



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 2024

Next Review: Summer 2025

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.

This policy should be used alongside the school's Safeguarding Children Policy as child-on-child abuse must be considered as a potential source of significant harm.

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. 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 accused and the student(s) targeted. Bullying can take place both in school and outside school premises.


2. AIMS

2.1 STAGS recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), Young Carers, race, faith those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQIA+). As such, prevention of bullying considers the specific patterns of discrimination these groups face, in accordance with the Equality Act 2010.

	<p>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. 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="300 779 1380 1391"> <tr> <td data-bbox="300 779 499 884">Emotional / Psychological</td> <td data-bbox="499 779 1380 884">being significantly unfriendly, deliberately excluding others, tormenting (e.g. nasty names/ jokes, hiding books, threatening gestures)</td> </tr> <tr> <td data-bbox="300 884 499 949">Physical</td> <td data-bbox="499 884 1380 949">pushing, kicking, hitting, punching or any use of violence</td> </tr> <tr> <td data-bbox="300 949 499 1014">Graffiti</td> <td data-bbox="499 949 1380 1014">offensive names, comments written in public or private places</td> </tr> <tr> <td data-bbox="300 1014 499 1117">Sexual</td> <td data-bbox="499 1014 1380 1117">unwanted physical contact or sexually abusive comments, sexual grooming online or in person</td> </tr> <tr> <td data-bbox="300 1117 499 1220">Verbal</td> <td data-bbox="499 1117 1380 1220">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 1220 499 1391">Cyber</td> <td data-bbox="499 1220 1380 1391">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>Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.</p> <p>Some forms of bullying may break the law and may be reported to the police by the school:</p> <ul style="list-style-type: none"> ● Violence or assault; ● Theft; ● Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and child-on-child abuse; ● Hate crimes – any incident which the victim, or anyone else, thinks is based on someone’s prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender <p>Students can be bullied due to:</p> <ul style="list-style-type: none"> ● Ethnicity, religion, culture including Gypsy, Roma and Traveller 	Emotional / Psychological	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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	<ul style="list-style-type: none"> ● 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>
<p>2.4</p>	<p>We care about how our students feel and their safety at school so a member of the pastoral team will talk with them to find out more information.</p> <p>Following an investigation, a decision will be taken by the pastoral team as to whether the behaviour is unkind behaviour or bullying.</p> <p>Depending on the outcome, the following will take place:</p> <ul style="list-style-type: none"> ● Support for the students ● Clear communication home and with staff ● Active listening and empathy ● Availability of staff for further support ● Appropriate consequences issued ● Restorative practice between the students involved ● The incident will be logged in school ● A follow up check-in a couple of weeks later with the DOL ● Other bespoke support as appropriate ● Involve external agencies and the police (either formally or informally) as appropriate ● Log the incident(s) on the STAGS anti-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

	<ul style="list-style-type: none"> ● 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 ● 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 ● Students know that any incidents of bullying are dealt with promptly, consistently and firmly. <p>Students can report any acts of unkindness/ bullying in the following ways:</p> <ul style="list-style-type: none"> ● By reporting it to a trusted adult in the school ● Reporting a concern via the anonymous reporting box in the Learning Resource Centre (LRC) ● Send an email to anti-bullying@stags.herts.sch.uk

	<p style="text-align: center;">ATLAS Anti-Bullying Statement</p> <table style="margin: auto; border: none;"> <tr> <td style="text-align: center;">BULLYING IS:</td> <td style="text-align: center;">YOU NEED TO:</td> </tr> <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> </table> <p style="text-align: center;"></p>	BULLYING IS:	YOU NEED TO:	S everal	S tart	T imes	T elling	O n	O ther	P urpose	P eople
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<p>2.8</p>	<p>The Responsibilities of Parents/Carers: 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 accused students themselves ● Contacting their child's Form Tutor by email, telephone, meeting ● Contacting the Director of Learning ● Importantly, parents/carers are reminded that they can speak to any member of staff in school regarding this. Staff will pass this on to the appropriate member of staff ● 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/ 										
3. PROCEDURES											
<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>										
<p>3.2</p>	<p>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)</p>										
<p>3.3</p>	<p>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.</p>										
<p>3.4</p>	<p>The DoL, Student Support Officer or members of SLT meet with the student(s) targeted separately; a statement is taken from them and from any witnesses. A decision will then</p>										

