



The Ecclesbourne School

'Learning Together for the Future'

ANTI-BULLYING POLICY STATEMENT

October 2018

1. Aims

At The Ecclesbourne School we aim to provide a safe, caring and friendly environment for all our students and staff to allow them to learn and work effectively, improve their life chances and help them maximise their potential.

This policy aims to ensure that students feel safe in school and their wider lives and understand how to stay safe including how to deal with bullying. The policy aims to ensure students feel confident to seek support from school should they feel unsafe.

2. Policy Development

This implementation of this policy was created in conjunction with the following two documents.

- The Strategic Framework for Preventing & Tackling Bullying (DfE)
- Derbyshire Strategy for Preventing & Tackling Bullying

This policy also links to other policies within school namely;

- Behaviour and Discipline Policy 2018
- Safeguarding Policy 2018
- Acceptable Use of ICT Policy 2018
- SEND Policy 2018
- Citizenship Policy 2018
- Equality Policy 2017

This policy was formulated in consultation with the whole school community with input from parents/carers, children and young people, School Governors and all staff.

There is a student friendly version of this policy in the school planner for Years 7 to 11.

3. Roles and Responsibilities

The Head Teacher - has overall responsibility for the policy and its implementation. The Head Teacher works with the governing body, parents/carers, outside agencies. The Head Teacher appoints Heads of School to act as Anti-Bullying Coordinators with general responsibility for implementation of this policy.

Anti-bullying coordinators in our school are

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-

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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 letters 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

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

Their responsibilities are:

- Strategic overview of the operation of the anti-bullying policy
- 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) – Helen Green

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.

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’.

Safe to Learn: embedding anti bullying work in schools (2007).

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.

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4. Recognising Bullying

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive 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

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'.

Why are children and young people bullied?

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
- 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.

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5. Reporting and Responding to Bullying

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

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 problems they have.

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 they are initially reported will record bullying incidents following the same procedure as for safeguarding concerns. The details will be notified to and stored by the Anti-Bullying Coordinators as soon as is practically possible.

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.

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The investigating Anti-Bullying Coordinator 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 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 annually.

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
- Promotion by all means at our disposal of a powerful and pervasive ethos that stresses the school as community and of our responsibilities to each other as part of a caring community: Feel valued and value others – Whole School Aim – 2020 Vision
- Restorative justice approaches
- Support from the Multi-Agency Team (MAT team)
- Close liaison with parents and carers
- Anti-Bullying activities including special assemblies during national anti-bullying week in November.
- Dedicated PDC timetable and curriculum: for one hour per week with the form tutor
- Specific curriculum input on areas of concern such as cyber bullying and Internet safety through Computing lessons, the pastoral PDC programme and assemblies.
- The use of student Peer Mentors
- The House System
- Buddy Reading
- Questionnaires for students and parents/carers
- Student voice
- Parent information events
- Staff training
- Counselling and/or mediation schemes
- Anti-Bullying Ambassadors

8. Policy Review

The policy will be reviewed annually by the Anti-Bullying Coordinators and ratified by the SLT and the Governors' Students and Curriculum Policy.

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