

Elthorne Park High School



Anti-Bullying Policy

Adoption – September 2024
Review frequency – annual
Next review – September 2025

Status – Non-statutory
Committee – Curriculum

Introduction

Elthorne Park High School is an inclusive community which seeks to develop the potential of every student in its care within a safe, supportive and caring environment.

Our shared school values outline how we expect all members of our school community to behave in school and the local community. We expect all members of the school community to be:

Proud - I proudly celebrate my achievements and those of people around me.

Persevering - I am resilient, confident and independent in my learning.

Principled - My actions show I know the difference between right and wrong.

Prepared - I have high expectations of myself and others and am prepared for each school day.

Participate - I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

These values set out our expectations that all students are principled in their daily actions and behave in a respectful, responsible, caring and compassionate way towards other members of the school community.

The governors and senior staff believe that each student at our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff and stakeholders that this takes place in an atmosphere which is caring and protective.

In order to achieve this goal, all members of the school community, students, staff and parents need to have an understanding of the kinds of behaviours which constitute bullying, and an awareness of the possible effects and consequences of these behaviours.



MAKE A NOISE ABOUT BULLYING

WHAT IS BULLYING?

Bullying is behaviour by an individual or a group that is seen by you as an attempt to hurt, frighten, humiliate or threaten you or someone else, particularly if the behaviour is repeated or persistent.

We are a **TELLING** school, this means if any learner is bullied they should be able to tell a member of staff. It also means that **ANYONE** who knows bullying is happening is expected to tell staff. To report bullying, speak to a member of staff or email:

seeitsayitstopit@ephs.ealing.sch.uk



School commitment to preventing bullying:

Our anti-bullying policy and procedures:

- Set down whole school strategies to combat bullying, for we must accept that bullying does exist within our school.
- Ensure that there is a procedure to follow when incidents of bullying occur and that it is made clear to all staff and students.
- Put the immediate physical safety of a student as a first priority.
- Follow up every incident of alleged bullying to ensure that the victim is given as much support as possible in order to prevent a recurrence of the behaviour.
- Inform parents of victims and bullies of the action being taken, including suspension/exclusion, and what they can do to reinforce and support that action.
- Ensure that all students have an assigned member of staff to report to and support them should they need to report an incident of bullying.

- Ensure that all areas of our school are patrolled at break and lunchtime and at the beginning and end of the day. Set up procedures for dealing effectively with specific complaints from parents.
- Encourage all school staff to be aware of the problem of bullying and to pass on any worries they may have about individual children.
- Provide a pastoral programme that contains specific sections on bullying.
- Use the curriculum as a positive means for combating bullying.
- Ensure that all students, parents and adults in our school know that bullying is completely unacceptable and if they help to stop it they will be supported.
- Give clear advice to parents on how to look out for signs of distress and whom to contact if their child is being bullied.

Members of the school community have been invited to contribute to this policy, and it is hoped that, through on-going monitoring and review, issues of bullying will be effectively addressed and incidences minimised.

It is a statutory duty for all schools to have an anti-bullying policy and measures in place to prevent all forms of bullying.

Aims of the Policy

- To define what is meant by bullying
- To provide an atmosphere in which students feel safe and supported, where bullying is not acceptable
- To outline to students, appropriate steps to take if they are victims of bullying
- To ensure that all staff are aware of procedures to follow if an incidence of bullying is reported
- To clarify sanctions and consequences that apply for perpetrators of bullying (School behaviour policy)
- To outline support that will be offered to students who are victims of bullying
- To outline preventative measures used by the school to promote a safe school environment with a strong anti-bullying culture
- To establish an ethos where bullying is not tolerated

What constitutes bullying?

Bullying can be experienced by both pupils and adults. Although there is no legal definition of bullying, Tattum and Lane in their book, *'Bullying in Schools'*, describe bullying as: *'...a wilful, conscious desire to hurt another and put him or her under stress'*.

Bullying is defined by the DfE in its advice to schools 'Preventing and tackling bullying' July 2017, as 'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.'

