



ST ALBANS GIRLS' SCHOOL

Anti-Bullying Policy

GB sub-committee: Personnel & Student Wellbeing Committee

Co-ordinator: Mrs P Jarvis
Anti-Bullying Named Governor: Vicky Pearlman

Last Reviewed: Summer 2023

Next Review: Summer 2024

Signed by:
Margaret Chapman
Head Teacher

Signed by:
Claire Barnard
Chair of Governors

1. RATIONALE

- 1.1** Every member of the school community has the right to feel safe and valued and not to experience bullying. STAGS is committed to working with staff, students and parents to create and maintain a school community where bullying is not tolerated. The school anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.
- 1.2** Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. A target can be identified for any reason including. This is in line with the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children. There is usually an imbalance of power between the perpetrator and the target. Bullying can take place both in school and outside school premises.

2. AIMS

- 2.1** The school wishes to provide an environment of positive working relationships which maximises staff skills and abilities and sets a good example to students. St Albans Girls' School will not tolerate any behaviour by students towards other students which is deemed to be bullying. St Albans Girls' School is committed to preventing and responding effectively to the bullying of all students including those of vulnerable groups including disabled students / students with SEN, those who are perceived to be LGBT, race and religion targeted, sexist and sexual bullying as in accordance with the Equality Act 2010. The school also recognises the additional vulnerabilities and need to be more vigilant for students who are Looked after Children, Young Carers or those suffering with poor mental health.

