



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

ANTI-BULLYING POLICY

November 2023

This policy was approved by the Governors at The Student and Curriculum Meeting

This policy will be reviewed annually and by November 2024

This is a non-statutory policy

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1. Introduction

The school recognises that students will learn best in a safe and calm community that is free from disruption, and in which education is the primary focus. Therefore, the school works hard to ensure that each student feels cared for and valued regardless of their protected and unique characteristics. The school therefore works to promote an ethos where students are reflective, resilient and responsible learners. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies as outlined in this policy.

The Ecclesbourne School is aware of the statutory responsibility to put sanctions in place when behaviour outside of the school impacts on the safety and well-being of pupils in school. This includes actions and comments that are posted on-line. This is referenced in section 89(5) of the Education and Inspections Act 2006.

Staff and students, in particular the Anti-Bullying Ambassadors and Student Council have been involved in the changes made to the Policy. Students have also produced student friendly guides to staying safe and how to tackle and report bullying, these are prominently displayed around school. This Policy will be ratified by the Governors at the Student and Curriculum sub-committee.

This policy works in conjunction with the following policies;

- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Acceptable Use of ICT Policy
- SEND Policy
- Equal Opportunities Policy
- Exclusion Policy

It also takes into account statutory guidelines including but not exhaustive to;

- The Strategic Framework for Preventing & Tackling Bullying (DfE)
- Derbyshire Strategy for Preventing & Tackling Bullying
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Childrens Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

1 The Aims of the Anti-Bullying Policy

At The Ecclesbourne School we value each and everyone of our staff and students and therefore;

- work towards the elimination of bullying;
- enhance the behaviour policy which confirms the school expectations;
- involve all members of the school community in countering bullying;
- enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities;

- ensure that there are strategies in place to minimise the risk of child-on-child abuse and have procedures in place for when they do happen;
- enable parents to feel confident that bullying will be firmly dealt with by the school;
- inform all members of the school community that bullying behaviour will not be tolerated;
- to track and monitor incidences of bullying and then take the appropriate action;
- create a positive culture in school where each and every one of our students feel valued;

2 Roles and Responsibilities

2.1 The Head Teacher - has overall responsibility for the policy and its implementation. The Head Teacher works with the governing and school body to implement the policy and check that it is been adhered to. The Head Teacher delegates the responsibility for managing bullying in school to the Head of Pastoral Care (DSL) and each of the leaders in each of the three school offices. We have also appointed an Anti-Bullying Lead that works alongside the three school offices and leads the Anti-Bullying Ambassadors.

Clarissa Ourabi- Head of Pastoral Care and DSL

Petra Owen- Deputy Head Teacher - Head of Lower School

Dave Duncker-Brown - Assistant Head Teacher - Head of Upper School

Hannah Weller- Assistant Head Teacher - Head of Sixth Form

Hayley Piper - Anti-Bullying Lead

2.2 Their responsibilities are:

- Policy development and review involving students, staff, governors, parents/carers and relevant local agencies;
- implementing the policy and monitoring and assessing its effectiveness in practice;
- ensuring evaluation takes place and that this informs policy review;
- managing bullying incidents including record keeping;
- managing the reporting and recording of bullying incidents including communication home to Parents/Carers to inform them of the outcome;
- assessing and coordinating training and support for staff and parents/carers where appropriate;
- coordinating strategies for preventing bullying behaviour;
- working with the Personal Development and Citizenship Co-coordinator to ensure that tolerance and respect is taught to all students from Years 7 to 13;
- looking at the assembly program to identify opportunities where we can teach about tolerance and respect
- Invest in external agencies to deliver sessions to staff, students and parents to impart expert knowledge.

2.3 The nominated Governor with responsibility for anti-bullying (Behaviour) is also our Safeguarding Governor.

Their responsibilities are:

- strategic overview of the operation of the anti-bullying policy;
- scrutiny of anti-bullying data presented every half-term;
- Case studies of bullying incidents including outcomes;
- scrutiny of an annual anti-bullying report presented by the Designated Lead Safeguarding as part of the Safeguarding Annual Report.

2.4 Assistant Head Teacher (Head of Diversity and Inclusion)

Their responsibilities are:

- development of the programme of anti-bullying provision working with the PDC co-ordinator;
- auditing and overseeing development of embedded anti-bullying provision in the broader curriculum;
- working with the Anti-Bullying Coordinators to identify and map opportunities for anti-bullying provision in the assembly and pastoral programme including sourcing and commissioning anti-bullying resources;
- working with the Anti-Bullying Lead during Anti-Bullying week.

