



Enfield County School for Girls

Anti-Bullying Policy

September 2022

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Statement of intent

Here at Enfield County School for Girls we believe that all students should be able to learn academically, morally and socially in an environment in which they feel safe, secure, valued and free from any form of bullying or unkindness. Bullying of any kind is unacceptable at our school and its values and we are committed to ensuring students do not suffer any form of physical, verbal or psychological harm.

Bullying is regarded as a serious offence and we work strenuously to prevent it and to enable students to feel confident in reporting it. If bullying does occur we will work with students, parents and carers and school staff to ensure the incident is dealt with quickly and effectively. We are a telling school and students are regularly encouraged to talk about any issues they have and particularly with regard to any form of bullying or unkindness. Students are reassured that fear of reprisals and consequence of reporting bullying will not be tolerated and that perpetrators who continue to bully may face exclusion. At Enfield County School for Girls we recognise that in a girls' only environment bullying can take more subtle forms and we will always make diligent efforts to understand the nature of any bullying that has occurred.

Purpose of this policy

This policy is to ensure that all students are safe and learn in a caring and supportive environment without the fear of being bullied.

This policy is to make explicit our views on bullying, define bullying and set out clearly our school's protocol on bullying and how we deal with incidents of bullying – both victims and perpetrators.

Bullying is against Enfield County School for Girls' Code of Conduct and will not be tolerated. All forms of bullying, unkindness and intimidation are unacceptable.

Consultation

In order for this policy to be effective we believe it should be developed and implemented in consultation with all stakeholders. School governors, school staff, parents and carers and students have all been consulted in the creation of this policy and any future reviews will also take into account these parties' views.



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The Anti Bullying Alliance has been a source of information, and reference is made to this organisation where relevant. We are also being assessed by Diversity Role Models in the provision we make for LGBT+ students.

A full list of sources of information and support is listed at the end of this policy.

Related policies:

- Inclusion and Relationships Policy
- Safeguarding and Child Protection Policy
- Equalities Policy
- Staff Code of Conduct Policy
- Visitors Policy

Principles that underpin this policy

For students who experience bullying:

- To know how to report bullying and get help
- To be heard and know that we will investigate their complaint thoroughly
- To be confident in the school's ability to deal with bullying and to feel comfortable with any plans that are put in place
- To be helped to build confidence and resilience
- To know where to get support from others

For students who engage in bullying behaviour that:

- Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused
- They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- They will learn how they can take steps to repair the harm they have caused
- They will have any safeguarding issues, around their circumstances, addressed
- Schools are aware of other circumstances and situations that may be influencing the child's behaviour

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For schools:

- The whole school community is clear about the anti-bullying stance the school takes
- Students, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- All students are clear about the roles they can take in preventing bullying, including the role of bystanders
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish
- Curriculum opportunities are used to address bullying
- Peer support systems are in place to prevent and respond to bullying
- The school has addressed site issues and promotes safe play areas
- All staff are aware, and model positive relationships
- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities
- That inclusive values are promoted and underpin behaviours and school ethos

For Parents / Carers

- They are clear that the school does not tolerate bullying
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

The Department for Education defines bullying as:

- repeated
- intended to hurt someone either physically or emotionally



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- often aimed at certain groups, for example because of race, religion, gender or sexual orientation
- cyberbullying - bullying via mobile phone or online

There are five recognised features of bullying:

- It is deliberate and hurtful behaviour
- It is repeated over a period of time
- It is difficult for those being bullied to defend themselves
- It is difficult for those who bully to recognise their behaviour and change their behaviour
- Those who bully hold and abuse power over others

Child on Child Abuse

Keeping Children Safe in Education (September 2022) states that 'sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college'. At Enfield County School for Girls we have a 'zero tolerance' approach to any form of sexual abuse or harassment.

Staff will ensure they do not downplay behaviours by considering them as 'just jokes or banter'. Sexually inappropriate behaviour will never be overlooked because it is seen as 'part of growing up'. At Enfield County School for Girls we will take seriously any report of sexual abuse or harassment by another child and support the victim.

Staff must always share concerns relating to child on child abuse or bullying to the DSL immediately.

