



6-4 Care and Consideration: Anti-bullying

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Policy Statement

In line with our value statement that every member of our community will be treated with dignity and respect, Guildford High School endeavours to provide an environment in which everyone feels happy, safe and secure. The aim of our policy is to encourage Care and Consideration for all - positive behaviour is reinforced and rewarded by staff and girls are praised for consideration and kindness to others. We aim to teach girls to have integrity, tolerance and an understanding of what is meant by “right” and “wrong” and their “rights” and “responsibilities,” whilst showing sensitivity to the feelings, needs and rights of others. Emphasis is placed on the importance of honesty and truthfulness, being kind to others and helping those who are less fortunate. Thus the school is committed to values of tolerance and respect for others, opposing all forms of bullying.

Bullying is damaging to those who experience it and to those who perpetrate it and, therefore, undermines the community. Guildford High School recognises that bullying is not a specific criminal offence. However, there are criminal laws which apply to harassment and threatening behaviour and if staff feel that an offence may have been committed, the Headmistress, Deputy Head (Pastoral) or Head of Junior School will inform the police and seek assistance from them. All members of the school community (girls, parents, teaching and non-teaching staff) work together to ensure that if bullying comes to light it is dealt with speedily and effectively. Our assemblies, the Personal, Social, Health and Citizenship programme and the application of other related policies, including supervision procedures, form a central part of our strategy to prevent bullying.

The school implements a range of strategies to teach pupils about bullying, to identify bullying when it occurs, and a range of sanctions against offenders. Persistent and severe bullying may ultimately lead to exclusion.

This policy has regard to relevant legislation and governmental guidance, and it applies to all in the school community, including those within the EYFS setting. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document, and is fully committed to ensuring that the implementation of the policy is non-discriminatory, in line with the UK Equality Act (2010). Further details are available in the school’s own Equal Opportunities Policy.

This document is available to all interested parties, including parents and parents of prospective pupils, on the school's website and on request from the Senior and Junior Reception, in accordance with the school's Provision of Information Policy. It is reviewed annually by the Deputy Head (Pastoral) and the Head of the Junior School, or as events or legislation changes require. The next date for review is June 2017.

The policy should be read in conjunction with the following documents:

- *Educational Visits Policy*
- *Safeguarding/Child Protection Policy*
- *PSHE and Citizenship Policy*
- *Behaviour and Discipline Policy*
- *Pastoral Care Policy*
- *Exclusion, Expulsion, Removal and Review Policy*
- *Equal Opportunities Policy*

The objectives of our policy are as outlined in the subsections below. The key aim of this document is to *help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.*

How Guildford High School Defines Bullying

Bullying:

- Is intentionally hurtful behaviour towards another pupil or group and may be motivated by prejudice against particular groups
- It may be physical or emotional, or both, or cyber (bullying by email, text, telephone, or by using websites including social media). It may involve words or images (e.g. inappropriate photographs).
- Can be repeated often over a period of time
- Can make it difficult for those being bullied to defend themselves
- May concern race, religion, culture, sex, gender, sexuality, disability or special educational needs, or a child's family status (e.g. children who are in care or have been adopted). Bullying which is directed against a person's sexuality or gender may be homophobic or transphobic in nature.
- Bullying may well not be directed against a victim for any of the above reasons but for more general reasons such as friendship issues, jealousy, social status or personal grudges. The key is that Guildford High School is aware that bullying can take a number of forms and be motivated by a number of reasons. The issue is not always a simple one.

Bullying may take different forms, such as:

- Physical – gestures, hitting, kicking, taking or hiding belongings, unpleasant facial expressions towards the victim(s), physically excluding the victim from groups
- Verbal – name-calling or other deliberately hurtful remarks; these may take the form of 'harmless' teasing but may nevertheless be perceived as hurtful by the victim and need to be addressed
- Indirect – spreading unpleasant stories about someone, excluding someone from social groups
- Coercion - encouragement of other people to engage in any of the above types of behaviour
- Cyber - through misuse of the internet or the mobile telephone, sending inappropriate and hurtful text messages, emails or chat room/social networking comments or photographs. Pupils who use the internet in ways that cause harm to others and bring the name of the school into disrepute, may be subject to disciplinary sanctions even if the behaviour takes place off school premises, and

even if the pupils are over 18. Full details of the school's approach to the safe and responsible use of digital technology can be found in the separate Mobile Digital Devices Policy. This includes information about cyber bullying.

