deliberately spreading malicious gossip.
- Excluding people from groups.
- Spreading hurtful and untruthful rumours.
- Peer on peer abuse.

This includes the same unacceptable behaviours expressed online, sometimes called cyberbullying or online bullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

### **Forms, Types and Methods of Bullying**

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance.
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying.
- Sexual bullying including upskirting.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against individuals with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith.
  - Bullying related to ethnicity, nationality or culture.
  - Bullying related to Special Educational Needs or Disability (SEND).
  - Bullying related to sexual orientation.
  - Gender based bullying, including transphobic bullying and gender fluidity.
  - Bullying against teenage parents (pregnancy and maternity under the Equality Act).

Although sometimes occurring between two individuals in isolation, bullying 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.

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

### **Signs and Symptoms**

A student may indicate that they are 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.
- asks to be driven to school.
- changes their usual routine.
- is unwilling to go to school.
- 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/progress in school is affected.
- 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**

A robust and thorough approach will be taken when dealing with all incidents of bullying reported to school - we will always listen to the child. Actions taken may include:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.

- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Co-Heads, Designated Safeguarding Lead (DSL), Pastoral Manager or another member of the Senior Leadership team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate.
- Sanctions, as identified within the school Behaviour Policy and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by students takes place off school site or outside of normal school hours (including cyberbullying), the school will cooperate with the relevant authorities and families where appropriate. If required, the DSL will collaborate with other schools. Appropriate action may be necessary, including implementing sanctions in school in accordance with this policy and the school's Behaviour Policy.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

There are also 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 Development Plan will be used to monitor the effectiveness of this policy.

### **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Ensure the appropriate legal frameworks are followed.
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at the use of the school systems.
  - Identifying and interviewing possible witnesses.
  - Contact the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  - Advising those targeted not to retaliate or reply.
  - Providing advice on blocking or removing people from contact lists.
  - Helping those involved to think carefully about what private information they may have in the public domain.
  - Reinforce statutory guidelines about the use of social network sites e.g. Instagram, Facebook, Twitter and Snapchat.
  - Providing 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.

### **Supporting Students**

Students who have been bullied will be supported by:

- Receiving reassurance and provided with continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning in line with the school Behaviour Policy; this may include official warnings, detentions, removal of privileges, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

### **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.

### *Environment*

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### *Policy and Support*

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.



- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects students.
- Implement appropriate disciplinary sanctions.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.

### *Education and Training*

The school community will:

- Train all staff to identify all forms of bullying and take appropriate action following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as assemblies, display boards, peer support, the school/student council etc.
- Collaborate with other local educational settings as appropriate and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

### **Involvement of Students**

Our school will:

- Involve students in policy writing and decision making to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embed messages in the wider school curriculum.
- Utilise student voice in providing student led education and support.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying to address the problems they have.

### **Involvement and Liaison with Parents and Families**

Our school will ensure this policy is easily accessible to all our families and will always welcome feedback from the wider school community.

### **Useful Links**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)



- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

#### *SEND*

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

#### *Cyberbullying*

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

#### *Equality*

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

#### *Sexual Harassment and Sexual Bullying*

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)



- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)
- DfE guidance: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)