Taken from Preventing and Tackling Bullying – Advice for Governors and Head teachers (DfE 2017)

Bullying - The 5 identifying features

Of the many definitions of bullying, most consider it to have five identifying features:

- It is deliberate, hurtful behaviour which causes the victim to suffer
- It is often repeated over a period of time
- It is often difficult for those being bullied to defend themselves
- It is difficult for those who bully to learn new social behaviours
- The bully has, and exercises, power over the victim

Bullying can be:

- **Physical:** pushing, kicking, hitting or pinching, any form of violence, threats.
- **Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing.
- **Emotional:** tormenting, threatening ridicule, humiliation, and exclusion from groups or activities.
- **Relational:** damaging someone's relationships or social status.
- **Cyber:** the use of the internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner, for example via text messages, social media or gaming, which can include the use of images and videos.
- **Racist:** racial taunts, graffiti, gestures.
- **Extortion:** money, gifts, doing homework.
- **Sexual:** unwanted physical contact, abusive comments.
- **Homophobic:** insulting language/gestures based on a person's actual or perceived sexuality, name-calling, homophobic violence

There is particular concern about an increase in **racially motivated, homophobic, biphobic and sex orientated bullying.**

Cyber-bullying (online)

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 provides teachers with specific powers to tackle cyber bullying including; power to search for and if necessary, delete appropriate files and images on electronic devices including mobile phones.

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting, which typically involves taking a picture under a person's clothing without their permission,
- Initiation/hazing type violence and rituals

All staff should be aware that children can abuse other children (often referred to as child on child abuse). And that it can happen both inside and outside of school and online.

As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for students.

Signs and Symptoms of bullying - possible signs may include the following:

Children who are being bullied at school will not always be prepared to tell those in authority. However, when a disclosure is made, it should always be treated seriously. While others may not feel that certain actions or words are of a bullying nature, if the recipient feels they are being bullied that is sufficient evidence to treat the case as *prima facie* bullying.

For those pupils who are unable to inform staff about their problem, observations regarding specific behaviour patterns can be routinely established within the school. Signs of bullying might include:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Complaining about missing possessions.
- Refusal to talk about any problem.
- Easily distressed.
- Damaged or incomplete work.

In the case of work-place bullying of staff and other adults in the school, bullies are often in positions of power or authority over their victims. Telltale signs in victims are indicated in the following list, which is neither inclusive nor exclusive:

- General low morale.
- Increased level of staff turnover.
- High rates of absenteeism.
- Frequent disputes, complaints and grievances.
- Isolated members of staff.
- Inefficient team working.

In all cases of bullying, we encourage those affected to report the incident using guidance outlined in this policy.

Safeguarding children and the law

Bullying-The Law

The **Children Act 1989** regards a bullying incident as a 'child protection concern when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm'. In this kind of situation, the school should report their concerns to the local authority (LA) social care department.

Under the **Education and Inspections Act 2006**, maintained schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures form part of the school's behaviour policy and must be communicated to pupils, staff and parents. Fifth

Equality Act

In line with the government's Equality Act 2010, the school is committed to:

- Eliminating unlawful discrimination, harassment and victimisation of members of the school community
- Advancing equality of opportunity between all members of the school community
- Fostering good relations between all members of the school community

The **Public Sector Equality Duty (part of the Equality Act 2010)** applies to both maintained schools and academies. Part 6 of the Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment.

In addition, schools also have duties under Part 3 of the **Children and Families Act 2014** to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Criminal law

Although bullying in itself is not a criminal offence in the UK, some types of harassing or threatening behaviour or communication could be a criminal offence.

Although bullying is not defined in the UK as a crime, nevertheless certain types of harassing or threatening behaviour or communication can constitute a criminal offence. This could come under:

- **The Public Order Act 1986.**
- **The Malicious Communications Act 1988.**
- **The Protection from Harassment Act 1997.**
- **The Communications Act 2003.**

If the school or parents feel that an offence may have been committed, they will seek advice from the police as soon as is reasonably practicable. This is most likely to occur in schools because of malicious electronic communication, for example via a social networking site.