All members of the Guildford High School community are aware that bullying can have long term damaging effects for victims and their families which can include serious physical and/or psychological effects. We believe bystanders who ignore bullying are also considered to bear some blame. A bullying incident will be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.' In such cases the school will report its concerns to the local authority social care department and possibly the police in cases where we believe a criminal offence to have been committed.

What we do to prevent bullying:

Guildford High School takes appropriate action to prevent and reduce the risk of bullying, especially at times and in places when it is most likely (e.g. at lunch break, staff on patrol duty (Senior) or playground duty (Junior) are a crucial part of the school's strategy to prevent bullying). We are committed to raising awareness of bullying through relevant training for staff and by ensuring a staff presence during non-contact time. It is important that staff understand the principles of our Anti-bullying policy, their legal responsibilities, and what action they should take to resolve and prevent bullying problems, and what sources of support are available to pupils. Staff should be aware of pupils who may be more at risk of being either victims of bullying or bullies themselves, perhaps by belonging to a group that can be targeted by bullies or because of difficult personal circumstances. Awareness is also raised through the PSHE programme which all tutors have to teach.

Staff and tutor meetings are used to discuss the care of the girls and strategies for ensuring bullying and other types of poor behaviour do not occur. Child protection training for staff alerts staff to the risks involved for pupils when bullying occurs. The supervision of pupils' policy is discussed at the first evening staff meeting of the academic year and monitored by school management. Safe supervision of pupils and an ethos of care are regarded by teaching staff as the most important aspects in preventing bullying. In addition the following measures are also taken:

- The school's policies relating to pupil safety and care are published to all parents.
- Our Behaviour and Discipline Policy and our Equal Opportunities Policy are positively promoted amongst staff, pupils and parents.
- The school creates an environment of good behaviour and mutual respect. Staff and older pupils are expected to set an example. All form tutors and the staff at large find every opportunity to celebrate the individual success of pupils.
- The school creates an environment in which pupils have the opportunity to make friends with large numbers of other pupils and widen their friendship groups. This is done through the timetable and form groupings, through the House system and through the extra-curricular provision.
- Girls are told that if they believe they are being bullied, or if they see someone else being bullied, they must report it to an adult in the community.
- Girls who observe bullying are told to support victims by:

- Refusing to join in
- Standing up for the victim
- Pointing out to the bully that they are bullying
- Showing the victim kindness
- Telling an adult

Teaching about bullying in the Junior and Senior school is appropriate to the age and maturity of the pupils. In both sections of the school, we draw on a range of educational experiences to teach pupils about bullying e.g. assemblies, PSHE lessons, drama, Literature, the study of certain historical events (e.g. Civil Rights movement in 1960s America) and current affairs programmes. We discuss the differences between people and the importance of avoiding prejudice.

Senior School - use of the curriculum to promote Care & Consideration:

PSHE

Bullying is addressed in PSHE. However, in each year, Form time or year group assemblies can be used to raise awareness, discuss or to reinforce the school's anti-bullying message and PSHE time will be flexible to allow for this. Any discussion or lessons will be appropriate to the year group. The lessons will cover the following points:

- What constitutes bullying
- Who bullies are (i.e. those who act alone, lead a group or incite others to bully)
- What action victims should take
- What action those who observe bullying should take
- What action the school will take

Assemblies and form time also emphasise the requirement for kindness, care, respect and personal responsibility to give pupils clear guidelines and confidence in the support of civilised behaviour and action against uncivilised or hurtful behaviour. Curriculum lessons may also include discussion on or references to bullying.

Junior School (including EYFS setting) – use of the curriculum to promote Care & Consideration:

- Our PSHE Programme and assemblies deal with bullying by presenting role-play situations which demonstrate various types of bullying and ways of dealing with it. Form periods or Circle Time are also used to discuss bullying issues at an appropriate level. Our PSHE scheme of work is cross referenced to show where a variety of subjects across the curriculum also address behavioural issues.
- All pupils are issued with an anti-bullying leaflet (Kindness, Care and Unconditional Respect) at the beginning of each academic year. Form teachers talk through the contents with the girls who are encouraged to keep their leaflets where they can easily refer to them, in their citizenship files.

Involvement of Parents

Parents will usually be contacted by the relevant Head of Year or Pastoral Deputy Head in the Senior School, or by the Form Teacher or Deputy Head/Head of the Junior School. This will apply whether their daughter is the victim of bullying or engaging in bullying. Parents will be informed of any sanctions imposed for bullying. Parents may well be invited in to discuss the situation with the relevant pastoral staff. Parents

of girls engaged in incidences of serious bullying will need to understand the severity of their daughter's actions, which could potentially lead to expulsion. However, the school regards this as a last resort and will support pupils and their parents in managing their behaviour and understanding its consequences. Parents of victims will be kept informed of steps taken to redress the situation and to support their daughter. The school will need to be sensitive and mindful of confidentiality when discussing with parents pupils other than their own children.

