



# **Queen Elizabeth's Girls' School**

## **Anti-Bullying Policy**

**POLICY TITLE:** Anti-Bullying Policy

**STATUS:** Statutory

**REVIEWED BY:** Board of Trustees

**DATE OF REVIEW:** May 2026

**NEXT REVIEW:** May 2027

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**Designated Safeguarding Lead – Anna Myatt**

**Deputy Headteacher – Colette Abimbola**

**Trustee with lead responsibility (under Safeguarding) – Toyin Aderoju**

**This policy will be reviewed and updated annually and follow any updates to national and local guidance or procedures.**

# Queen Elizabeth's Girls' School - Anti-Bullying Policy

## Introduction

At Queen Elizabeth's Girls' School we strive to provide a supportive, calm, caring and purposeful learning environment which helps our students to achieve beyond expectations and to be challenged to improve on their personal best. We expect our students to act safely, and feel safe in and outside of school. We do not tolerate any form of bullying and we are committed to preventing and tackling it.

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2024. The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)" and the [Anti Bullying Guidance for Schools](#)

## 1) Policy objectives:

- This policy sets out Queen Elizabeth's Girls' School's commitment to mutual respect and its belief that all students and staff have the right to work and learn in an environment free from harassment and intimidation.
- The policy outlines what the School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Queen Elizabeth's Girls' School is committed to developing an anti-bullying culture where the bullying of children, young people or adults is not tolerated in any form.

## 2) Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour for Learning Policy
- Complaints policy
- Child protection and safeguarding policy

## 3) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. Relevant legislation includes:

- The Education and Inspection Act 2006
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## 4) Responsibilities

The school takes seriously all accusations of bullying within the school. We will deal firmly with bullying behaviour in a way that reflects our School's commitment to courtesy towards others and respect for all.

It is the responsibility of:

- The Senior Leadership Team to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The board of trustees to take a lead role in monitoring and reviewing this policy.
- All staff, including: trustees, the senior leadership team, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

## **5) Definition of bullying**

- Bullying is any attempt to hurt, frighten or threaten a person and to make that person's life uncomfortable, whether it is done deliberately or indeliberately.
- Bullying is offensive, intimidating, malicious or insulting behaviour, and/or misuse of power that undermines, humiliates, or injures the person on the receiving end
- This may be a one off incident or repeated behaviour over time.
- It may take place at school, travelling to and from school or at any time
- Bullying can be physical and/or psychological.
- Bullying may also occur through joint enterprise, where students actively seek to watch and encourage acts of bullying without taking direct part in the abusive behaviour.
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking or damaging belongings; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. This includes all types, ie real or fake.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

## **6) Forms of bullying covered by this policy**

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying related to Gender Identity (Transphobic)
- Bullying related to Appearance
- Bullying related to a Health Condition
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

## **7) School ethos**

Queen Elizabeth's Girls' School's community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences

for mental wellbeing. By effectively preventing and tackling bullying, Queen Elizabeth's Girls' School can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## 8) Reporting bullying

Students can report bullying of themselves or someone else in the following ways:

- Speaking to their Tutor
- Speaking to their Head of Year
- Speaking to a member of the school's safeguarding team
- Year 12/13: contact the Head of Sixth Form, Director of Learning - Sixth Form or a member of the school's safeguarding team
- Speaking to the Designated Safeguarding Lead
- Importantly, students are reminded that they can speak to any member of staff in school they trust
- Speaking to their parents or carers and asking them to pass on the information to the school.
- Students may report bullying by email

Parents/Carers can report bullying of their child or someone else's in the following ways:

- Contacting their child's Form Tutor by email, telephone, meeting
- Contacting their child's Head of Year
- Year 12/13: contact the Head of Sixth Form or Director of Learning - Sixth Form
- Importantly, parents/carers are reminded that they can speak to any member of staff in school regarding this. Staff will pass this on to the Pastoral Team.

## 9) Responding to bullying

### Investigation

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the investigation will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This may include the Head of Year, a member of the senior leadership team and may include external agencies such as the Police.
- Any investigation into alleged bullying will be discrete, sensitive, timely and thorough. The exact timeline of investigations will vary depending on the scenario but will usually include:
  - The victims will be talked to along with other witnesses and written accounts will be taken
  - The accused will be talked to, to get their version of events
  - Other staff, students and parents will be involved, where needed
  - Parents/carers will be kept fully aware

- A record will be placed in all the involved students' files
- All students will be made aware that such behaviour will not be tolerated