It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false or believed to be false by the sender. (**Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003 and the Public Order Act 1986**)

The wider search powers included in the **Education Act 2011** give schools stronger powers to tackle cyber bullying in particular, because teachers can search for and if necessary delete inappropriate images or files on electronic devices. This power applies to all schools and there is no need to have parental consent to search through a pupil's mobile phone.

Statutory and Non-Statutory Guidance

This policy also draws on statutory and non-statutory guidance outlined in the following government publications:

- Keeping Children Safe in Education (DfE 2024)
- Preventing and Tackling Bullying – Advice for Head teachers, staff and governing bodies (October 2014)
- Support for children and young people who are bullied (DfE March 2014)
- Cyberbullying – advice for Headteachers and school staff (DfE 2014)
- Advice for parents and carers on cyber bullying (DfE 2014)
- Behaviour and Discipline in Schools (DfE September 2014)
- Behaviour in schools (DFE 2024)

Links with Other School Policies:

Links with other school policies and practices

This policy should be read alongside the following organisational policies:

- Behaviour Policy
- Equalities Policy
- Attendance and punctuality policy
- SMSC and personal development curriculum
- Relationship and Sex Education policy.
- Safeguarding and Child Protection policy
- ICT And Use of the Internet policy, social media and E-Safety policies

Safeguarding Children

Under the Children Act 1989 and Keeping Children Safe in Education (DfE 2024), a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm.' Even where safeguarding is not considered to be an issue, the school is committed to tackling the underlying problem that has led to bullying and using external agencies to support the victim and perpetrator where required.

All incidences of bullying should be reported by members of staff and investigated as per the school's behaviour and anti-bullying policies. Bullying incidents must be logged on SIMs by staff and correctly labelled as a bullying incident.

Governing body responsibilities

The governing body supports the key aims and principles of this policy and will ensure that::

- Anti-bullying policy is developed and is effectively implemented and regularly reviewed. Ensure there is an opportunity for stakeholders to input into policy development.
- There is effective supervision at break and lunch times.
- Bullying is effectively tackled by the school in line with policy.
- Bullying problems of all school members are taken seriously, all incidents are investigated thoroughly ensuring that bullies and victims are interviewed separately. Obtain witness information, and keep a written record of the incident, investigation and outcomes.

- Appropriate action is taken by the school in line with policies, to help prevent future bullying.
- The school's anti bullying policy will closely align with the school's behaviour policy and other related policies.
- All staff will receive appropriate training to support delivery of the school's policy.
- All students will be expected to follow the schools anti-bullying policy and related behaviour policy and will be provided with guidance to do so.
- Parents are made aware of the complaints procedure.
- There is regular monitoring of bullying incidents that take place in the school and evaluation of the policies impact.

The DFE has published an updated range of useful and informative documents for schools, which school has considered in preparation of this policy:

- Online abuse and bullying prevention guide – Home Office Guidance March 2015.
- Preventing and tackling bullying – DFE advice July 2017.
- Cyberbullying – DFE advice November 2014.

Prevention of Bullying

We believe in an approach of being proactive before being reactive in regards to preventing bullying.

1. Elthorne Park high School is a 'Telling School', where learners feel comfortable talking to members of staff about bullying.
2. Students are encouraged not to be bystanders, instead following a 'See it, Say it, Stop it' policy. This policy is for both learners and staff.
3. Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
4. Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
5. Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- 6 Supporting our vulnerable learners and actively creating safe spaces
- 7 All staff have an open-door policy in regards to dealing with bullying. All learners should feel comfortable talking to any member of staff, and that no incident is ignored.
- 8 Working with the student leadership to understand issues and help improve the anti-bullying policy.
9. Work with other agencies and the wider school community to prevent and tackle concerns.
10. Making sure that the school follows all Equal Opportunities guidance by being committed and promote this through our Elthorne 4 Equality Agenda
11. Ensure that all parents/carers know who to contact if they are worried about bullying.
- 12 Support through parent workshops information about how to keep safe online

