

# ANTI-BULLYING POLICY

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1	March 2012	
2	March 2014	
3	July 2015	Move to all through 3–19 school
4	January 2017	Review
5	May 2017	

## ANTI BULLYING Policy

This policy document is to raise the awareness of the staff, students, parents and the community to the different types of bullying and to clarify how we seek to deal with the problem.

This policy is in line with guidance from the DfE:

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

It also has links with the following legislation:

- The Malicious Communications Act 1988
- The Children's Act 1989
- Computer Misuse Act 1990
- The Equality Act 2010

This policy has been reviewed in liaison with the school council and through consultation with parents/carers. The 'school council believe there should be no bullying at Eastbury Community School and support a zero tolerance approach. We believe we are all equal and should treat others the way we would like to be treated, with kindness, understanding and empathy.'

Our definition (written by our students) of bullying is:

**“A deliberate and repeated action that makes someone feel sad, hurt or powerless”**

The DfE defines bullying as “behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”.

Bullying takes a number of different forms. By highlighting these it is possible to raise awareness that the bullying may be occurring within the school.

### Different types of bullying:

- Direct:            Physical – kicking, pushing hitting  
                          Verbal – taunting, name calling offensive comments, gossiping  
                          Gestures – taking belongings
- Intimidation:    that is racist, homophobic, transphobic, sexist or due to a disability or Special Educational Need through either verbal, non-verbal or physical acts towards another individual
- Cyberbullying:  inappropriate messaging via mobile phones and social media through the use of any online source including mobile phones, tablets, computers and/or any other device.
- Indirect:            Exclusion / social isolation

### The Aim of the Policy

- To minimise incidents of bullying.
- To improve children's safety and well-being.
- To change the behaviour of the person/people who are bullying.
- To change the behaviour of witnesses.
- To increase student awareness of living together regardless of race, culture, gender or sexuality
- To establish the extent of bullying in the school and target resources in order to reduce incidents with aspirations to eradicate bullying

This policy document is to raise the awareness of the staff/students and parents to the different types of bullying and to clarify how we seek to deal with the problem. The policy applies to students across the age range admitted by the school and is implemented in an age-appropriate manner.

## **Indication of Bullying**

Some or all of these behaviours may be exhibited:

- Reluctance to go to school.
- Frightened of walking to and from school.
- Truancing.
- Avoiding specific lessons.
- School work starts to suffer.
- Comes home from school with torn clothes, damaged books.
- Comes home from school hungry (personal parent pay card being used to buy food for others)
- Missing items.
- Bed wetting, nail biting, sleep problems or becoming withdrawn.
- Psychomatic illness because he/she is scared to go to school.
- Stops eating.
- Presents with unexplained cuts and bruises.
- Begins to bully others.
- Falls out with friends and family.
- Becomes angry or unreasonable for no particular reason.
- Improbably excuses for any of the above.

## **Liaison with parents and carers**

The school aims to support parents through:

- Making available key information, including policies, about bullying
- Ensuring that all parents/carers know to contact pastoral teams and/or parent support advisors with regards to bullying concerns
- Ensure that parents/carers have access to advice/guidance on bullying
- working alongside parents to role model healthy and positive attitudes towards others, including online behaviours

## **Links with other school policies include:**

- Safeguarding policy
- Behaviour policy
- Acceptable Use Policy
- E-Safety
- Curriculum Policies, particularly PSHE and IT

## **Responding to bullying incidents**

Eastbury Community School will:

- Ensure that staff, student, parents and the wider community support an inclusive environment, promoting the care of and respect for others where there is zero tolerance for bullying
- Work with staff in order ensure that all are able to identify and appropriately address incidents of bullying.
- Encourage appropriate use of social media and regularly provide e-safety education to students, parents and staff as a means to reduce bullying issues.
- Provide learning opportunities in order to enhance student understanding and awareness, support the development of social skills and promote emotional well-being.

- Provide, through the pastoral care and behaviour support systems within the school, a range of support for students to access when concerned about bullying.
- Use assembly time to promote a positive learning environment for all through promoting our values for equality and respect and to ensure that students know who they can speak to about their concerns.
- Challenge all incidents of bullying, inequality, sexism, racism, discrimination and disrespect of others in order to ensure that our zero tolerance approach is understood by all.
- Ensure appropriate sanctions, that are proportionate and are in line with the school's behaviour policies to address bullying issues brought to the school's attention.
- Use appropriate measures to address and resolve issues between the students who are being bullied and those who are bullying.

### **Involvement of Students**

The school will:

- Regularly review the anti-bullying policy in discussion with the student council and through consultation with parents and stakeholders.
- Ensure that all students are aware of who they can speak with about bullying issues.
- Provide opportunities for students to discuss bullying, including current issues and developments.

