Bradford Girls' Grammar School

Anti – Bullying Policy 2026 -27

Aspire – Succeed – Lead

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Owner: Deputy (Behaviour)

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1. Values

At BGGS:

- We treat everyone equally and we are polite and respectful
- Pupils and staff have the right to feel happy, safe and included.
- Pupils and staff have the right to work in an environment without harassment, intimidation or fear.
- All bullying is unacceptable and we do not tolerate it - we are upstanders not bystanders.
- Pupils who experience bullying, including harassment and threatening behaviour will be supported.

The school acknowledges that children are capable of abusing their peers and recognises the seriousness of all forms of bullying; the statutory guidance, Keeping Children Safe in Education 2023, identifies bullying as a form of child-on- child abuse, including cyberbullying, prejudice-based and discriminatory bullying. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and the effects that bullying can have on school work and more particularly on pupils' feelings of worth which can cause psychological damage, hence, we actively promote an anti-bullying ethos.

The school is committed to preventing all forms of bullying and has a named Senior Leader and Governor dedicated to leading on anti-bullying work:

Senior Leader: Mrs Nigat Ali

Governor: Ms Rebecca Stothers

2. Definition of bullying

Bullying is defined as unprovoked, systematic, emotional or physical hurt caused to an individual by the behaviour of another.

Forms of bullying include:

- Physical: hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Physical: theft or damage to belongings
- Verbal: name calling, including; racist, religious, cultural, sexist, homophobic and sexual remarks or remarks about disability, gender or sexuality
- Emotional: being unfriendly, unkind, excluding, tormenting (e.g. hiding books, threatening gestures)
- Racist: racial taunts, graffiti, gestures, slang words of disrespect in any language relating to heritage

- Sexual: unwanted physical contact or sexually abusive comments, sexual violence or harassment
- Disablist comments and name calling
- Homophobic: because of, or focusing on the issue of sexuality or perceived sexuality
- Cyber: all areas of internet use such as email, social websites, photographs and sexting
- Threats through mobile devices by text messaging & calls
- Misuse of associated technology , i.e. camera & video facilities
- Psychological and indirect: spreading rumours, excluding someone from social groups. This may be easily identified on some occasions but at other times be insidious and hidden.
- Hazing or initiation ceremonies **/** rituals

Bullying behaviour may take place in school, on the journey to or from school or via the internet. The school is committed to investigating any allegation of bullying by pupils of the school, whenever or however it takes place.

3. Aims

It is the aim of the school to develop a climate of trust and openness; to make the unacceptable nature of bullying and the consequences clear to the bully, staff and parents/carers and hence, we aim:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations
- To reduce and to eradicate wherever possible, instances in which pupils are subject to any form of bullying
- To ensure that all pupils have access to an adult in school to whom they may talk in the knowledge that action will be taken immediately and to create an atmosphere where pupils feel that if they report bullying, they will be listened to, and swift, sensitive action will be taken
- To establish a means of dealing with bullying, and of providing support to pupils who have been bullied
- To provide support for pupils who are accused of bullying, who may be experiencing problems of their own
- To ensure that monitoring continues to ensure that both the victim and the bully are given support and to prevent a recurrence
- To establish acceptable standards of behaviour through the BGGS Code of Conduct outlined and developed within the Life Skills Programme
- To include a focus on the protected characteristics, as defined by the Equality Act 2010, within the Personal Development programme

- Teaching students about E-Safety and Cyber-bullying as part of the Relationships and Sex Education Curriculum.
- To further raise an awareness of and understanding of bullying through the Life Skills programme and develop the school ethos which makes it clear that bullying behaviour is unacceptable in any form, using assemblies, Circle Time, posters and form time examining historical events and current affairs to reinforce the message
- To provide opportunities for reviewing anti-bullying procedures through the School Council and/or with the Anti-Bullying Ambassadors
- To ensure all pupils understand the school sanctions outlined in the Behaviour Policy and who to tell if there is cause for concern
- To raise staff awareness by providing CPD on school procedures, recognition of signs of bullying and how action can be taken to reduce the risk of bullying at times and in places where it is most likely to occur
- To ensure that all pupils, staff and parents are aware of this policy
- All members of the school community are expected to behave in appropriate manner. Staff and parents/carers should be respectful to each other and towards all pupils, modelling British Values and the School Values, in particular those of Respect and Empathy.

