Daffodil Grammar School for Girls

Anti-Bullying Policy

1. Policy statement

Daffodil Grammar School for Girls ("the School") is committed to providing a **safe, nurturing and respectful environment** in which every pupil is able to learn, flourish and practise her faith without fear of bullying, harassment or intimidation.

Bullying of any kind is **unacceptable** and will **not be tolerated.**

We take all reports of bullying seriously and will:

- Act **promptly** to stop bullying.
- **Support** those who have been bullied.
- **Address the behaviour** of those who bully others and help them change.
- Work with pupils, staff and parents to create a culture where bullying is actively challenged and does not thrive.

Our approach is rooted in:

- **Islamic values** – such as mercy, justice, respect for others and the prohibition of oppression and backbiting.
- **Fundamental British values** – including individual liberty, mutual respect and tolerance.

This policy applies to bullying:

- **On school premises,** during and outside normal hours.
- **On school trips, visits and activities.**
- **Online and via electronic communication,** where it impacts on pupils at school.
- **To and from school,** including on public transport or in the local community, where incidents affect pupils' welfare and the school environment.

2. Aims

Through this policy and its implementation the school aims to:

1. **Prevent bullying** as far as possible through a clear ethos, curriculum, supervision and staff training.
2. Ensure that **all pupils, staff and parents understand what bullying is** and how to report concerns.
3. **Respond consistently and fairly** to any allegation or incident of bullying.
4. **Protect and support** pupils who experience bullying, including their emotional and mental health.
5. **Address the causes of bullying behaviour,** supporting pupils who bully to change their behaviour and attitudes.
6. **Monitor and review** incidents and patterns of bullying so that school leaders can take targeted action.

3. Legal and regulatory context

This policy supports the school in meeting its duties under:

- The **Education (Independent School Standards) Regulations 2014,** particularly:
  - Part 3 – Welfare, health and safety of pupils.
- The **Education Act 2002** – duty to safeguard and promote the welfare of pupils.
- The **Children Act 1989 and 2004** – duty to promote the welfare of children.
- The **Equality Act 2010** – duties to:
  - Eliminate discrimination, harassment and victimisation.
  - Advance equality of opportunity.
  - Foster good relations between different groups.
- Current **DfE guidance on behaviour, bullying, safeguarding and sexual violence/harassment between children**.
- The school's obligations under its **safeguarding and child protection** responsibilities.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety / Acceptable Use Policy
- PSHE / RSE Policy
- SEND Policy
- Complaints Policy

4. Definitions

4.1 What is bullying?

For the purposes of this policy, **bullying** is defined as:

Repeated behaviour by an individual or group, **over time**, that is intended to **hurt, harm, intimidate or humiliate** another person, and where there is a **real or perceived imbalance of power**.

Bullying can be:

- **Physical** – hitting, kicking, pushing, damaging or taking someone's belongings.
- **Verbal** – name-calling, taunting, threats, offensive comments, insults.
- **Social/relational** – excluding someone from a group, spreading rumours, manipulating friendships, public humiliation.
- **Cyber-bullying** – bullying that takes place online or through technology (see section 4.3).

Not all conflict, fallings-out or unkind behaviour amount to bullying; however, **any intentional harm** is taken seriously and will be addressed under the Behaviour and/or Safeguarding Policy.

4.2 Prejudice-based and discriminatory bullying

Bullying may target a person (or group) on the basis of a **protected characteristic** or perceived characteristic, including:

- Race, colour, nationality, ethnic or national origin.
- Religion or belief (including different interpretations of Islam).
- Sex (as a girls' school, this may present as misogynistic attitudes about women and girls generally).
- Sexual orientation.
- Gender reassignment.
- Disability, special educational needs or health condition.
- Pregnancy or maternity.
- Age (where relevant in interactions).

It may also target other characteristics such as:

- Socio-economic background.
- Appearance or body image.
- Academic ability.
- Family circumstances (e.g. looked-after children, young carers).

Prejudice-based bullying and any form of discriminatory harassment are **particularly serious** and may constitute unlawful discrimination.