2.5 Students are expected to:

- Report bullying either towards you or when you see it happening to others. Not reporting a bullying incident allows the bully to continue with their bullying behaviour.
- Never stand by and watch bullying take place whether it is face to face or online.
- Walk away from situations that make you feel uncomfortable and talk to an adult as soon as you can.
- Support staff to investigate incidents by completing a statement honestly and quickly, when asked to do so.
- Avoid situations on social media where bullying can take place and will try to persuade friends to do the same.

3 Definition of Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger, then intervention is urgently required.

4 Recognising Bullying

4.1 What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments- this also includes all forms of discriminatory comments
- physical assault

- taking or damaging belongings
- cyber bullying - inappropriate messaging; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups
- sexual harassment
- sexual abuse

4.2 Cyberbullying

Cyberbullying or online bullying is any form of bullying that is carried out through the use of electronic media devices such as computers, laptops, smartphones, tablets or gaming devices and apps or social networking sites that use the internet. Types of activities which constitute online bullying:

- Negative comments on a post; dislikes
- Replica videos or videos mimicking someone else's post
- Gaming : making negative comments via a game; killing attacking someone's avatar
- Setting up fake profiles
- Sharing offensive / unflattering photos of someone
- Cyberstalking
- Catfishing
- Prank calls
- Outing
- Spreading rumours via apps / websites / texts / messaging services
- Setting up dedicated 'group chats' to victimise someone
- Threats to harm
- Retribution

Although bullying can occur privately between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

4.3 Prejudice based bullying

Prejudice-based bullying (also known as identity-based bullying) refers to any form of bullying related to the characteristics considered unique to a child's identity. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with. Prejudice-based bullying can be separated in to 8 characteristics unique to a child's identity, these are:

- Race or ethnicity: bullying directed towards an individual which relates to their skin colour, ethnicity, or national identity. Includes racial taunts, graffiti or gestures.
- Gender: bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- Homophobic, bi-phobic and transphobic: bullying because of or focusing on the issue of sexuality or gender identity.

- Religion or belief: bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs and practices
- Learning disability/difficulty: Bullying of children who have an impairment which affects the way they learn, understand, socialise and communicate (i.e. speech and language difficulties).
- Disability, Bullying of children who have a physical or mental impairment. For, example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- Asylum seekers and refugees: because of or focusing on being from refugee and asylum-seeking backgrounds.
- Gypsy, Roma and Traveller: because of or focusing on being a member of a travelling community.

4.4 Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Certain groups of students are known to be particularly vulnerable to bullying by others: these may include students with special educational needs such as learning or physical disabilities; young carers, looked after children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

4.5 What is not bullying:

One-off incidents

Bullying is persistent and repetitive, and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

Mutual conflict

A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

5 Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying this includes the use of anonymised reporting system- 'Tootoot'.

For students

We will:

- Regularly canvass 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 school through the assembly, pastoral and PDC programme and through embedded messages in the wider school curriculum.

- Offer support to students who have been bullied and to those who are bullying in order to address the reasons for the bullying.
- Raise awareness of the types of bullying and what to do through posters, and projects led by the anti-bullying ambassadors

For Parents/Carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know whom to contact if they are worried about bullying.
- Report to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.

For staff/volunteers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to staff in a variety of formats.
- Ensure that all staff know who to contact if they are worried about bullying
- Ensure that all staff are aware of the Confidential Reporting Code (Whistle Blowing Policy)
- Ensure through the Staff Code of Conduct that staff role model positive behaviour for students, including online
- Deal promptly with any complaints or grievances related to bullying of staff in line with the relevant policies

For visitors

We will:

- Display material prominently in Reception and on our website setting out our procedures for reporting concerns

6 Recording Bullying, Implementing and Evaluating the Policy

The member of staff to whom an initial concern is reported will record bullying incidents following the same procedure as for safeguarding concerns. Details of any incidents will be recorded onto My Concern for both the victim and the perpetrator and also on SIMS so that we can look at patterns and trends for all sub-groups.

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The SLT and the Governors' Students and Curriculum Committee will annually review the operation of the Anti-Bullying Policy and any trends that have occurred.

The Head of School may delegate some or part of the work of dealing with the concern to a Head of Year or Form Tutor but will retain ultimate responsibility for ensuring our policy is followed.

