



NONSUCH HIGH SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

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Policy Notes may be subject to review and revision at any time by the Nonsuch Local Governing Body notwithstanding that the next review date has not been reached

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Nonsuch Local Governing Body.

1. Introduction

- 1.1. This policy should be read in conjunction with the GLT Public Sector Equality Duty and Objectives Policy, the school's Behaviour for Learning Policy and the school's Child on Child abuse Policy.
- 1.2. The guiding principle, embodied in the Vision, Values and Mission of the School and in the Nonsuch Charter, is that all members of the School community should behave in line with the school values of Positivity, Respect, Integrity, Courage and Endeavour (the PRICE Values).
- 1.3. This policy recognises the statutory requirement on schools to promote children's well-being as well as their academic achievement: Education and Inspections Act - Amendment October 2006; Section 11 of the Children Act 1989, which places a duty on all agencies to safeguard and promote the welfare of children; and section 175 of the Education Act 2002, which places a similar duty on the Local Education Authority and schools through their Governing Body. In addition, Section 61 Schools Standards and Framework Act 1998 requires all schools to have an anti-bullying policy.
- 1.4. The School considers bullying other people as unacceptable behaviour.
- 1.5. It is the responsibility of students, teachers, parents or carers and governors to prevent it from happening.
- 1.6. It is the expectation that all members of the school community, including staff, students and parents/carers will actively work to challenge bullying of any sort. Any omission to actively combat bullying may be interpreted as condoning it
- 1.7. Bullying is regarded as a serious matter and reported incidents are recorded and appropriate action is taken.

2. Definitions and Types of Bullying

- 2.1. Bullying is defined as the wilful, conscious desire to hurt, threaten, exclude or frighten someone. Bullying is an act which intentionally causes distress to another person.
- 2.2. Bullying takes many forms, both directly and via incitement of others. It might be abusive, aggressive, disparaging or stereotyping and may include aspects of the following (non-exhaustive) list:
 - Emotional – being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures, looks, deliberately not speaking to someone, whispering about them)
 - Verbal – name calling, sarcasm, spreading rumours about someone, teasing
 - Physical – pushing, kicking, hitting, punching or any other example of violence against another person
 - Cyberbullying – for example (but not exclusively) sending malicious emails or texts, comments posted on social media about another person, uploading images, video clips or text without the written permission of the person in the item, setting up websites to comment on students or staff, doctoring images or video so that they present a negative or false image of someone
 - Racist – abusive comments or actions focussing on a person's race or racial background, features or appearance with the intent to offend, belittle or oppress. Examples include racial taunts, graffiti, gestures, social-media posts, inappropriate jokes.

- Sexual – inappropriate and/or unwanted physical contact or sexually-motivated comments (please refer to our Policy for Child on Child abuse for greater detail on this)
- Faith – inappropriate comments based on someone’s religious belief, dress or customs
- Homophobic – abusive comments or actions focussing on the issue of sexual orientation
- Transphobic – abusive comments or actions focussing on the issue of gender identity
- Socio-economic – abusive comments aimed at belittling or harming someone because of their socio-economic background
- Neurodiversity – abusive comments or actions based on different learning and thinking styles. Examples include bullying someone because of their autism or ADHD.
- Disability – abusive comments or actions based on someone’s physical or mental disability
- Body shaming – abusive comments focussing on a person’s body shape or size

3. Microaggressions

3.1. Microaggression is a term used for brief and commonplace daily verbal, behavioural or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups. Examples (non-exhaustive) of microaggressions common in wider society include:

- Where are you actually from originally?
- Your name is so hard to pronounce; do you mind if I shorten it?
- Is that your real hair?
- Just let it go; it’s not a big deal.
- You don’t understand; you’re a woman.

Examples (non-exhaustive) of microaggressions which are common in schools, and which apply to students and staff:

- Saying that a name is too difficult to pronounce, even when you have been corrected, or consistently calling a student/staff member by the name of another student/staff member of the same racial or ethnic background
- Scheduling formal assessments to fall on the day/s of a major religious holiday other than a Christian one
- Using inappropriate humour about a group of students/staff which could degrade them
- Setting lower expectations in terms of race or ethnicity, assuming e.g. that Asian students will do better in Maths

Further explanation and examples can be found in Appendix A

3.2. Microaggressions are something very specific: the kinds of remarks, questions, or actions that are painful because they have to do with a person's membership in a group that's discriminated against or subject to stereotypes. A key part of what makes them so disconcerting is that they happen casually, frequently, and often without any harm intended, in everyday life.