	<p>The school will not permit or accept any behaviour by staff which amounts to intimidation, such as misuse of power or position. Nor will the school tolerate such behaviour from students, parents/carers or governors towards staff.</p>												
<p>2.2</p>	<p>In order to ensure this:</p> <ul style="list-style-type: none"> ● all governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is, know the signs and undertake annual anti-bullying training ● all governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported ● all students and parents should know what the school policy is on bullying, the signs of bullying, what they should do/ who to report it to, if their child or any other child reports bullying and what the procedures/outcomes could be ● There is a consistent system for monitoring and dealing with incidents of bullying 												
<p>2.3</p>	<p>Bullying can be defined as:</p> <table border="1" data-bbox="300 712 1383 1317"> <tr> <td data-bbox="300 712 459 813">Emotional</td> <td data-bbox="459 712 1383 813">being significantly unfriendly, deliberately excluding others, tormenting (e.g. nasty names/ jokes, hiding books, threatening gestures)</td> </tr> <tr> <td data-bbox="300 813 459 880">Physical</td> <td data-bbox="459 813 1383 880">pushing, kicking, hitting, punching or any use of violence</td> </tr> <tr> <td data-bbox="300 880 459 947">Graffiti</td> <td data-bbox="459 880 1383 947">offensive names, comments written in public or private places</td> </tr> <tr> <td data-bbox="300 947 459 1048">Sexual</td> <td data-bbox="459 947 1383 1048">unwanted physical contact or sexually abusive comments, sexual grooming online or in person</td> </tr> <tr> <td data-bbox="300 1048 459 1149">Verbal</td> <td data-bbox="459 1048 1383 1149">name-calling, sarcasm, spreading rumours, teasing, talking about people to others when they are present and/or when they are not</td> </tr> <tr> <td data-bbox="300 1149 459 1317">Cyber</td> <td data-bbox="459 1149 1383 1317">Sending inappropriate messages/threats by text/call/over social media, in chat rooms, on websites. Setting up websites or social media groups/pages to hurt or embarrass someone. Misuse of associated technology, i.e. camera and video facilities</td> </tr> </table> <p>Students can be bullied due to:</p> <ul style="list-style-type: none"> ● Ethnicity, religion, culture including Gypsy, Roma and Traveller ● Special educational need or disability ● Sexuality, gender orientation, transgender ● Gender ● Appearance and size ● Family background/circumstances such as being a Looked after Child or a Young carer ● Class, wealth or poverty ● Age ● Political or social views ● Poor mental health ● Any perceived differences <p>Bullying is not when two children of approximately the same age and strength have fallen out.</p>	Emotional	being significantly unfriendly, deliberately excluding others, tormenting (e.g. nasty names/ jokes, hiding books, threatening gestures)	Physical	pushing, kicking, hitting, punching or any use of violence	Graffiti	offensive names, comments written in public or private places	Sexual	unwanted physical contact or sexually abusive comments, sexual grooming online or in person	Verbal	name-calling, sarcasm, spreading rumours, teasing, talking about people to others when they are present and/or when they are not	Cyber	Sending inappropriate messages/threats by text/call/over social media, in chat rooms, on websites. Setting up websites or social media groups/pages to hurt or embarrass someone. Misuse of associated technology, i.e. camera and video facilities
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<p>2.4</p>	<p>When an incident of bullying occurs the school will:</p> <ul style="list-style-type: none"> ● Take the feelings of the target seriously ● Provide immediate response and following this an appropriate and sensitive investigation will be carried out ● Support the target ● Work with the person or group who is bullying to identify issues that lead to the behaviour ● Complete restorative work with all parties, where appropriate ● Involve external agencies and the police (either formally or informally) as appropriate ● Log the incident(s) on the STAGS bullying log that is overseen by SLT ● Track any trends through recording and analysis of vulnerable students
<p>2.5</p>	<p>A student may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:</p> <ul style="list-style-type: none"> ● is frightened of walking to or from school or of taking the bus/ changes their usual routine ● is unwilling to go to school (school phobic) or begins to truant ● becomes withdrawn anxious, or lacking in confidence ● self-harms ● attempts or threatens suicide ● 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 possessions damaged / 'missing' ● has dinner or other monies continually "lost" / comes home hungry (money/lunch has been stolen) ● has unexplained cuts or bruises ● becomes aggressive, disruptive or unreasonable ● is bullying other children or siblings ● stops eating ● is upset but frightened to say what's wrong ● gives improbable excuses for any of the above ● is afraid to use the internet or mobile phone <p>These signs and behaviours could indicate other problems, but bullying should be considered a possibility.</p>
<p>2.6</p>	<p>The Responsibilities of Staff in preventing bullying</p> <p>Our staff will:</p> <ul style="list-style-type: none"> ● Foster in our students' self-esteem, self-respect and respect for others through the promotion of the STAGS values, in assemblies and through the curriculum ● Demonstrate by example the high standards of personal and social behaviour we expect of our students ● Discuss bullying with all classes throughout the year and in particular during Anti-bullying week so that every student learns about the damage it causes to both the child who is bullied and to the ringleader(s), reinforcer(s) and assistant(s) and the importance of telling a teacher about bullying when it happens ● Be alert to signs of distress and other possible indications of bullying ● Gather feedback from students annually through our anti-bullying audit