## **Outcomes**

- The student who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include counselling or in more extreme cases, referral to external agencies such as CAMHS.
- Students who have displayed bullying behaviour will be issued sanctions in line with the school behaviour policy. These sanctions range from detentions, suspensions and even permanent exclusion where it is deemed bullying has been extreme and particularly damaging.
- Parents and carers of those bullied will be notified of the outcomes of the investigation.
- A restorative meeting will be set up to take place as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by trained staff and/or students.
- The designated safeguarding lead, a member of the senior leadership team and Head of Year will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated (outside agencies will be involved where appropriate). Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's Behaviour for Learning policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## **Cyberbullying**

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to prevent it from happening again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the school systems;
  - Identifying and interviewing possible bystanders (witnesses);
  - Contact the service provider and the police, if necessary.
  - Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school's Behaviour for Learning policy.
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.
- This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting pupils**

*Students who have been bullied will be supported by:*

- Reassuring the student and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL (Designated Safeguarding Lead) or member of the wider safeguarding team, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

*Students who have bullied will be helped by:*

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to the service provider.
- Sanctioning, in line with the Queen Elizabeth's Girls' School Behaviour for Learning Policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and suspensions or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

### **Supporting adults**

Queen Elizabeth's Girls' School takes measures to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students, parents or other staff members, is unacceptable.

*Adults (staff and parents) who have been bullied or affected will be supported by:*

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, the wider safeguarding team, the headteacher or another appointed member of the Senior Leadership Team.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools Behaviour for Learning Policy.

- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

*Adults (staff and parents) who have perpetrated the bullying will be helped by:*

- Discussing what happened with the Designated Safeguarding Lead, Deputy DSL the headteacher or another appointed member of the Senior Leadership Team to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## **10) Preventing bullying**

### ***Environment***

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### ***Social Networking sites, Internet risks and Cyber-bullying***

- The advent of Social Networking websites such as Facebook, Instagram, Twitter, Snapchat or TikTok, has made the internet more interactive and creative, yet there are a host of associated risks which present problems for students, parents and teachers alike.
- Many students at the School own smartphones with internet access as well as a digital camera and filming capability for use outside of school. Teenagers possessing such equipment now have on-the-go access to very empowering but also endangering worlds.
- Potential Benefits: Provided that the website content is age-appropriate and interactions are non-harmful, users of such websites derive a sense of inclusion and a social freedom which perhaps feels different to the hierarchies and power-dynamics of groups formed at School. Another benefit is that they develop skills of discernment and managing risk when using such sites. It is inevitable that all internet-users need, at some stage, to discern what is safe and what is not, what is genuine and what may be fraudulent; teenagers need to know what to ignore, what to delete, and also, if a victim

of cyberbullying, what to save as evidence. Such skills of discernment and saying 'no', are a crucial part of growing up to become a responsible, socially-empowered citizen in today's world.

- Potential Dangers: In School, internet interactivity is supervised, filtered and monitored. The School uses LGfL web-filtering to filter and monitor agreed inappropriate content and to alert the School to safeguarding issues. Out of School, there is often no supervision, filtering or monitoring. Students with broadband connections on their computers at home or with mobile phones and other portable devices enabled with 3G, 4G, 5G or Wi-Fi are vulnerable to:
  - receiving harmful content, including unsolicited bulk email (SPAM), pornographic material and non-age-appropriate advertising
  - becoming complicit 'bystanders' to such content if they pass it on or watch it and post comments (e.g. as is common on YouTube)
  - sexual predation
  - in-app buying
  - cyber-bullying (sending nasty or threatening text messages, photos, movie clips about someone, or posting such material on websites)
- What should parents do? First, internet-accessible computers should be placed in an open living area. This naturally reduces the temptation to view / deal in inappropriate or harmful content. Secondly, visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) and read the advice about technical filters. It is possible to have filters on smartphones and mobile devices to protect your child.
  - As a general rule regarding use of computers, internet, social networking sites and all digital technology, all pupils should:
    - Respect other people's privacy
    - Never do online what they would not do face-to-face
    - Consider how other people would feel and not communicate anything which would cause alarm or distress deliberately or 'by mistake'

### ***Policy and Support***

The whole school community will:

- Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or affects students, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### ***Education and Training***

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

## 11) Involvement of pupils

*We will:*

- Involve students in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

## 12) Involvement and liaison with parents and carers

*We will:*

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## 13) Monitoring and review: putting policy into practice

- The school will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Trustee for bullying will report on a regular basis, through Link Meetings, to the board of trustees on incidents of bullying, including outcomes.

## 14) Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Educational Action Challenging Homophobia [www.eachaction.org.uk](http://www.eachaction.org.uk) Free 0808 1000 143
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

## Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis)

## Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational)

## LGBT

- Barnardos LGBT Hub : <https://www.barnardos.org.uk/merged-search?q=lgbt&ct=#gsc.tab=0&gsc.q=lgbt&gsc.page=1>
- Metro Charity: <https://metrocharity.org.uk/>
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)