- 3.3. Microaggressions can often appear to be a compliment or a joke, but contain a hidden - intentional or unintentional - insult about a group of people.
- 3.4. Research has shown that microaggressions, although they are seemingly small and sometimes innocent offenses, can take a real psychological toll on the mental health of their recipients. This toll can lead to anger and depression and can even lower productivity and problem-solving abilities
- 3.5. Microaggressions are different from overtly racist, sexist, or homophobic acts or comments because they typically do not have any overt negative intent or hostility behind them. In some ways, this makes them more insidious than more overt and obvious acts of bullying.
- 3.6. It is important that issues of microaggression are challenged and resolved, often through restorative conversations or by other means which help parties understand the potential damage caused by inappropriate comments, jokes, generalisations and stereotypes.

4. Dealing with Bullying

- 4.1. Bullying needs to be tackled because:
 - it makes people unhappy and damages self-esteem
 - people who are bullied do not work at their best
 - some people may not come to school to avoid being bullied
 - people who see that bullying behaviour is not challenged are likely to be confused about the school's values
 - bullying behaviours can have underlying issues which need to be explored
- 4.2. When dealing with allegations of bullying, it is important to:
 - keep an open mind - bullying situations are often very individual and what may, or may not, be felt to be bullying can change over time, and from person to person;
 - be respectful, empathetic and professional to the individual who raised the complaint - it can be particularly upsetting and/or stressful to experience or witness bullying;
 - investigate the matter in a thorough and confidential manner and be tactful when looking for evidence that supports or undermines the grievance;
 - conclude and/or resolve the matter – a student/member of staff who has raised a grievance about bullying should have the choice to appeal the decision or take the matter to someone in a position of higher authority if they do not believe their grievance has been resolved adequately
 - follow up – bullying incidents can negatively affect mental health. Those involved in an incident/incidents will be offered follow up support and review
- 4.3. **(Student to Student Bullying)**
 - 4.3.1. Parents, carers and students who suspect bullying is taking place between students of the school community (either on the school site or outside school) should speak to a member of staff as soon as possible and/or report the incident using the school's Integrated Bullying and Discrimination Form (see Appendix E)
 - 4.3.2. Students found to be bullying will be disciplined. Students who persist in bullying will be sanctioned as outlined in the school's Behaviour for Learning Policy. Support may also be provided to help students modify their behaviour using, for example, restorative conversations.

4.4. Member of Staff to Student / Co-Worker Bullying

4.4.1. The Teaching Standards (Standard 7 and Part 2: Personal and Professional Conduct) make clear the expectation that teachers will manage behaviour effectively and treat students with respect.

4.4.2. Allegations of bullying made against staff (either towards a student or another member of staff) are dealt with in the first instance through the school's Child Protection and Safeguarding Policy (Section 11.3) and in consultation with the Local Authority Designated Officer (LADO).

5. Investigation of Bullying Incidents

5.1. When a bullying incident occurs, an investigation will be started. Our Behaviour for Learning Policy will be followed in conjunction with the investigation

5.2. All of our investigations are done fairly and transparently

5.3. The process for an investigation is laid out in our incident investigation form, Appendix E and our Bullying/Discrimination Incident Reporting form for staff, Appendix G

5.4. The process of an investigation is as follows:

- Parents will be notified of the investigation and incident as soon as possible
- If the reporting form has not been completed those involved in the incident will be spoken to and statements will be taken in line with our student reporting form (Appendix F)
- Witnesses to the incident will be spoken to and statements will be taken
- Other evidence will be sort e.g. social media or CCTV
- Evidence will be assessed by Head of Year and Deputy Head Pastoral / Assistant Head Teacher (Sixth form)
- Key documents (e.g. Policies) will be referred to
- A decision on sanctions will be made based on the evidence by the Head Teacher and Deputy Head (Pastoral) / Assistant Head Teacher (Sixth form)
- Parents will be notified of the conclusion of the investigation and any sanctions

5.5. In order to be fair and transparent to all involved when undertaking an investigation, we will not involve parents in that investigation but will speak with them about any conclusions reached.