	<ul style="list-style-type: none"> Respond to any concern arising via the anti-bullying confidential email address as a matter of urgency (anti-bullying@stags.herts.sch.uk) and see the Director of Learning 										
<p>2.7</p>	<p>The Responsibilities of Students</p> <p>We expect our students to:</p> <ul style="list-style-type: none"> Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Not standby whilst others are bullied and not alert an adult Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets Uphold the ATLAS Anti-Bullying Pledge 'United as one' Kindness costs nothing, but means EVERYTHING! Utilise the STAGS Anti-Bullying Student Charter and ATLAS Anti-Bullying Statement <div data-bbox="603 689 1082 1061" style="text-align: center;"> <p>ATLAS Anti-Bullying Statement</p> <table border="1"> <thead> <tr> <th style="background-color: #0056b3; color: white;">BULLYING IS:</th> <th style="background-color: #0056b3; color: white;">YOU NEED TO:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Several</td> <td style="text-align: center;">Start</td> </tr> <tr> <td style="text-align: center;">Times</td> <td style="text-align: center;">Telling</td> </tr> <tr> <td style="text-align: center;">On</td> <td style="text-align: center;">Other</td> </tr> <tr> <td style="text-align: center;">Purpose</td> <td style="text-align: center;">People</td> </tr> </tbody> </table>  </div>	BULLYING IS:	YOU NEED TO:	Several	Start	Times	Telling	On	Other	Purpose	People
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<p>2.8</p>	<p>The Responsibilities of Parents/Carers:</p> <p>We ask our parents to support their children and the school by:</p> <ul style="list-style-type: none"> Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying Advising their children to report any bullying to staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students Advising their children not to retaliate violently to any forms of bullying Informing the school of any suspected bullying, even if their children are not involved Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. And point out the implications of bullying, both for the children who are bullied and for the bullies themselves Appropriate parental controls on devices and ensuring that all online social media platforms and games are age appropriate If there is any online bullying, to use the report remove website here https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/ 										
<p>3. PROCEDURES</p>											
<p>3.1</p>	<p>The school ensures that all students have someone they can go to if they experience bullying. This could be the Form Tutor, Director of Learning, Student Support Officer, Head of Key Stage or any other member of staff. There is an anti-bullying email address that students can use confidentially to report any concerns (anti-bullying@stags.herts.sch.uk)</p>										

3.2	Any reported incident is reported immediately to the relevant Director of Learning (DoL) or member of the Senior Leadership Team (SLT). They decide whether the incident will be handled internally or involve parents/carers and/or involve external agencies (for example social services or the police).
3.3	If a student is injured, details of the injury are recorded and witnessed with the student and parents' permission. If there is a serious injury the Head Teacher is informed and the police may be contacted.
3.4	The DoL, Student Support Officer or members of SLT meet with the target(s) separately; a statement is taken from her/him/ them and from any witnesses. A decision will then be taken as to how best the situation will be handled in order to gain the best possible outcome for the target.
3.5	If it is deemed appropriate the DoL or members of SLT may meet with the person(s) identified as causing harassment and take a statement. If more than one person is involved, each student is seen separately.
3.6	After all parties are interviewed, the students are seen and the situation is summarised, if necessary and appropriate, using the Leading an Investigation checklist sheet. A conclusion to events is discussed to ensure all parties understand what happened. It should be made clear that there must be no further incidents and that others should not become involved on anyone's behalf.
3.7	Appropriate action (in accordance with the school's Behaviour and Rewards Policy) is made clear. This may include an opportunity for restoration made available to both parties (in line with local authority/police restorative protocol). In most cases restoration will be in the form of a restorative justice meeting. <ul style="list-style-type: none"> ● The ringleader(s), reinforcer(s) and assistant(s) will be asked to genuinely apologise. ● A discussion with the ringleader(s), reinforcer(s) and assistant(s) and target about their view of the incident and about how they think the other person feels/ how they would feel in the same situation. Reinforce that bullying of any kind is unacceptable, getting the bully to articulate what was unacceptable in what they did. This will include a reflection meeting with a learning mentor. ● A discussion with the students about the way forward and agreement on boundaries/ a course of action will be recorded. Students will be informed that a copy of the incident will be filed.
3.8	Sessions with the student Support Officer, Student Well Being Advisor, Student mentor, or member of the school sixth form support group (Harmony) may be offered as follow up support.
3.9	Students must be actively encouraged to report any further harassment immediately. A member of the pastoral team will have regular meetings with the target to ensure that there has been no further cause for concern. The DoL/ Student Support Officer meets regularly with targeted students to review progress.
3.10	Parents may be contacted if it is deemed to be helpful to the situation.
3.11	The aim of any sanction is to ensure the ringleader(s), reinforcer(s) and assistant(s) is/are aware of the effect of their actions and modify their behaviour. To make ringleader(s),