- Parents/carers also have an important part to play in dealing with instances of bullying and communication will take place with the parents/carers of those concerned as appropriate. **Parents/carers are expected to support the school anti-bullying policy and follow procedures.**

4. Objectives

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

5. Signs & symptoms

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

- 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
- Lower standard of school work
- Comes home with clothes or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- 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 & 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

6. Procedures

The school has a strong pastoral record. The Class teacher / Form teacher / Year Manager system works well in building pupils' capacity for building healthy relationships and minimising the risk of child on child abuse; restorative practice is well embedded and often prevents minor disputes from being sustained. Pupils know the name of safeguarding staff and are encouraged to disclose any activities which have caused them distress. The school has a dedicated email for pupils and parents to report safeguarding concerns and/or bullying concerns if they would rather use this channel.

- Safeguarding@bggs.bdat-academies.org

What to do if you think a pupil is being bullied:

- Encourage the pupil to talk about his/her experiences. It may help the pupil just to be aware that someone else knows.
- Follow the procedures below.

What to do if a pupil complains of being bullied:

- Get a complete verbal account of the incident or incidents. Are there friends, classmates or witnesses who can verify any accounts?
- Get written statements from the pupil(s) interviewed.
- Complete an incident log. This is an important step as it records all steps taken in terms of sanctions and support**.**
- The accused pupil(s) should be spoken to regarding the complaint and their account noted. An informal warning may be sufficient at this point.
- The pupil's Year Manager must be informed as to what has happened and all notes placed on file.
- The pupil's Year Manager will arrange for a member of staff, chosen by the pupil either being bullied or at risk of being bullied, to offer support on a continual basis until such time as the pupil and their parents/carers are satisfied that conditions have returned to normal.
- It may be appropriate to get the accused pupils and victims together to give their respective accounts and propose/agree to a solution
- It may be appropriate to conduct separate follow-up meetings with the victim and the accused pupil to ensure that the problems have been sorted out.

If the victim of bullying is in serious danger of coming to harm then the episode may be referred to Children's Social Care and/or the Police for advice. For further information, see the managing allegations against pupils policy

7. Sanctions

When it is clear a pupil has demonstrated bullying behaviour any the following guidelines and/or procedures may be followed as appropriate:

- The sanction/consequence is proportionate to the offence
- There is transparency and fairness in apportioning blame
- Detention is used as a sanction for individual or small group unacceptable behaviour but is not used as a whole class punishment. Parents will be informed via Classcharts if a pupil has been issued an after-school detention.
- Internal social time suspension where a pupil is supervised during break and lunchtimes to avoid social contact with other pupils can be imposed.
- Pupils may be allocated to the Reset Room where they can be supervised throughout the day and can continue to access learning. Parents will be contacted by phone if this sanction is issued.
- For more serious incidents of bullying the Headteacher may choose to suspend a pupil from school for a fixed period of time.
- For extreme misdemeanours the Headteacher may impose a short-term placement at another school or a managed move to another school; a pupil may be permanently excluded and/or the police may be contacted. For further information, see the school's behaviour policies.

8. The BGGS community

- Is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere.
- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with promptly, sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Recognises the importance of encouraging pupils who do bully to learn different ways to behave
- Will provide appropriate support and/or monitoring for both victim and bully moving forward. This will be tailored to each child's needs but may include in-house mental health support and/or referral to external agencies. The frequency of support sessions will again depend upon each child's individual needs – therefore there is no prescribed time limit.

- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant statutory voluntary organisations when appropriate.

9. Preventative measures

- Half-termly anti-bullying assemblies to ensure it has a high profile
- Anti-bullying Ambassadors support and/or delivers assemblies
- Half-termly bullying surveys to capture regular student voice.
- Bullying included in Lifeskills curriculum
- Students able to report bullying:
    - Verbally to Pastoral team by student or passed on through a member of staff, which is then recorded on the bullying log.
    - Half-termly bullying survey
    - In writing in the post box in library which is regularly checked
    - Emailing 'safe@bggs.bdat-academies.org'

10. Links

Behaviour policies

Managing allegations against pupils policy

Child Protection Policy

Student-Friendly Anti-Bullying Policy