Bullying and abuse can take many forms:

- **Physical:** Pushing, shoving, tripping, hitting, kicking, punching, scratching, hair pulling, interfering with, withholding or damaging belongings;
- **Verbal:** Name calling, insults, whispering, threats and intimidation, commenting when someone enters a room or answers a question in class, or any offensive remarks;
- **Covert:** Spreading rumours, excluding or encouraging others to exclude someone, change of mood or conversation when someone enters a room, sharing negative stories about someone, staring or giving unkind looks; laughing when someone walks past, 'tutting' or sniggering when they answer questions in class



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- **Cyber:** Threatened, insulted or humiliated via social media, making unkind comments on another's post, editing images to offend, sharing unkind messages, any misuse of social media which causes offence. For sharing of inappropriate images see the school's Safeguarding Policy
- **Sexual harassment:** comments of a sexual nature, 'slut shaming', spreading rumours about someone's sexual conduct, pestering someone who is not interested, 'up-skirting', sending inappropriate images to someone
- **Sexual violence: rape, sexual assault or inappropriate touching**

Bullying related to Prejudice and Intolerance

All bullying is wrong, however bullying that is motivated by prejudice or intolerance is seen as particularly serious.

The following definitions detail the features of particular forms of prejudice and intolerance:

Bullying related to race, religion or culture

Bullying which is linked to a person's racial or ethnic identity is categorised as racism and all racist incidents are treated with seriousness. On page 41 of the enquiry into the tragic death of Stephen Lawrence, racism is defined as: "Racism in general terms consists of conduct or words or practices which disadvantage or advantage people because of their colour, culture, or ethnic origin. In its more subtle form it is as damaging as in its overt form". Racism is pernicious and can have lasting and harmful consequences. Any bullying which is linked to racism is investigated with rigour, sensitivity and with due regard to the feelings of victim and their family. Staff will be mindful as to whether the perpetrator of racism or intolerance has been exposed to any far right or extremist ideology. If this is the case the student may be referred to the Local Authority.

Bullying which is linked to religious intolerance or an intolerance of a student's cultural identity will be investigated with the same rigour as racism. All forms of religious and cultural intolerance will be investigated thoroughly.

Research suggests that when black or minority ethnic students experience bullying, it is more likely to be severe. Racial, religious or cultural elements in bullying can be seen to accentuate the negative impact of bullying and damages a child's sense of identity, self-worth and self-esteem.



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The school has a statutory duty to log all incidents of racist or faith-based bullying; furthermore, these incidents are regarded by us as an issue of safeguarding and are therefore reported to the school governors at termly meetings.

Bullying related to special educational needs and disabilities

Research suggests that students with special educational needs and disabilities are more at risk of bullying than their peers. We are careful to monitor the well-being of all our students with special educational needs and, just as we are particularly conscious to ensure all students have equality of opportunity in their educational experiences, we will ensure that students with special educational needs are not discriminated against or bullied within their peer groups. We regard it as our duty as a mixed ability school with a strong ethos of tolerance and equality of opportunity to ensure no student suffers any form of harassment, unkindness or bullying based on their special educational needs or disabilities.

As some children with special educational needs and disabilities may not always have levels of social confidence, social skills or robust friendships bonds which may protect against bullying or unkindness it is particularly important that we as a school are vigilant to the possibility of bullying. Where a child with special educational needs or disabilities are themselves found to be bullying we will have the same expectations of behaviour as other students and we will sanction accordingly, having made any reasonable adjustments necessary.

Bullying relating to gifted and talented students

Children who are gifted or talented can be vulnerable to bullying. Students who excel or have particular talents and aptitudes can be the target of jealousy and resentment from peers who may use ridicule, teasing or negative comments to seek to undermine and disempower able peers. As a school we do not tolerate any form of bullying based on high achievement, talent and effort. Conversely we encourage a culture where success, ability and effort is actively celebrated and encouraged.

Bullying related to sexuality or sexual identity

Homophobic bullying is the targeting of individuals based on their perceived or their actual sexual orientation. Evidence suggests that students who are lesbian, gay or bisexual are at increased risk of being bullied by their peers. It is also suggested that homophobic bullying is often under reported by young people as they may be at an age where they may be struggling with their identity or they are not ready to 'come out' to teachers, parents or carers. Homophobic bullying is particularly unpleasant as, like racism it is a direct affront to the individual and an attack on who they are; all students have a right to their privacy and their individuality so any investigation into homophobia is carried with absolute sensitivity and regard to the victim's feelings and wishes. Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse – the regular or casual use of discriminatory or offensive language, for example using the term 'gay' in a negative context. The discussion or speculation about a person's



sexuality or questioning someone on their sexuality. The questioning of the legitimacy of LGBT+ rights or values. The use of ridicule, insult or any form of teasing about a student's sexual identity.