5.6. We aim to work in partnerships with home to ensure that any issues are resolved as quickly as possible.

5.7. Where incidents that happen outside of school are clearly having a detrimental effect on the life of a student in school we will investigate these and determine appropriate action in line with our behaviour for learning policy.

6. Minimising Bullying and Discrimination

- 6.1. No member of the school community should allow bullying or discrimination to take place without saying or doing something about it.
- 6.2. It is not acceptable to witness bullying or discrimination and then simply to stand on the side-lines and not to be involved; all staff and students must take a stand against bullying and discrimination.
- 6.3. Specific guidelines for students, staff and parents/carers are provided in Appendices A to D.
- 6.4. Through its pastoral curriculum the school works proactively to provide understanding of what is and isn't appropriate behaviour.
- 6.5. The school will also use restorative conversations and education as a source of development of understanding
- 6.6. The school provides termly reports to the Local Governing Body about the number of bullying incidents involving bullying or discrimination against a person with a protected characteristic and the actions taken.

7. Malicious allegations of bullying or discrimination

- 7.1. Making a false and malicious allegation can be counter-productive to the school's diversity and inclusion work in allyship and reporting of issues of bullying and discrimination.
- 7.2. Making a false accusation towards a member of staff can also be detrimental to their professionalism and career.
- 7.3. The school will always investigate incident thoroughly and follow up with appropriate actions – be they sanctions, restorative actions or both - any concern of bullying or discriminatory behaviour. However, if following investigation, the allegation is deemed to be malicious, the school will take steps to ensure that the individual understands the effects their actions can have, following our Behaviour for Learning Policy.

Appendix A: EXAMPLES OF MICROAGGRESSIONS IN SCHOOLS

NAMES

- Failing to make an effort and/or enquiry in order to pronounce with a fair approximation the name(s) of a student or peer after having been corrected.
- Consistently calling a student/peer the name of another student of the same racial or ethnic background and failing to apologise or to attempt corrections when informed of this.
- Saying a person's name is too difficult to pronounce.

CULTURE AND RELIGION

- Failing to consider, when scheduling big school projects, either major holidays and/or the day after major holidays of religions other than Christianity [on a definitive list provided centrally]. If the school would not administer a test or set a deadline the day of or day before or after Christmas, then the school should consider why it would set a deadline on Eid, Lunar New Year, Diwali, or Yom Kippur.
- Setting lower or higher expectations of a person based on their race or ethnicity, e.g. assuming Asian students will do better in Maths or be surprised when a Black student is a good at public speaking.
- Using inappropriate humour about a specific group that could degrade them.

REPRESENTATION

- Expecting students/peers of any particular group to 'represent' the perspectives of others of their race in class discussions or debates. They should not be tokenized, and attention should not be directed exclusively to them when discussing sensitive topics.
- Not allowing all students/peers to express their voice equally in classroom discussions. Ensure everyone is called upon equally and allowed to share their thoughts in various ways.
- Providing representation of only a narrow group of famous or accomplished people or reducing acknowledgement of a group to one month or day a year of recognition. For example, Black History Month is a great way to highlight the achievements and plight of Black people, but the school's curriculum the rest of the year needs to include Black people too insofar as exam syllabuses allow.
- Having students engage in required study where the protagonists are always white, when the exam syllabuses allow greater diversity. If a syllabus allows a choice of texts, the school should attempt to choose diverse material.
- Using exclusively heteronormative metaphors or examples in class.
- Continuing to misuse pronouns even after a student, transgender or not, indicates their preferred gender pronoun, insofar as gender-inflected languages allow in language classes (whilst still monitoring developments in those languages for opportunities for greater inclusivity).
- Getting defensive when corrected about any of the above. Instead, work with students and peers.
- Anticipating, expecting or interpreting specific emotional responses from students/peers

based on assumptions about their gender, sexual orientation, race or ethnicity.

- Expressing racially charged political opinions in a class and assuming that the targets of those opinions do not exist in the class.
- Denying the experiences of students/peers by questioning the credibility and validity of their stories.
- Making assumptions about people and their backgrounds.

