
Enfield County School for Girls Anti-Bullying Policy

Respect, Responsibility, Co-operation, Equality and Generosity of Spirit

September 2025

Approved by:	Jennifer Gumbrell	Date: September 2025
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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.

The Anti Bullying Alliance has been a source of information, and reference is made to this organisation where relevant. We have also referred to DfE guidance and the sources such as Childline, Kooth and the NSPCC.

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

Related policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Equalities Policy
- Staff Code of Conduct Policy
- School Visitors and Communication Policy

Rationale

At Enfield County School for Girls; respect, responsibility, equality of opportunity, co-operation and generosity are the core values that underpin our school. We believe all our students should have high standards of achievement and behaviour both in school and in the wider world and we support this high standard through our approach to behaviour for learning which is based on compassion, consistency and modelling. We are a trauma informed school and as such we equip each student with the skills to make positive choices regarding behaviour and this is initiated with positive reinforcement, praise and kindness.

At ECSfG it is important to create an atmosphere where bullying cannot thrive and where students feel safe and secure from any form of bullying or harassment. Bullying happens in all societies and as such we educate our students about harmful behaviour and teach our students strategies to recognise bullying and how to stand up for themselves without retaliation.

We are a 'telling' school and students should be confident in reporting bullying and harassment and feel heard. 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.

Bullying creates anxiety for parents and carers so it is essential that we help them distinguish what is and what is not bullying.

A definition of bullying

There is no legal definition of bullying, however our school definition of bullying is: Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. Bullying is often secretive and repetitive



and intentional. Bullying can be led by one person but others may join in both actively (by participating) or passively (they witness the bullying and do not tell).

Bullying can take many forms (for instance, cyber-bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

We are aware of the dangers of violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical harm and leave a lasting impact. (See ref: Preventing Bullying 2017, DFE).

The rapid growth and widespread access to technology has provided a new means for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, and often involve many people and content can be shared and forwarded with a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images or files on electronic devices, including mobile phones.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Senior Leader Team will also consider whether it is appropriate to notify the police or our Safer Schools Officer. If the behaviour could be classed as criminal or poses a serious threat to a member of the public, the police will always be informed

Bullying can be (but is not limited to):

Physical: hitting, kicking, pushing, taking or touching someone's belongings, any form of violence

Emotional: being unfriendly, excluding, tormenting

Direct or verbal: name calling, sarcasm, spreading rumours

Cyber bullying: Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching

Prejudice-based and discriminatory: taunts, gestures, graffiti or physical abuse focussed on a particular characteristic such as:

- Racial
- Faith-based
- Gendered (sexist)



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- Homophobic/biphobic
- Transphobic
- Disability-based

We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.

At Enfield County School for we understand that sometimes there is peer relation conflict between students. It is not defined as bullying where there is an imbalance of power; however, where there is unkindness between students the pastoral team will endeavour to support students and re-emphasise our core values.

How we set the atmosphere of being a 'telling' school

A 'telling' school is one where students will inform staff when bullying is taking place. In order for students to feel confident in telling us about bullying we must create a sense of trust. Students who are bullied must know that their concerns will be taken seriously and recognise that investigations take time.

We must also make it as easy as possible to report bullying. Students must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 9.

We will educate students through assemblies, form time and the PSHE curriculum to ensure that they understand bullying related to child-on-child abuse, and gender and sexual harassment as set out in our KCSIE safeguarding responsibilities.

Everyone on the site has a responsibility to ensure that we adhere to our core values and that we all create the right atmosphere around school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know our stance on bullying
- ensuring that all staff model expected behaviours and become positive role models to students, treating others with respect at all times
- not acting in a way that could be construed as bullying
- not acting in a way that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying or not acting to prevent bullying
- reporting to the relevant person any bullying or behaviour witnessed which we feel could escalate into bullying
- engaging students in reviewing and developing our anti-bullying practices
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.



