



ANTI-BULLYING POLICY STATEMENT

January 2022

1. Introduction

The Ecclesbourne School 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. 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. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

The Ecclesbourne School is aware of the statutory responsibility to discipline students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to discipline students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises for example Cyberbullying.

Staff and students, in particular the Anti-Bullying Ambassadors and the Co-Heads 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 also be ratified

This policy will work in conjunction with the following school policies;

- Behaviour Policy
- Child Protection Policy
- Peer-on- Peer Abuse Policy
- Acceptable Use of ICT Policy
- SEND Policy
- Equal Opportunities Policy

It is 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

2. The Aims of the Anti-Bullying Policy

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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 peer on peer 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.

3.Roles and Responsibilities

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 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.

Petra Owen- Deputy Head Teacher – Head of Lower School

Clarissa Ourabi - Deputy Head Teacher – Head of Upper School

Simon Carnwell- Assistant Head Teacher – Head of Sixth Form

Vicky Dodson- Anti-Bullying Lead

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
- 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.

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

Their responsibilities are:

- Strategic overview of the operation of the anti-bullying policy

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- Scrutiny of an annual anti-bullying report presented by the Designated Lead Safeguarding as part of the Safeguarding Annual Report

Head of Personal Development and Citizenship (PDC) – Joanne Earp

Their responsibilities are:

- Development of the programme of anti-bullying provision through the PDC programme
- 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

4. 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.

5. Recognising Bullying

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

Cyberbullying

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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'.

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying related to sexual orientation or gender orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

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.

6.Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying.

For students

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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 problems they have.
- 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

7. 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 using the correct forms and then placed in the logs for both the child that has bullied and that child that has been bullied.

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

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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.

8. 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

9. Policy Review

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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.

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