Appendix B: WHAT STAFF WILL DO TO MINIMISE THE RISK OF BULLYING

1. To avoid bullying situations arising:

- challenge instances of microaggression;
- help students to develop good relationships with each other and with adults;
- encourage good behaviour and praise achievement;
- demonstrate respect for students and colleagues;
- act to maintain and enhance self-esteem;
- be punctual to lessons and insist on punctuality from students;
- undertake supervisory duties with due care;
- deliver anti-bullying education as part of the PSHEE/Citizenship programme;
- challenge language which disrespects others on the basis of, among others, their race, gender, sexual orientation, religious beliefs or disability;

2. In response to an incident of bullying:

- treat reports of bullying seriously and start a formal investigation. Students will be interviewed, and written statements taken. The Head of Year should log incidents of bullying on the bullying incidents form (Appendix E) and on CPOMS. The Integrated Bullying and Discrimination Form may be used by students, parents and carers to record incidents of bullying;
- take appropriate action against bullies;
- help and support anyone being bullied;
- work towards reconciliation whenever possible;
- inform parents or carers about instances of bullying and involve them in the process, as judged necessary.

The Headteacher will provide a termly report to Governors of any incidents of bullying and action taken.

Appendix C: WHAT PARENTS AND CARERS CAN DO TO MINIMISE THE RISK OF BULLYING

The following symptoms could suggest your child has been bullied:

- Reluctance to go to school
- Change in mood
- Loss of friends
- Losing personal property
- Receiving unwelcome messages, texts, emails or any other form of electronic message

1. To help minimise the risk of bullying:

- Much bullying takes place online and via social media. Monitor the use of the internet by your child and discover how to block sites on computers.

2. The following actions can help if your child reports to you that they have been bullied at school:

- Talk calmly with your child about the experience.
- Reassure your child that it was right to tell you about the bullying.
- Remind your child that if a further incident occurs, it must be reported to the Form Tutor immediately.
- Contact the school, either by telephone or letter. Your child's Form Tutor or Head of Year are the best people to contact in the first instance.
- Keep in touch with the school to let us know about any improvement.
- If it is alleged that your child may be bullying another student, discuss with your child what is occurring and suggest constructive ways that they may work towards reconciliation and develop good relationships with all students. Do not condone the bullying in any way. Praise positive behaviour and actions.

Appendix D: WHAT STUDENTS CAN DO TO HELP THEMSELVES AND OTHERS TO MINIMISE THE OPPORTUNITY FOR BULLYING

- Be careful about teasing people or making personal remarks. It's only a joke if everyone enjoys it.
- Do not carry unpleasant or threatening messages from another student.
- Think about who you choose to give your personal contact details to.

If you feel you are being bullied, these are some of the things you could do.

- Don't stay in situations or go on being with people who make you feel unhappy or anxious.
- Walk away from an incident of bullying quickly and confidently - even if you don't feel that way inside.
- Talk to someone about it. The best way to put an end to bullying is if it is dealt with out in the open.

So speak to:

- your friends or others in your class whom you trust
- your Form Tutor, Head of Year or any other teacher or adult in school. Bring a friend if you wish
- your parents or someone at home

Be ready to say or record:

- what has happened to you
- how often
- who was involved - who saw it happen
- where it happened

An online form (Integrated Bullying and Discrimination Form, Appendix D) can be used to record and report incidents of bullying. It can be found on the student page on SharePoint.. Students can also use the School Help Advice Reporting Page (SHARP) which is available on the school's website. This can be used anonymously if preferred though this can restrict the scope of the response.

It is the responsibility of everyone to make certain that bullying does not occur. So, if you know that someone is being bullied then it is your responsibility to tell a teacher that it is happening.

If you see someone else being bullied, you should take action yourself.

- Don't stand and watch – fetch an adult
- Show that you and your friends disapprove
- Be open to restorative conversations
- Give support and sympathy to the person being bullied
- Tell a teacher, another adult, a peer or an older student. The person being bullied may be too scared or lonely to tell

Remember, the school will do everything it can to stamp out bullying.

Teachers will deal sensitively and firmly with cases of bullying.