# HANDOUT FOR STUDENTS

## Stop the bullying!

### **Bullying is cruel.**

It makes life hard for others.

**Bullying** can hurt people physically (punching, pushing, kicking, etc.)  
or mentally (name-calling, spreading rumours, etc.).

#### **Action to take if you are bullied**

- Don't keep it to yourself.
- Talk to someone you trust about it.
- Be **honest** – ask yourself if your own behaviour has upset others.

#### **Action to take if you know of bullying**

- Report any bullying straight away - tell a Youth Worker or any member of staff.
- Don't join in.

#### **Action against the bully**

- You will be made to think about why you bullied someone.
- You will have to make an apology to the person you have bullied.
- Your parents may be told.
- A record of the incident will be put in your file and on CMIS.
- You will have to agree to a good behaviour contract.
- Your behaviour will be monitored.
- Persistent bullying issues will result in fixed term exclusions

#### **Our school will be even happier**

- If we help and care for each other.
- If we have respect for each other.
- If we treat each other the way in which we would like to be treated.

## **WHAT CAN A BULLIED STUDENT DO?**

- Report it.
- Tell a Youth Worker, teacher, friend, parent, neighbour, or grandparent.
- Tell the bully to stop.
- Ignore what the bully is saying, doing or gesturing.
- Walk away – do not fight.
- Avoid, when possible, the situation, place, time where the bully is.
- Discuss the situation with the bully (with the help of a Youth Worker/peer mediator).
- Take a different route/bus home.
- Leave earlier/later than usual.
- Stay close to friends or supportive people, or within sight of a teacher or duty teacher, during high risk times.
- Work with a Youth Worker.
- Think through what you can say, or what you can do if the bully taunts you with names. Try to look as though you don't mind. Perpetual bullying of one individual occurs when the response is particularly rewarding to the bully.

## **ACTION FOR STAFF**

- **During lessons teachers should be aware of seating arrangements in their classrooms and have seating plans that are proactive in preventing any bullying behaviour.**
- **Teachers should be outside their classrooms during lesson changeovers.**
- **Teachers should not leave their classrooms unattended, but call for assistance should a problem occur.**
- Encourage all students to tell staff about bullying behaviour.
- Report the incident on CMIS under the correct category.
- Ensure you inform the appropriate Curriculum Co-ordinator.
- Bring the topic of bullying to the attention of the class for discussion/action.
- Teach the victim skills to be more assertive, to say “no”, and walk away.
- Talk to the bully about how the other student feels.
- Emphasise that those who watch bullying and do nothing are encouraging power-seeking behaviour.
- Encourage children to ignore taunts at the time, and to seek help if necessary.
- Teach the class skills of negotiation, conflict resolution and team work.
- Refer students to Youth Workers.
- Give those who are bullied activities that build self-esteem and confidence.
- Give those who are bullied a task to do in playtime to break the cycle of taunts.
- Give students involved in bullying behaviour constructive and challenging tasks to do during break and lunchtime.

### **WHAT CAN STAFF DO WHEN AN INCIDENT OF BULLYING OCCURS?**

1. Remove the people involved to a suitable environment, listen carefully and try to sort out the problem quietly. Nine times out of ten the problem will be resolved.
2. Record the incident on CMIS and inform Form Tutor and/or Year Co-ordinator of what you have done.
3. If the bullying is continuing, refer the people involved to Youth Workers in the first instance, then to form tutor and then YCC.
4. Be consistent – constantly reinforce that bullying is not acceptable in school.

### **PROCEDURE**

LISTEN TO DISCLOSURE CAREFULLY  
TRY TO RESOLVE



REPORT INCIDENT ON CMIS



INFORM YOUTH WORKER TO MONITOR



IF BULLYING PERSISTS, PASS ON TO YCC TO INTERVENE AND MONITOR



MONITOR

## HELPING PEOPLE WHO HAVE BEEN BULLIED

- It is important, in the first instance, to believe the victim's perception of what happened and to assure them that they have acted correctly in coming to you.
- Actively listen to them (stop what you are doing, look at them, respond by nodding and being supportive).
- Ask them to tell you what happened by asking neutral questions such as:
  - “What happened?”
  - “Who was involved?”
  - “When and where did this happen?”
  - “What did you say or do at the time?”
  - “Was there anyone who saw or heard this?”
  - “Have you spoken to anyone else about this incident/these incidents?”
  - “How have you been affected by this bullying or harassment?”
- It is not helpful to anyone if you conduct an interrogation nor if you make comments, or ask questions that make them feel that in some way they were responsible for the behaviour, or that their complaint is trivial or time wasting. In other words, do not give the impression that the victim should feel guilty about being bullied and needing to seek help.