- Physical abuse – pushing, shoving or generally intruding on someone's physical space in an intimidating way. Any form of overt physical assault or threatening behaviour. Sexual assault.
- Cyber bullying – using mobile phones, the internet or social media to spread rumours or intimidate someone based on their sexual identity. Using social media or the internet to ridicule, insult or exclude someone based on their sexual identity.

It is also important to note that we will not allow intolerance towards anyone in school and that an individual's beliefs are no excuse for any form of intolerance to another community. In a fair, just and equal society where homosexuality is an accepted part of humanity and same sex marriage is both celebrated and sanctioned there is no space for views which conflict with our fundamental British Values of liberty, tolerance, the rule of law and democracy.

Bullying of Young Carers

Young carers may be particularly vulnerable to bullying. Young carers often play an important role within the family, caring and supporting adults who may have physical disabilities, mental illness or long term or serious health conditions. Young carers may also be supporting adults who may be experiencing substance or alcohol misuse. Thus young carers are burdened and have responsibilities way beyond their years and may not be able to engage with their peers both in and out of school on the same footing, leaving them feeling isolated and alone. Young carers may be tired, stressed and anxious and their peers who may not have the maturity or awareness to understand their circumstances could be more likely to exhibit hostility, lack of empathy or exclusion of these students as they may feel they do not 'fit in' or are different. In our efforts to protect our young carers from any form of bullying, hostility or isolation we have a Young Carers Register and Heads of Year and pastoral leads meet and liaise with our young carers regularly to monitor their well-being and ensure they are not victim to any form of bullying or unkindness.

Bullying of Looked After Students

Looked After students are under the care of our Looked After Coordinator who monitors their wellbeing and happiness in school. Looked After children can be vulnerable to bullying as they may have suffered trauma or upheaval and their circumstances may mean they lack the family structure and support of other students. Looked After children may have moved home or school a number of times so peer relationships and friendships can be difficult to maintain and this can impact social confidence. Any potential bullying incidents perpetrated against a Looked After child will be investigated in line with our bullying policy, however the Look After Child Coordinator may contact the child's social worker or key worker as well as the child's foster carer.



Bullying related to appearance

Bullying related to appearance can occur when a student is judged by any physical characteristics. This can sometimes be linked to medical needs such as eczema or acne and therefore is particularly damaging. Bullying linked to skin tone or colour will be treated as racism. Bullying linked to size and shape is particularly concerning during adolescence where girls are especially vulnerable and self-conscious. We will treat any bullying related to a student's personal and physical appearance seriously.

Impact of bullying

Research has shown that the impact of bullying on young people can be devastating and damage the development of both the victim and the perpetrator. The long term effects of bullying for victims can include:

- Low self esteem
- Mental health issues, including anxiety and depression
- Self-harm or suicide
- Social difficulties and social isolation
- Impaired academic outcomes
- Reduced life chances, including employment and economic outcomes

Bullies can also suffer long term effects if their behaviour is not challenged and addressed, and they are more likely to have social difficulties, poor academic outcomes and therefore reduced life chances.

The signs that a child is being bullied

Part of the process of bullying involves fear and isolation; a child may be afraid to tell in case the bullying gets worse. At Enfield County School for Girls we have instilled a culture where telling and sharing is encouraged and we instil in students the belief that it is not wrong to tell and that things will improve for them should they share their experiences of being bullied.

As a school we are still vigilant to the signs a student is being bullied, these signs include:

- Change of friendship groups
- Lack of friends/isolation
- School refusal
- 'Illness' at certain times or on certain days
- Deterioration in school work



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- Withdrawal/sudden lack of confidence
- Low mood and depression

Reporting Incidents of Bullying - Students

The school encourages and equips the whole school community to report all incidents of bullying, including students who have experienced bullying and bystanders who have witnessed an incident. We are a 'telling' school.