4.3 Cyber-bullying

Cyber-bullying includes bullying that takes place via:

- Social media platforms.
- Messaging apps (e.g. WhatsApp, Snapchat, etc.).
- Online games and chat rooms.
- Text messages, emails or sharing of images or videos.

Examples include:

- Sending threatening or abusive messages.
- Creating or sharing embarrassing images or videos.
- Excluding others from online groups.
- Impersonation or hacking accounts to cause distress.
- Spreading rumours or "doxxing" (sharing personal information).

The school will treat cyber-bullying with the **same seriousness** as any other form of bullying, whether it occurs in or out of school, where it affects the welfare of our pupils.

4.4 Bullying and child-on-child abuse

Bullying can be part of wider **child-on-child abuse**, which may also include:

- Sexual violence and sexual harassment.
- Harmful sexual behaviour.
- Physical violence and intimidation.
- Coercive or controlling behaviour.
- Initiation/hazing type violence and rituals.

Where bullying behaviour raises safeguarding concerns (for example, serious physical harm, sexual content, coercion or exploitation), it will be treated as a **child protection matter** in line with the Safeguarding and Child Protection Policy.

5. School ethos, Islamic values and British values

Our Islamic ethos teaches that:

- All people are **honoured** and deserve dignity and respect.
- Muslims are brothers and sisters to one another and must not **oppress, insult or backbite** each other.
- Justice, mercy and kindness are central virtues.

These values align with **British values**:

- Mutual respect and tolerance.
- Individual liberty and responsibility.
- The rule of law and fairness.

We therefore foster a culture where:

- Bullying is clearly identified as **haram** (forbidden) behaviour and never justified.
- Pupils are encouraged to **speak out** against injustice and support those who are vulnerable.
- Kindness, good manners (adab) and appropriate use of language are consistently reinforced.

6. Roles and responsibilities

6.1 Proprietor / Governing Body

The Proprietor / Governing Body is responsible for:

- Ensuring that there is a **written Anti-Bullying Policy** in place.

- Monitoring its implementation and the **impact on pupil welfare.**
- Receiving regular reports on bullying incidents and trends.

6.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is **implemented consistently** across the school.
- Ensuring staff, pupils and parents know how to report and respond to bullying.
- Allocating sufficient **time for training,** curriculum work and monitoring.
- Ensuring that records of bullying incidents are maintained and used to inform school improvement.

6.3 Designated Safeguarding Lead (DSL) and deputies

The DSL (and deputies):

- Consider whether reported bullying raises **safeguarding concerns.**
- Advise staff on appropriate responses and follow-up.
- Liaise with external agencies (e.g. Children's Social Care, Police) where necessary.
- Ensure that vulnerable pupils receive appropriate **pastoral and safeguarding support.**

6.4 All staff (teaching and non-teaching)

All staff have a duty to:

- **Model respectful behaviour** at all times.
- Be vigilant in identifying signs of bullying.
- Take all allegations or concerns **seriously,** however minor they may seem.
- Respond promptly in line with this policy:
  - o Intervene to stop bullying where it is safe to do so.
  - o **Report** incidents to the appropriate member of staff (e.g. Tutor, Head of Year, DSL).
  - o **Record** incidents in the agreed format.
- Support both the pupil who has experienced bullying and the pupil who has engaged in bullying behaviour.

6.5 Pupils

Pupils are expected to:

- Treat all members of the school community with **respect and kindness.**
- **Not engage in bullying or stand by silently** when they witness it.
- Report bullying if they:
  - Experience it themselves, or
  - Witness it happening to someone else ("bystander responsibility").
- Follow the guidance given about online behaviour and **safe use of technology.**

6.6 Parents and carers

We ask parents and carers to:

- Support the school's **Islamic and British values-based approach** to behaviour and anti-bullying.
- Encourage their daughters to **report any concerns** and reassure them that telling is the right thing to do.
- Inform the school promptly if they suspect bullying is taking place.
- Work with the school to resolve issues, including supporting both:
  - Their own child, and
  - Where appropriate, the school's work with other children involved.

---

7. Prevention strategies

The school takes a **proactive approach** to prevent bullying.