Procedure for dealing with complaints of bullying

How to deal with bullying and who to tell

Each year we will work with our students to encourage them to take the following action if they feel they are being bullied:

- if you feel able to, then let the person know that they do not like what is happening to them and ask them to stop
- if the bullying doesn't stop, tell a trusted adult in school who will take action to sort out the problem. This will often be their form tutor, a member of the pastoral team or any teacher or member of staff
- Use 'report bullying' button on the school website

What any adult (parent or carer, teacher or support staff) who has been told about bullying should do

Go to, phone or email the student's Form Tutor or Progress and Achievement Leader. If a parent or carer is unsure they should contact the school receptionist who will contact the relevant Progress and Achievement Leader and, if necessary, the local police.

Who should investigate?

In the first instance we would expect the student's Form Tutor will discuss any issues with the student and suggest possible solutions. If this does not resolve the issue or the Form Tutor needs more support he or she will contact the Progress and Achievement Leader. In most cases bullying will be investigated by the Progress and Achievement Leader, but on occasion the Pastoral Senior Leadership team may also be involved. All bullying incidences will be recorded.

The need for gathering evidence and information

In order to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

How we deal with incidents that cross the inside/outside school boundaries

Where incidents that happen outside school are clearly having a detrimental effect on the life of student in school we will investigate these and, in conjunction with the parents/carers and the local police, take appropriate action.

What sanctions we use

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others. We are a school which understands and applies trauma informed approaches; these approaches include a calm voice, listening to a student and enabling them to reflect on their behaviour, as well as offering time-out and a safe space where



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necessary. We will apply this approach when sanctioning or supporting students who have been victims or perpetrators of bullying behaviour.

The following is the normal hierarchy of sanctions.

A serious case of bullying, however, might result in immediate suspension:

- in the first instance, the student found to have taken part in bullying will be warned and parents/carers will be informed. We will make it clear that it is not acceptable at Enfield County School for Girls and support them in reflecting and changing their behaviour. This may include restorative conversation between students involved or an apology from the perpetrator if consented to by the target
- if the bullying continues, parents/carers will be invited into school and both student and parents/carers will be told that further sanctions will follow if the bullying persists
- if there is bullying which is evident in unstructured time, the student will be subject to a consequences as outlined in our Behaviour for Learning policy (such as loss of break time or detention)
- removal from specific classes if appropriate will be used
- further sanctions such as time in 'Onward' or external suspension from school for a fixed period of time will also be used if appropriate
- the ultimate sanction for bullying is permanent exclusion;

Engaging with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when any such issue comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us regarding bullying and how they can seek help if a problem is not resolved. Some parents or carers may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents/carers to appropriate support.

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers;
- ensure that all parents/carers know who to contact if they are worried about bullying
- ensure all parents/carers know about our complaints procedure and how to use it effectively
- ensure all parents/carers know where to access independent advice



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- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- ensure that a targeted student's parents/carers work with the school to role model positive behaviour for students, both on and offline

Particularly during a lengthy investigation, or when there is a repetition of bullying, a target's parents/carers may feel very anxious. It is very important that regular contact is made however parents/carers must understand that form tutors, PALs, and Senior Staff do have other demands on their time. We will always endeavour to acknowledge contact to the school on the same day that the incident occurred or is reported.