Raising awareness of bullying and support available

It is important that the whole school community has a raised awareness that any kind of bullying is not acceptable. Issues of bullying will be addressed throughout the year by the following means:

- School assemblies
- The schools personal development and PSHCE programme
- Behaviour curriculum activities during tutor time.
- Targeted opportunities across the curriculum. e.g. Drama lessons
- School Council feedback
- Anti-bullying awareness week. Elthorne 4 Equality
- Anti-bullying questionnaires

- Guidance information and events for students and parents

The necessity to report all incidents of bullying and the process for reporting bullying incidents will be outlined to students through the above means.

The role of the curriculum

The school's PSHCE and personal development curriculum helps to:

- Raise awareness of bullying and harassment.
- Increase understanding for victims, and help to build an anti-bullying and anti-violence ethos.
- Teach pupils how to handle their relationships with others.

Through the curriculum it is possible to explore such issues as:

- Why do people bully each other?
- What are the effects of bullying on the bullied, on bullies, and on bystanders?
- What can we do to stop bullying?

Reporting incidents of bullying at school

We are a **TELLING** school, this means if any learner is bullied they should be able to tell a member of staff. It also means that **ANYONE** who knows bullying is happening is expected to tell staff.

Students may approach any member of staff that they feel comfortable talking to or they may report directly at the year leaders office.

On receipt of a bullying disclosure, staff are required to log the incident on the schools central SIMs behaviour management system, using the inappropriate code to describe the incident and then also using the secondary bullying drop-down code. Written details should also be recorded and any statement written by a student should be forwarded to the child's pastoral leader.

In addition, staff members are asked to meet in person or communicate with the child's pastoral leader, to ensure the incident is being investigated. (In line with the schools safeguarding procedures)

Should parents become aware of school-related bullying incidents, they should also communicate directly with their child's year leader so that the incident can be recorded and investigated by the school. Parents will receive feedback following the school's investigation.

A discussion will take place with parents about how to best support the child and those involved following a bullying report.

Parents will be informed by year leaders of all reported incidents of bullying.

Reporting and investigation processes - guidance for students, parents and staff

Staff should:

- Watch for early signs of distress in students – deterioration of work, poor attendance, sudden illnesses, isolation, need to stay close to adults. These concerns should be passed on to a member staff and their Year Leader.
- Should listen carefully and record all incidents.
- Respond to the victim, offer help and put the school's procedures into operation.
- Make it clear to both the bully and his/her parents that this kind of behaviour is not acceptable in this school.
- Use all students as a positive resource in the stopping of bullying. Peer groups will often be willing to help and support victims once recognised by a teacher. They can also help shy students or newcomers feel welcome and accepted. Sexual and racial harassment also needs to be discussed and dealt with.
- Record incidents as bullying incidents on SIMs behaviour management. Meet in person with their Year Leader to discuss the reported incident.

The following steps should be followed in recording incidents of bullying and also as a means of conveying to everyone how seriously our school regards bullying behaviour.

- The bullied student should record the events in writing with dates.
- The bully should also record the events in writing.
- The investigating member of staff should record their discussions with both parties.
- Sanctions will be applied in line with the whole school behaviour policy.
- The parents/carers of students involved will receive feedback from the school throughout the investigation and will be informed of outcomes.

Students should be encouraged:

- To report to an adult when someone is being bullied or in distress.
- Inform an adult immediately if they do not wish to become involved himself or herself.

Parents and carers should:

- Raise any worrying change in behaviour of their children with the school.
- Treat seriously any suggestion by their children that they may be being bullied.
- Encourage their son or daughter to talk to a supportive adult they know if they cannot talk to their parents or carers.

Reported Bullying Incidents:

All reported bullying incidents must be taken seriously and recorded by staff on SIMs behaviour management. The reported incident must be logged using the drop-down coding 'bullying incident.'