The following stages will form part of the investigation:

1. Taking a statement from the person reporting the incident
2. Interviewing and taking statements from those involved or who are able to shed light on what has taken place
3. Informing parents/carers of those involved at the earliest practical point
4. Keeping a careful record of findings
5. Implementing an intervention strategy to deal with the problem including sanctions in line with the Behaviour and Discipline Policy
6. Putting in place a means by which the situation can be monitored so as to avoid recurrence
7. Informing parents in writing or through a phone call at the conclusion of the investigation setting out the actions the school intends to take
8. Updating records to ensure scrutiny of the implementation of the policy and to inform future pastoral support of the students involved

The Anti-Bullying Policy will be reviewed and updated every two years.

7 Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our students the following strategies are among those used to promote positive behaviour and discourage bullying behaviour.

- Support from the Pastoral Team
- A powerful and pervasive ethos that stresses the school is a caring community where each and every person feels valued.
- Restorative justice approaches
- Support from any external agency where appropriate
- Close liaison with parents and carers
- Anti-Bullying activities including special assemblies during national anti-bullying week in November.
- Anti-Bullying Activities in Personal Development and Citizenship led by the Form Tutor
- Specific curriculum input on areas of concern such as cyber bullying and Internet safety through Computing lessons, assemblies and external contributors.
- The use of student Peer Mentors
- The House System
- Buddy Reading
- Questionnaires for students and parents/carers
- Student voice
- Anti-Bullying Ambassadors
- Parent information events
- Staff training
- Counselling and/or mediation schemes

8 Anti-Bullying Process

Step 1

Incident has been reported to the Head of Year/School by student, staff or parent/ carer. The incident is investigated, evidence gathered and statements are taken and passed to the Head of School.

If bullying is suspected an investigation will take place and we will talk to the suspected victim, the suspected bully and any witnesses.

Step 2

The Head of Year/School examines the evidence and decides if the incident should be treated as a one off incident, a mutual conflict or evidence of bullying. (Referring to the definition provided in the policy.)

If the incident is a one-off incident or mutual conflict the Head of Year will follow the schools behaviour policy and take appropriate action.

Step 3

If the incident has been recorded as bullying the following actions will take place:

Parents/ Carers of all involved will be informed that the incident is being dealt with as 'Bullying'. This will be formally recorded in writing to both the 'victim' and 'perpetrator'. This will be recorded in SIMS and detailed notes will be kept on My Concern and reported to Governors termly. Consequences will be issued by the Head of Year /Head of School in line with the schools behaviour policy. The consequence will be based upon the seriousness of the incident and the level of harm caused to the victim. Restorative Practice will take place within 5 days of the incident, the victim does not have to meet the perpetrator face-to-face and will be given the option to do so.

Some incidents of bullying may warrant intervention of the police depending upon the severity of the incident or if a crime has been committed. Parents / carers will be informed if this decision has been made.

Stage 4 - Repeated Reports -

If the same 'perpetrator' is reported to carry out other acts of bullying towards the same or different students, the school will take further action. Students who are known to be intentionally causing harm, injury or offense to students at The Ecclesbourne School will receive our most serious consequences, including risk of permanent exclusion from our school. Actions of the school offices will include:

- A formal meeting with parents to review the evidence against the student.
- Possible change of students form and/ or teaching groups or year half.
- Referral to the Inclusion Team for possible assessment of need and support.
- Seclusion during social times of the day.
- Pastoral Support Plan to monitor student's behaviour

The school is responsible for completing a register of bullying incidents in line with the LA guidelines and will make a termly report of such incidents to the Governing body. The Ecclesbourne School will aim to ensure that support is in place for the victims of those who have been bullied and that they are supported with their emotional wellbeing and to promote positive wellbeing and building resilience. Whilst we will discipline those that bully others we will also offer to help them to change their behaviour.

9 Support for staff

Where a member of staff believes that they have been bullied they must report this to the Head Teacher. They can also contact their Trade Union representative and their Line Manager for support.

10 Complaints Procedure

Parents / carers are supported to refer to the complaints procedure in regard to any issues with the school. Parent/ carers should make a formal complaint in writing to the Head Teacher or Governing Body.

11 Policy Review

The policy will be reviewed every two years by the Designated Safeguarding Lead in conjunction with the Anti-Bullying Lead. This will then be ratified by SLT and the Governors' Students and Curriculum Committee.