Parents in the Junior and Senior Schools are kept informed about the prevention of bullying at GHS through Junior News and the Senior School Head of Year blogs, which will often cover key PSHE issues. They will also be invited to pastoral evenings which tackle, amongst other things, the issue of bullying, including cyber-bullying. Notes from these evenings are circulated to all parents after the events.

Once a situation has been highlighted the school takes the following steps:

Guildford High School takes appropriate action to deal with incidents of bullying. Procedures in the Junior and Senior school are appropriate to the age and maturity of the pupils.

Who to tell:

All staff must respond immediately to any incidents of bullying. Staff and pupils must take every incident seriously, and report all actual or suspected incidences of bullying. Staff need to remember that allegations must be substantiated, and that the bully may have had some provocation and needs to be heard.

Senior School: incidents or allegations of bullying must be reported to the Form Tutor and Head of Year and in serious cases the Deputy Head (Pastoral), as well as staff taking any immediate appropriate action.

Junior School: all suspected and actual incidents must be reported to the relevant form teacher, subject teachers and to the Head and Deputy Head (Pastoral) of the Junior School.

At all levels of the school, bullying will be treated as a child protection concern if the pupil is at risk of 'significant harm' and the school will report its concerns to social services, and the police if a criminal offence is believed to have been committed.

What to do:

The Form Tutor or Form Teacher, Junior School Pastoral Deputy, Senior School Head of Year or Pastoral Deputy should deal with any report of bullying. The following considerations should apply:

- Always talk sensitively and privately to both victim and bully
- Try not to allow the victim to feel inadequate; they are likely to need advice on how to avoid similar incidents in future
- The bully must know of the school's disapproval and must understand that their actions must stop
- Try to get the bully to see the victim's point of view
- When the situation involves a group, interview the girls separately
- Both victim and bully will require subsequent support
- Appropriate sanctions need to go hand in hand with counselling support. It may be necessary to speak to a form group or year group
- Depending on the incident, parents will be contacted by the relevant Head of Year (Senior School) or Deputy Head or Head of the Junior School and informed of any incident or invited into school to discuss strategies, to address any behaviour or to support.

- If the above process has not successfully resolved the problem, the Deputy Head Pastoral (Senior School), or the Junior School Pastoral Deputy or Head work with those involved on a daily or weekly basis. The Headmistress is kept informed.

How to Record it:

Even apparently trivial incidents should be reported, because they help to create an overview of a situation. In order to identify patterns staff must record any incidences of bullying on the pupil note system. Notes recorded under the category 'bullying' will be included in the school's electronic Bullying Record and should be added in consultation with the HoY. This record is kept electronically in a secure area accessible only to members of Senior Management. The record is reviewed by the Senior Management Team to ensure that they have an oversight of the pattern of any bullying in the school. The LGB member with responsibility for Safeguarding is also kept informed and allowed to scrutinise the log by the Deputy Head Pastoral.

If sanctions are imposed these should be recorded by the Head of Year (Deputy Head in the Junior School) on pupil notes and by the Deputy Head (Pastoral) on the electronic record of sanctions. In the Junior School this is done by the Deputy Head (Pastoral). Sanctions are issued at the discretion of the HoY or SMT and are dependent on the incident. They can include removal of privileges including use of ICT, report or in serious cases suspension and expulsion.

Incidents may also be discussed by the Heads of Years at Tutor's meetings or with the Deputy Head Pastoral and Headmistress in the weekly meetings and in weekly meetings between the Headmistress and the Head of the Junior School. If required all staff will be informed.

Sanctions

All school staff must take care to treat cases of suspected incidences of bullying that are reported to them seriously, and to take prompt and appropriate action. The type of action will depend on the circumstances. As stated in the Behaviour and Discipline Policy sanctions include the use of report, withdrawal of ICT access, or internal exclusion and these will be sanctioned by a member of SMT in consultation with the Head of Year, or in the Junior School, by the Deputy Head or Head of Junior School. The Junior School sanctions process includes sanctions for bullying drawn up by the pupils. In the event of severe or persistent bullying the Headmistress may implement the Exclusion, Expulsion, Removal and Review policy. Sanctions may include counselling.