7.1 Curriculum and assemblies

- **PSHE and RSE lessons** explicitly address:
  - Bullying and cyber-bullying.
  - Respectful relationships.
  - Diversity, equality and protected characteristics.
  - Online safety and social media conduct.
  - Mental health and seeking help.
- **Islamic Studies, Qur'an and Tarbiyyah** reinforce:
  - The prohibition of oppression and backbiting.
  - The importance of empathy and compassion.

o   Conflict resolution and forgiveness.
- **Form time and assemblies**:
    o   Highlight themes such as anti-bullying, British values, kindness, bystander responsibility.
    o   Use case studies and role-play to help pupils understand how to respond.

7.2 School culture and environment

- Staff promote an atmosphere of **trust and openness,** where pupils feel safe to speak to adults.
- Clear **school rules and expectations** are displayed and regularly reinforced.
- **Supervision** is provided in key areas (playground, corridors, toilets, prayer area) at high-risk times.
- Ensuring **safe spaces** for vulnerable pupils, including quiet areas and access to pastoral staff.
- Activities such as **buddy schemes, peer mentoring or student leadership** help foster positive relationships and support.

7.3 Online safety

- The school has an **Online Safety / Acceptable Use Policy**.
- Pupils are taught about:
    o   Privacy settings, sharing images, and digital footprints.
    o   Reporting and blocking abuse online.
    o   The link between online behaviour and real-life consequences.
- Staff and parents are given **guidance and training** on current online risks.

7.4 Staff training

- All staff receive **regular training** on:
    o   Recognising signs of bullying.
    o   Responding to disclosures.
    o   Recording and reporting procedures.
    o   Links between bullying, mental health and safeguarding.
- New staff are inducted into the school's anti-bullying ethos and procedures.

---

8. Reporting concerns

8.1 For pupils

Pupils can report bullying to:

- Any trusted adult in school (teacher, tutor, support staff, DSL).
- Their **Form Tutor** or **Head of Year**.
- The **Designated Safeguarding Lead** or deputy.
- Through any **anonymous reporting mechanism** provided by the school (e.g. worry box or online form, if used).

Pupils are reassured that:

- They will be **listened to** and taken seriously.
- The matter will be dealt with sensitively.
- Information will be shared only with staff who need to know, in line with safeguarding procedures.

8.2 For parents

Parents can report concerns by:

- Speaking to the **Form Tutor** or **Head of Year**.
- Contacting the **Designated Safeguarding Lead**.
- Emailing or phoning the school office, who will pass the concern on promptly.

Parents will be informed of:

- The name of the staff member dealing with the issue.
- The general steps the school will take (investigation, support and follow-up).

8.3 For staff

Staff must:

- Deal with any incidents they witness **immediately,** where it is safe to do so.
- Record and **report** the incident using the school's agreed recording system (e.g. bullying/behaviour log, safeguarding system).
- Inform the Form Tutor, Head of Year and/or DSL as appropriate.

9. Responding to incidents of bullying

When bullying is reported or suspected, the school will respond in a **clear, consistent and timely** manner.

9.1 Immediate actions

- Ensure the **immediate safety** of the pupil(s) involved.
- Separate pupils where appropriate.
- Offer **reassurance and emotional support** to the pupil who has experienced bullying.
- Decide whether urgent involvement of the DSL is required (e.g. where there are safeguarding concerns).

9.2 Investigation

- A **named member of staff** (usually the Head of Year, senior staff or DSL) will:
  - Speak separately with the pupil who has experienced bullying and the pupil(s) accused.
  - Take written accounts where appropriate.
  - Speak with any witnesses.
  - Review any relevant evidence (e.g. messages, screenshots, CCTV where available).
- Parents of the pupils involved will normally be **informed** that an investigation is taking place, unless doing so would place a pupil at risk.

9.3 Decision and outcomes

The investigating staff member, in consultation with the Headteacher/DSL where appropriate, will determine:

- Whether the behaviour **meets the definition of bullying** under this policy.
- Whether there are **safeguarding concerns** requiring referral to the DSL for further action.
- What **actions and sanctions** are appropriate, in line with the Behaviour Policy.