The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff including teachers and support staff who are aware of the importance of listening to students' concerns. We inform and signpost all students to staff members who adopt an 'open door' policy to hear their concerns. These staff members are displayed at both sites and include; Progress and Achievement Leaders, the Designated Safeguarding Lead and the SENCo – however students are encouraged to talk to any member of staff they feel comfortable.
- The Designated Safeguarding Lead, Ms J Scott (Senior Assistant Headteacher), the Designated Safeguarding Deputy Lead, Ms H O'Brien (Deputy Headteacher), Ms J Gumbrell - Headteacher. Ms J Foster - The Deputy Headteacher, the Progress and Achievement Leaders and the Looked After Children (LAC) Coordinator have all received the full Child Protection Designated training.
- A buddy system to support younger/vulnerable/new students in school.
- Peer mentors in year 9.
- Internal school procedures ensure a concern reported through any of the above channels will be filtered to the students' Progress and Achievement Leader to be dealt with as soon as possible.
- The House Team are developing alternative ways for students to report bullying – this may involve using the school suggestion boxes or electronic systems.

Reporting – Parents/Carers

Parents and carers should refer any concerns to their child's Progress and Achievement Leader who will investigate the concern in line with this policy and our Inclusion and Relationships Policy.

We will ensure the concern is dealt with quickly and taken seriously and we will report outcomes to parents and carers.



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Incidents involving bullying, unkindness and peer relationships can sometimes be complicated and resolving issues can be time consuming. Progress and Achievement Leaders have a duty to all students and therefore will endeavour to:

- speak to the student separately
- take written accounts
- contact parents and carers of victims and perpetrators
- sanction accordingly
- refer serious incidents to the Senior Leader Team

If parents and carers are not satisfied with the outcome we ask that they contact us as soon as possible as we will always strive to resolve concerns before they become complaints.

Progress and Achievement Leaders cannot get involved in issues outside of school and will not be able to intervene in issues of social media; where these issues occur parents and carers of victims will be advised to report matters to the police.

Parents and carers are advised that it is never acceptable to approach another student who they feel has been bullying their child, and that approaching and harassing another child could become a police matter.

Parents and carers should always telephone school to make an appointment in advance and school will endeavour to see them as soon as possible. Parents and carers are asked not to turn up to school without an appointment as teaching commitments mean it is not always possible for a Progress and Achievement Leader to see them.

For more information, please refer to our Visitors Policy.

Prevention of Bullying

Enfield County School for Girls believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school environment and create a safe, happy and healthy place to learn. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying.

Through form time, assemblies, displays, PSHE and National Anti-Bullying week annually, aspects of personal development will be taught so students:

- recognise bullying behaviour
- know that they should speak out

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- have the confidence to do so if they are being bullied
- know who to speak to
- feel confident that they will be listened to and supported
- make them fully aware that bullying is a serious breach of the school rules and will not be tolerated.

The school will also strive to:

- adopt positive behaviour management strategies as part of our Inclusion and Relationships Policy
- provide training on behaviour management and anti-bullying for all relevant staff
- provide social skills groups and nurture groups for vulnerable individuals and groups
- provide a transition programme to support students moving into year 7 and from one key stage to another
- provide information on support agencies such as ChildLine, Kidscape and Beatbullying, including telephone numbers for helplines and addresses for supportive websites
- ensure adequate supervision of students before school, at breaks and lunchtimes and after school. Use CCTV when applicable to review any incidents in open areas
- allocate a separate area for year 7 at the Lower School
- provide a range of opportunities at lunchtimes so that students have positive activities in which to engage
- use the Library and the Learning Hub (at the Lower School) to offer alternative provision for vulnerable students at unstructured times
- through the House Team students will review the effectiveness of the school's measures in counteracting bullying
- train prefects and peer mentors and utilise their skills to proactively reduce bullying and act as a student voice. Publish activities and lead assemblies/whole school activities
- identify and use opportunities within the school curriculum to discuss aspects of bullying to emphasise that the school does view bullying as a serious issue, and to explore the appropriate ways of behaving towards each other e.g. within citizenship, cross curricular days and as part of the assembly schedule



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- teachers will ensure that they do not use teaching materials or equipment which portray a bad or negative view of any group because of their ethnic origin, gender, ability/disability or any personal trait

Teachers will encourage students to treat everyone with respect through:

- modelling the behaviour they expect through their own dealings with students
- always challenging inappropriate responses from students towards other individuals or groups (including racial or minority groups)
- implementing the school's guide to rewards and sanctions (see Inclusion and Relationships Policy)
- promoting positive and caring attitudes towards all people through the curriculum, assemblies and charity work
- the school will, through staff and partner organisations restrict access to certain websites on the school intranet and monitor email traffic through security software
- prohibit the use of phones on school premises
- work pro-actively with community groups to respond to and help eradicate anti-social behaviour in the community. Liaising with members of the community e.g. PCSO, Community Police Officer, transport service providers and engaging in community initiatives and safer school partnerships.