	<p>reinforcer(s) and assistant(s), target and parents/ carers clear that bullying will not be tolerated at STAGS. In most cases the school uses a stepped approach to sanctions. However, each situation is different and depending on the specifics/ seriousness of the case not all of these steps may be taken before moving onto a more serious sanction</p> <ul style="list-style-type: none"> ● A verbal warning may be issued to the ringleader(s)/reinforcer(s)/assistant(s) ● A consequence may be issued in line with the school’s sanctions system – C1-5 ● A formal written warning may be issued to the ringleader(s), reinforcer(s), assistant(s) ● Parental meeting with parents/carers of the ringleader(s)/reinforcer(s)/assistant(s) ● C6 - Fixed term exclusion <p>In very serious cases permanent exclusion – C7 - may be considered.</p>
3.12	Where a bullying incident has been identified Forms 1 and 2 (Appendix 1 and 2) will be completed.
3.13	<p>The school is committed to prevention programmes designed to empower vulnerable students, discourage bullying and promote positive relationships and empathy skills.</p> <ul style="list-style-type: none"> ● Year 7 anti- bullying programmes are delivered to educate students in types and effects of bullying, as a preventative and educational measure. ● In all year groups, PSHE, resilience programmes and the House System encourage students to challenge stereotypes, develop empathy, develop resilience and encourage students to work as a team and support others. ● Assemblies are delivered to challenge racial injustice, homophobia and address bullying, including cyber-bullying. These are delivered by staff or external agencies (e.g. the police). ● Anti-Bullying posters are displayed in every classroom and information is on the school website. ● There is an Anti-Bullying display in the main foyer which identifies key staff and the Anti-Bullying ambassadors in each year group ● An Anti-Bullying video is released each year to support Anti-Bullying Week in November ● The Curriculum is designed to provide opportunities to help students understand bullying, recognise the signs and promotion of their emotional health ● Post-16 students and anti-bullying ambassadors are invited to lead anti-bullying programmes, assemblies and support groups (Post-16 student support service). Outside agencies (YC Herts) also lead Anti-Bullying assemblies, workshops and the ATLAS Anti-Bullying Conference ● Advice and information about bullying and the schools approach/ procedures is communicated to Parents/carers through Stagslink and Information Evenings ● The whole school community participates in Education awareness weeks (Anti-Bullying week) ● The Anti-Bullying Student Charter is available on the electronic bulletin and has been sent to all students at the start of every academic year ● Lunchtime Social Skills, self-esteem clubs are available ● Peer mentoring provides opportunity for students to discuss problems and seek help if needed
4. MONITORING	
4.1	Serious incidents of harassment are stored, recorded and reported termly at SLT.
4.2	Incidents are reported termly to Governors, at the Student and Staffing Committee, with appropriate interventions and outcomes discussed.

4.3	Students and parents are surveyed to gain feedback to develop future interventions.
4.4	Evaluations are reported to all colleagues, parents and students and used to inform school improvement.

Linked Policies

- Behaviour and Rewards Policy
- Child Protection Policy
- Online Safety Policy
- Equality and Diversity Policy
- Special Educational Needs Disability Policy

Initial Investigation of bullying – Appendix 1

Completed

Name:

Role:

Date:

Name and role of individual/s making the allegation e.g. student, parent/carer, midday supervisory assistant:

Form of referral e.g. verbal report, letter, phone call, witness statement, targeted child seeking support:

Details gathered to date:

Action taken to date:

Date:

Signed

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)

Person/s giving offence (including ethnicity and other relevant diversity issues)

4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses. Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings).

N.B. Indicate if it is a repeat incident and if a serious incident referral should be made to the local authority.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

Delete italic options where applicable	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Form tutor/class tutor		
Head of Year		
'Target' Parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' Parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local authority: SEA/SIP, anti-bullying advisor or MECS		
Police (crime no./incident reference no.)		
Others (specify):		

7. Date for monitoring progress of those involved

Follow up on the incident and check that all parties are progressing well academically and socially
Date: _____

8. Reporting member of staff:

Name: _____

Date: _____

9. Outcomes/actions from follow up