	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 accused student 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. 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	<p>Appropriate action (in accordance with the school's Consequences 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 'Repair and Restore' meeting.</p> <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 accused to articulate what was unacceptable in what they did. 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 STAGS Sixth Form Anti-bullying and Wellbeing Leaders may be offered as follow up support.
3.9	Students must be actively encouraged to report any further incidents 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 student(s) to review progress.
3.10	Parents will be updated regularly.
3.11	<p>The aim of any consequences 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), 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 consequences. 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 consequence</p> <ul style="list-style-type: none"> ● A verbal warning may be issued to the ringleader(s)/reinforcer(s)/assistant(s) including a log of the incident ● A consequence may be issued in line with the school's consequences ladderA formal written warning may be issued to the ringleader(s), reinforcer(s), assistant(s) ● Parental meetings with parents/carers of the students involved
3.12	<i>"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff</i>

proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

(Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At STAGS,, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- 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
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it
- An Anti-Bullying video is released each year to support Anti-Bullying Week in November
- Through a promotion of pro-kindness across the school community. Our Acts of Kindness nominations are led by our Anti-bullying and Wellbeing leaders, in recognition of any acts of kindness. This is run each half term with a chance for students to receive a 'shout out' in assembly and win an Act of Kindness badge
- 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 and Wellbeing 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 Anti-Bullying Student Charter is available on the electronic bulletin and has been sent to all students at the start of every academic year and displayed on all monitors around the school site
- Lunchtime Social Skills, self-esteem clubs are available
- Peer mentoring provides opportunity for students to discuss problems and seek help if needed
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying
- Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small
- Duty points have been carefully considered to ensure there are no 'blind spots' where bullying can take place undisturbed
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils

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.
4.5	<p>Links Useful information and links on bullying and related issues for parents, children and teachers.</p> <p>ChildLine Anti-bullying Alliance NSPCC</p>

Linked Policies

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

STAGS ANTI-BULLYING & WELLBEING

ANTI-BULLYING STUDENT CHARTER

At STAGS, we believe that everyone has the right to a positive learning environment where everyone is kind, respectful and inclusive to enable *Learning for Life in a Community where all can Excel* therefore, we will not tolerate any behaviour by students or staff towards members of our community which is deemed to be bullying.

Bullying is:
'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face, online or by purposefully leaving someone out.'

HOW TO REPORT BULLYING INCIDENTS

Students know that any incidents of bullying are dealt with promptly, consistently and firmly.

Students can report any acts of unkindness/ bullying in the following ways:

- By reporting it to a trusted adult in the school
- Reporting a concern via the anonymous reporting box in the Learning Resource Centre (LRC)
- Send an email to anti-bullying@stags.herts.sch.uk

HOW BULLYING IS DEALT WITH AT STAGS

We care about how our students feel and their safety at school so a member of the pastoral team will talk with them to find out more information.

Following an investigation, a decision will be taken by the pastoral team as to whether the behaviour is unkind behaviour or bullying. Depending on the outcome, the following will take place:

- Support for the students
- Clear communication home and with staff
- Active listening and empathy
- Availability of staff for further support
- Appropriate consequences issued
- Restorative practice between the students involved
- The incident will be logged in school
- A follow up check-in a couple of weeks later with the DOL
- Other bespoke support as appropriate

ACTS OF KINDNESS

Our aim is to stop all forms of unkindness and bullying through a promotion of pro-kindness across the school community.

Our Acts of Kindness nominations are led by our Anti-bullying and Wellbeing leaders, in recognition of any acts of kindness. It has been extremely popular with all learners and continues to be run each half term with a chance for students to receive a shout out in assembly and win an Act of Kindness badge to add to their collection!

ATLAS Anti-Bullying Statement

BULLYING IS:	YOU NEED TO:
Several	Start
Times	Telling
On	Other
Purpose	People

ATLAS
ANTI-BULLYING
PLEDGE

'United as ONE'

Kindness costs nothing,
but means
EVERYTHING!