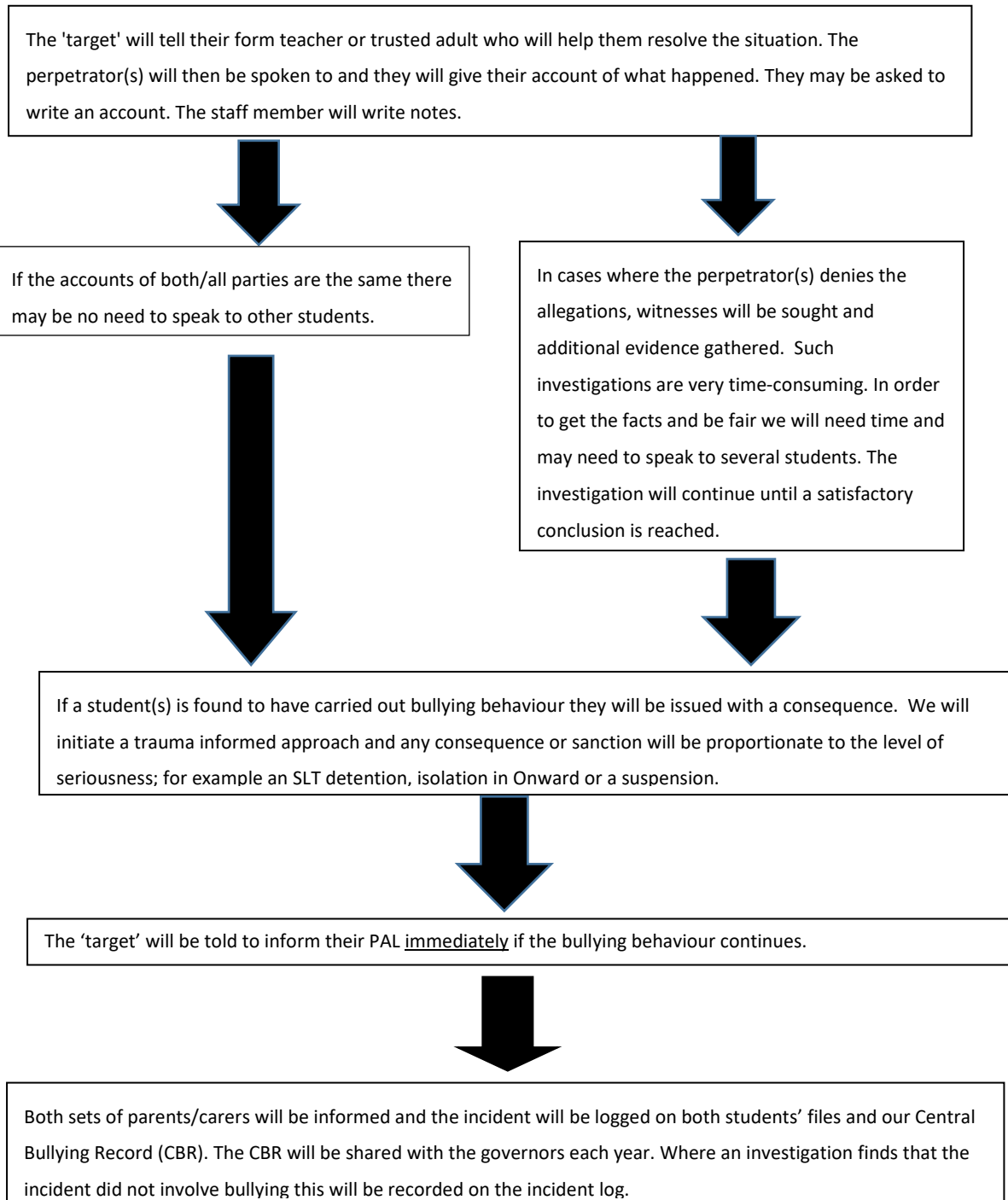
How we monitor the situation

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents/carers must understand that we cannot take action if we are not made aware.

The above policy will be reviewed annually, however feedback and comments from parents or carers, staff and students are welcomed at any time and will be taken into consideration when reviewing.



The Process Flowchart



Support: During an investigation it is likely that the alleged target will feel vulnerable, particularly at breaks, lunchtimes and the end of school. If appropriate they may be offered space at such times, in the form of a room in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch. They will also be offered regular slots with their pastoral team to check in on their well-being.



Sources of Information

Teaching The PSHE and RSE programme also aim to educate students on a range of matters around bullying behaviours. The full details can be found in the curriculum intent for these subjects. Bullying is also covered in the assembly programme.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org



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- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational



Bullying as a group behaviour

Anti-Bullying Alliance **UNITED AGAINST BULLYING**

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.

The diagram illustrates the roles in bullying. A dashed oval contains five roles: 'Target' (a person with a sad face), 'Ringleader' (a person with a mischievous grin), 'Reinforcer' (a person laughing), 'Assistant' (a person with a mischievous grin), and 'Defender' (a person with a determined expression). Outside the oval is the 'Outsider' (a person with a neutral expression).