All disclosures will be taken seriously and treated with confidentiality. The victim will be made aware that their safety and feeling of security are of paramount importance.

Appendix E: INCIDENT REPORTING FORM

Investigation Summary Form

When investigating an incident please refer to:

- Appendix E of our Behaviour for Learning Policy for the protocol for investigation
- Appendix E of our Anti Bullying Policy for questions to be asked

Initial Information	
Date / Time of Incident	
Name of person investigating	
Summary of incident	
Witness Present	

Investigation	
Timeline Investigation	
Witness statements summary (log statements on CPOMS)	
Documents referred to	<input type="checkbox"/> Nonsuch Charter <input type="checkbox"/> Behaviour for Learning Policy <input type="checkbox"/> Anti-Bullying Policy <input type="checkbox"/> Child protection and safeguarding Policy <input type="checkbox"/> IT Policy <input type="checkbox"/> E-Safety policy <input type="checkbox"/> KCSIE <input type="checkbox"/> Other: Police
Any Additional Context	

Conclusion by investigator	
Summary of conclusion	
Date of discussion with Deputy head (DHP) or Assistant head Teacher (AHT) if investigation not carried out by them	
Suggested Action and or Sanctions decided by DHP / AHT	

Headteacher Final Decision	
Headteacher Summary	
Sanctions / Action	
Signed	
Date	

Summary of conversations with parents

Appendix F: INTEGRATED BULLYING AND DISCRIMINATION FORM

(AVAILABLE ELECTRONICALLY FOR STUDENTS WHO WISH TO REPORT AN INCIDENT OF BULLYING OR DISCRIMINATION)

BULLYING/DISCRIMINATION REPORT FORM

For each incident please complete one form, which will be submitted to your Head of Year for collation and monitoring.

* Required

* This form will record your name, please fill your name.

1. Please tick the statements which best describe how you relate to the concern you are raising. You may select multiple statements.

I am reporting an incident or behaviour that... *

- affects me directly
- affects someone or some people other than me

2. Please indicate the statement which best describes how you relate to the concern you are raising.

I am reporting an incident or behaviour that... *

- I have witnessed directly
- I have learnt about from some other person or persons

3. Focus of Bullying/Discrimination

Please tick all elements which apply in your understanding of the incident(s) *

- Ability/Disability
- Age
- Appearance
- Class/Background/Socio-economic
- Geographical area of home
- Gender
- Maturity
- Ethnicity
- Religion
- Sexuality
- Size (height/weight)
- Other

4. If you selected 'Other', please give further details here

5. Manifestation of Bullying/Discrimination

Please tick all that apply in your understanding of the incident(s)

- Perception of individual: feelings of being bullied/harassed
- Isolation/ignoring
- Teasing
- Verbal abuse or name calling (see question 6)
- Expressions of prejudice/stereotypes
- Threatened physical assault
- Actual physical assault
- Targeted graffiti or hurtful note-writing
- Social media evidence
- Other (see question 7)

6. If you selected 'Verbal abuse or name-calling', please give further details here

7. If you selected 'Other', please give further details here

8. Who was involved?

Please state the names and tutor groups of those directly affected. *

9. Who was involved?

Please state the names and tutor groups of those causing the concern. *

10. Description of incident(s)

Describe briefly how you learnt of or witnessed the incident/behaviour in question. *

11. Please give a precise account including places, date, times, and any witnesses *

12. How did the incident make you/them feel? *

13. Reporting person

Please state your name and tutor group, and the date you are submitting this report *

**Appendix G: BULLYING/DISCRIMINATION INCIDENT INVESTIGATION FORM
(FOR STAFF INVESTIGATING AN INCIDENT)**

Name of staff member initiating investigation

Name of person reporting incident

Name of alleged victim (if different)

Bullying/discrimination incident to be investigated by

The following section should be completed by the member of staff investigating the incident.

Details of alleged bullying/discrimination incident (to be used in conjunction with the student/s incident report form/s)

- What has happened?
- How often?
- Who was involved?
- Who witnessed the incident?
- Where did the incident take place?

Results of Investigation

Incident confirmed

Action taken

Incident not confirmed

Comments/Action taken

PLEASE ATTACH ANY RELEVANT ADDITIONAL PAPERS TO THIS FORM