<b>Self-Reflection: Are you aware of your own behaviour/actions</b>	<b>What can you do to modify your behaviours/actions</b>
<ul style="list-style-type: none"> <li>• Have you been involved in gossiping about others?</li> </ul>	Remove yourself from situations where either you or others are gossiping.
<ul style="list-style-type: none"> <li>• Do you sometimes make unnecessary or hurtful comments to others?</li> </ul>	Think about how you speak to others; including the language you use, your facial expressions and your tone of voice.
<ul style="list-style-type: none"> <li>• Do you sometimes put pressure on others to behave in a certain way?</li> </ul>	Reflect on how it feels when someone pressures you into doing something you know is wrong. Don't put others in that same situation.
<ul style="list-style-type: none"> <li>• Do you become aggressive or make unnecessary physical contact with others?</li> </ul>	Seek advice from a responsible adult or a peer mediator in order to solve a problem with another student.
<ul style="list-style-type: none"> <li>• Have you threatened someone in an attempt to get what you want?</li> </ul>	Ensure that you do not threaten or make physical contact with others. Seek help if something is upsetting you.
<ul style="list-style-type: none"> <li>• Have you used social media to intimidate, threaten or embarrass another person?</li> </ul>	Reflect on the implications this may have on you, particularly legally. You also need to consider how you might feel if this was done to you. Again, if someone has upset you, seek guidance from a member of staff or your parent/carer.
<ul style="list-style-type: none"> <li>• Do you ignore situations where others may be being bullied?</li> </ul>	Report any threatening or intimidating behaviour to a responsible adult

# HELPING THE BULLY

## The 'no blame' Approach

- Punitive treatment towards the bully/harasser may well reinforce their view that when they get big/powerful enough, they will be able to use bullying tactics again. Education and awareness raising is more effective and consistent.
- Most bullies are happy enough to talk about what has happened so long as they think you are being reasonable and empathising.
- When dealing with the bully defuse the situation; do not exacerbate it by being angry, sarcastic or indignant.
- The goal is to try and get the person who is using bullying behaviour to feel concern for the recipient.
- Try to communicate with the perpetrator on equal terms, rather than from a hierarchical position.
- Accept the bully's account initially to keep them talking.
- When challenging a bully about their behaviour and working towards a resolution try the following statements/questions: "I would like to talk to you because I've heard that --- has been having a rather bad time" or "What have you seen?" After you have made the first couple of statements, remain silent and wait for the perpetrator to respond. (This may seem to take forever, but wherever possible don't rescue them by talking to ease the tension.)
- While the bully tells you their side of the incident, do not interrupt but encourage them with nods, phrases such as "Oh", "Really", "That's interesting", "Mm", etc.
- When you detect in the bully a note of concern for the recipient, stop the conversation. Reinforce the notion that you both agree that something is wrong with ---.
- Elicit constructive solutions – "What shall we do about it?"
- Accept the bully's suggestions, if reasonable, then tell them that you will meet again in a few days to discuss how things have gone. Arrange a time/date/place to meet.
- Aim to bring bully and recipient together for a constructive talk. This may take some time to achieve and is not always advisable.

## Guidance for Parents/Carers

Below is positive advice/guidance for parents and carers of young people who are being bullied. It has been provided from Kidscape and more information can be found on their website: <https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/supporting-a-bullied-child/>

### If your child is being bullied:

- Prioritise time to have an honest conversation with your son/daughter, especially if you have been told or suspect that there is a problem.
- Discuss bullying issues in confidence with your son/daughter
- Ensure that you listen, are patient, calm and understanding. Try not to interrupt them while they are speaking as this will encourage them to tell you everything
- Reassure your son/daughter and praise them for speaking to you
- Let your son/daughter know that you will speak with the school as a way to work together to solve and stop the bullying

**The Kidscape website also offers guidance on how to teach your son/daughter how to manage these issues through building confidence and the ability to be positively assertive.**

### It is also suggested that as a parent you should avoid the following:

- Do not behave aggressively as this may stop your son/daughter from communicating
- Do not dismiss or make light of the situation – ie: 'it will pass'
- Do not encourage your son/daughter to retaliate. This will only make the issue more difficult

**Please feel free to contact the school with any concerns.**

## Supporting Organisations for Parents, Students and Staff

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline: [www.childline.org.uk](http://www.childline.org.uk)

CEOP: <https://ceop.police.uk/safety-centre/>

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Fearless: <https://www.fearless.org/>

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)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Racism and Hate

- Ann Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- 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)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- 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)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

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