Responding to Incidents of Bullying

All staff have a responsibility to tackle bullying. The school endeavours to ensure that teachers and other adults working with students are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable young people who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff).

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. If bullying is suspected, staff will talk to the suspected victim, the suspected bully and any witnesses and take



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written statements. It is recognised that in some situations 'victims' may exaggerate or invent bullying incidents and members of staff need to be aware of this.

The school will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- informing parents and carers at the earliest opportunity
- strategies to prevent further incidents
- sympathy and empathy
- counselling
- befriending/creation of a support group
- extra supervision/monitoring
- peer mediation/peer mentoring
- completing a 'Peer Resolution Contract'
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to review progress

Where a student has special educational needs we will work with the SEN department to ensure on-going support.

Social networking websites are sometimes used for bullying and any threats made on such a site and acted on in school will be classed as pre-meditated and are likely to result in a more severe sanction. It should be acknowledged that it is very difficult for the school to take action on cyber bullying which has occurred outside of school time.

For the bully:

- Talking about what happened, to discover why they became involved
- Informing the bully's parents or carers

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- Continuing to work with the bully in order to modify attitudes, this can include changes to class groupings or school travel arrangements
- Taking one or more of the disciplinary steps described below to prevent further bullying



Bullying consequences:

The following definitions of what bullying looks like in school have been devised and agreed by our School Council:

Verbal bullying:

- Rudeness
- Name calling/insulting/swearing
- Spreading rumours
- Talking about people negatively
- Teasing/making fun of their names or cultures

Psychological bullying:

- Whispering around others
- 'Blanking' or ignoring someone
- Talking loudly about a fun event that another student was excluded from
- Nasty looks or facial expressions
- Encouraging others to 'blank' someone
- Making 'jokes' at another's expense to humiliate or intimidate

Online bullying

- Talking about people online
- Commenting negatively on others photos
- Editing images
- Teasing/making fun or insulting others
- Hacking into someone's accounts

Physical Bullying

- Pushing/shoving/barging
- Tripping up
- Taking possessions



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- Swinging someone's bag around
- Pushing on the stairs
- Tripping someone up
- Fighting

The following sanctions have been devised and agreed by our School Council:

- Spoken to by Progress & Achievement Leader (PAL)/Senior Leadership Team (SLT) member
- Parents informed or called for a meeting
- Detention – up to 90 minutes
- Student 'anti-bullying' training
- Isolation
- Internal suspension
- Suspension
- Permanent exclusion

All factors will be taken into consideration when applying proportional sanctions; including repeat offences, SEND needs of both victim or perpetrator and bullying linked to a victim's race, sexuality, identity or personal characteristics.

Anti-Bullying Policy - Advice for Students

Bullying can ruin a student's school life and education, so we treat it very seriously. It is a form of anti-social behaviour that has no place at Enfield County School for Girls. Bullying can take many forms: physical, psychological or verbal. It can affect the happiness and achievements of the victims, the bystanders and the bullies themselves. Remember that there may be others being bullied so you will be helping them as well as yourself by talking to someone.

The following advice has been suggested and approved by Enfield County School for Girls students:

- Always report any incidents of bullying you witness or are the victim of.
- Tell someone what has been happening, even if you have been warned not to. You may go to any adult in school, but particularly your Form Tutor, your Progress and Achievement Leader or the Safeguarding Lead. Tell your parent or carer, they will want to know and to help.
- Do not retaliate or react in a physical or verbal way. Walk calmly away from the situation. Do your best to not let what has just happened bother you further. Do not put anything on social media.



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- Do not blame yourself.
- If you see someone else being bullied, find an adult in school (possibly your Form Tutor or Progress and Achievement Leader) and explain what you have seen and heard.
- Do not just ignore bullying and do not be a bystander. Think about how you would feel in the victim's position. Remember that bullying doesn't go away by itself.
- Make sure that you do not get involved in the bullying as an 'easy' option out of the situation – don't help the bully, help the victim.