9.4 Support for the pupil who has experienced bullying

Support may include:

- Regular **check-ins** with a trusted adult.
- Access to **pastoral or counselling support** (where available).
- Help to rebuild confidence and friendships.
- Adjustments to seating plans, groupings or supervision arrangements.
- Monitoring for any ongoing impact, including on attendance, behaviour and academic work.

9.5 Support and consequences for the pupil who has bullied

The school will seek both to:

- Hold the pupil to account for their behaviour, and
- Help them **reflect and change.**

This may include:

- Sanctions in line with the Behaviour Policy (for example: loss of privileges, detentions, internal exclusion or, in serious/repeated cases, fixed-term or permanent exclusion).
- A behaviour support plan or pastoral support plan.
- Reflective work on:
  - o Empathy and the impact of their behaviour.
  - o Islamic values relating to justice and kindness.
  - o British values and equality.
- Involvement of parents to ensure a consistent message at home and school.
- Referral to the DSL where there are concerns about underlying issues (e.g. trauma, abuse, mental health needs).

9.6 Restorative approaches

Where appropriate and safe, the school may use **restorative approaches** such as:

- Facilitated meetings or mediations between pupils.
- Opportunities to apologise and repair harm.
- Agreements about future conduct.

Restorative work will only be undertaken with the **informed consent** of the pupil who has experienced bullying and where staff judge it to be safe and beneficial.

9.7 Involving other agencies

The school may involve external agencies where:

- There is a **risk of significant harm** or evidence of abuse (Children's Social Care).
- A criminal offence may have been committed (Police), for example:
  - Threats of serious violence.
  - Hate crime.
  - Distribution of indecent images.
- Specialist support is required (e.g. counselling, mental health services).

10. Bullying outside school

Where bullying occurs **outside the school premises,** including online, the school will:

- Take reasonable steps to **investigate and respond,** where the incident:
  - Involves pupils of the school, and
  - Has an impact on relationships or behaviour within school, or on the welfare of pupils.
- Work with parents, pupils and external agencies if necessary.
- Apply **behavioural sanctions** where appropriate, in line with the Behaviour Policy.

11. Record-keeping and monitoring

- All bullying incidents and serious alleged incidents must be **recorded** in the school's agreed system (e.g. bullying/behaviour log, safeguarding system).
- Records should include:
  - Date, time and location.
  - Names of those involved and any witnesses.
  - Nature and type of bullying.
  - Actions taken, including support and sanctions.
  - Any follow-up actions or reviews.
- The **Headteacher and DSL** will:
  - Regularly review the bullying log to identify **patterns**, repeat incidents or emerging hotspots.
  - Use this information to **inform preventative work**, supervision, staff training and policy updates.
- The Proprietor/Governing Body will receive **summary information** (anonymised) on bullying incidents as part of welfare reports.

12. Confidentiality and information sharing

- The school will respect the **confidentiality and privacy** of pupils and families as far as possible.
- Information will be shared on a **need-to-know basis** to protect pupils from harm and ensure effective support.
- Where a safeguarding concern is identified, information may be shared with external agencies in line with the **Safeguarding and Child Protection Policy.**

13. Communication

The school will ensure that:

- Pupils are taught about this policy and know **who to go to for help.**
- The Anti-Bullying Policy is available to parents:
    - On the school website, and/or
    - In printed form on request.
- Staff are familiar with the policy and procedures through **induction and regular training.**

Key messages:

- "Bullying is not tolerated at Daffodil Grammar School for Girls."
- "If you are worried, speak up – we will listen and help."

14. Monitoring, evaluation and review

This policy will be:

- **Monitored** through:
    - Analysis of bullying and behaviour records.
    - Pupil surveys and voice.
    - Parent feedback.
    - Staff feedback.
- **Evaluated** for effectiveness in preventing and tackling bullying and in supporting pupil welfare.
- **Reviewed annually** by the Headteacher and DSL and at least every two years by the Proprietor/Governing Body, or sooner if:
    - There are changes to legislation or statutory guidance.
    - Practice indicates the need for changes.

- o Requested by the DfE or Ofsted.

Any updates will be communicated to staff, pupils and parents.