Some advice on how to avoid being bullied:

- Be friendly. Friends help you avoid these situations.
- React calmly, walk away to avoid further reaction.
- Think positively about yourself. Be confident.

Some advice on how to avoid being a bully:

- Talk about problems, rather than taking them out on someone else.
- Don't make unpleasant remarks about anybody – even if you intend them as a joke. Always discuss these issues with your friends and if you feel they may take such comments seriously do not make them.
- Try to avoid confrontations: find some way and somewhere to cool down.
- Do not join in another's disputes – by taking sides against someone you could be bullying.
- If you find yourself having unkind thoughts about someone, talk to an adult you trust for advice.

We all have a responsibility to make sure that bullying has no place at Enfield County School for Girls

Further information:

<https://www.anti-bullyingalliance.org.uk/>

<https://diana-award.org.uk/>

<https://www.kidscape.org.uk/>

<https://www.childline.org.uk/>



Enfield County School for Girls Bullying Consequences Pathway

These sanctions were agreed by students in consultation with parents and carers.

Each incident will be dealt with individually, however repeated incidents or bullying towards a student with SEND will be taken more seriously.

All incidents are logged and recorded and the figures reported to our school governing body.

	Verbal bullying	Emotional bullying	Online bullying	Physical Bullying
Definitions	<ul style="list-style-type: none"> Rudeness Name calling 'Back stabbing' Talking about people negatively Teasing/making fun of peer <p>Please note: if any of the name calling is racist, homophobic, ableism or faith based abuse in nature our safer school officer may be informed</p>	<ul style="list-style-type: none"> Ignoring or 'blinking' a peer Intentionally leaving a peer out Whispering in a peer's presence Giving intentional unkind looks or stares Making rude gestures 	<ul style="list-style-type: none"> Being hostile or abusive to another student online Discussing another student negatively online Commenting negatively on a peers photos/images Editing images Teasing/making fun of a peer Hacking into people's accounts Creating fake profiles 	<ul style="list-style-type: none"> Pushing/Shoving Tripping up Grabbing bag and swinging around Hair pulling Poking and prodding Fighting <p>Please note: serious incidents of physical bullying can go straight to third incident sanctions</p>
First incident	<p>Dealt with by relevant teacher</p> <p>PAL will always be informed</p> <p>A proportionate sanction may be given.</p> <p>Parent/carer may be informed</p>	<p>Dealt with by relevant teacher</p> <p>PAL will always be informed</p> <p>A proportionate sanction may be given.</p> <p>Parent/carer may be informed.</p>	<p>We cannot sanction of incidents of online abuse that happen outside of school however parent/carers will always be informed and if the parent/carer does not contact the police we may do so.</p>	<p>Dealt with by PAL and SLT</p> <p>Sanction given – could be suspension</p> <p>Parent/carer will be informed.</p> <p>Safer Schools Officer may be informed.</p>
Second incident	<p>Dealt with by relevant teacher but must be referred to PAL and possibly SLT.</p> <p>Sanction given – could include isolation or internal suspension to other site.</p> <p>Parent/carer will be informed.</p>	<p>Dealt with by relevant teacher but must be referred to PAL and possibly SLT.</p> <p>Sanction given – could include isolation or internal suspension to other site.</p> <p>Parent/carer will be informed.</p>	<p>When sanctioning other forms of bullying we will take into account if there has also been online bullying.</p>	<p>Dealt with by PAL and SLT</p> <p>Sanction given – could be suspension/permanent exclusion.</p> <p>Parent/carer may be called to meeting.</p> <p>Safer school officer will be informed.</p>
Third incident	<p>Dealt with by PAL/SLT</p> <p>Sanction given – could include internal suspension to other site or a suspension.</p> <p>Parent/carer meeting.</p>	<p>Dealt with by PAL/SLT</p> <p>Sanction given – could include internal suspension to other site or suspension..</p> <p>Parent/carer meeting.</p>	<p>See above</p>	<p>Dealt with by PAL/SLT</p> <p>Sanction given – could be suspension /possible permanent exclusion.</p> <p>Parent/carer meeting.</p> <p>Safer Schools Officer will be informed.</p>