We are a **TELLING** school, this means if any learner is bullied they should be able to tell a member of staff. It also means that **ANYONE** who knows bullying is happening is expected to tell staff.

Any student can email seeitsayitstopit@ephs.ealing.sch.uk and inform the school that potential bullying is taking place.

See it, Say it, Stop it

As soon as bullying is suspected or reported the member of staff involved must act immediately to implement the following procedures:

All incidences of bullying should be reported by members of staff and investigated as per the school's behaviour and anti-bullying policies. Bullying incidents must be logged on SIMs and correctly labelled

as a bullying incident. The student's Pastoral Support Worker and Year Leader must be immediately informed to support the child and fully investigate the reported incident.

Procedure for Staff Reporting and Recording Bullying Incidents

- A behaviour incident report must be logged electronically on SIMs behaviour, clearly logging the incident as 'bullying' using the drop-down menu.
- The student's Pastoral Support Worker (PSW) and Year leaders must be emailed to fully investigate the incident. The member of staff must forward any initial statements or information provided by the student.
- If the reported incident involves cyber bullying, the investigating member of staff may search for and, if necessary, delete appropriate files and images on students' electronic devices including mobile phones.
- Parents of the perpetrators and victims of the bullying incident will be informed by the student's PSW or Year Leader. Following a full investigation by the school, the student's Year Leader will communicate with the perpetrator's parents using either the bullying template letter (**appendix 1**) or the school's 'internal suspension' letter.
- Sanctions will be imposed, as appropriate, in line with the school's behaviour and anti-bullying policies.
- The victim of bullying will be informed of action taken by the school and may be supported through mentoring, counselling or peer mentoring. In addition, the victim will be asked if they would like to engage in a restorative meeting chaired by one of the pastoral team.
- Following completion of their sanction, the perpetrator of bullying will be offered appropriate support to address the underlying causes of their actions.
- Persistent or high-level incidents of bullying will result in high level sanctions and may result in permanent exclusion from school.
- In addition to sanctions imposed by the school, class or tutor group changes may also be implemented.

The School's Police Safety Officer (SSO) will be informed and involved when persistent or high level incidents of bullying are reported. Parents are encouraged and will be supported to report incidents of bullying directly to the police at any stage of the process.

The school may also take action in relation to off-site incidents of bullying that impact on student well-being in school. Examples include actions such as cyber bullying; the School Safety Officer will be informed and asked to support the investigation of such incidents.

Safeguarding and the law - police involvement

Where the school believes there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm,' (Children Act 1989, Keeping Children Safe in Education 2022) by acts of bullying, the local authority and relevant external agencies including the police will be informed.

Criminal law states that although bullying itself is not a criminal offence, harassing, threatening behaviour or communications could be a criminal offence and the police would be required to act accordingly. It is an offence for a person to send an electronic communication to another person that conveys a message that may cause distress or anxiety.

In such cases where bullying has caused extreme distress and harm, the school will inform the School's Safety Officer. Parents can report the incident directly to the police.

Action, sanctions and support in relation to bullying incidents

Sanctions issued for bullying incidents will depend upon the seriousness of the incident. In severe cases permanent exclusion may be considered by the Headteacher.

A student’s progression through the anti-bullying stages outlined in this policy is dependent on the type, severity and impact of the reported bullying incident. The school will take into account each student’s background including their SEND level and needs (victim and perpetrator) when considering appropriate action. The school will also consider the motivation behind the perpetrator’s actions when considering disciplinary action and whether it reveals any concerns for the current and future safety of the perpetrator. Action will be taken in line with the whole school behaviour policy.

The school will draw on agencies and resources outlined in appendix 2 Anti-Bullying – ‘Sources of Information to support Students, Parents and Schools.’

The table below outlines proportionate, stepped actions that are taken by the school in relation to reported cases of bullying:

Stage	Support/Action
<p>Stage 1</p> <p>1st reported incident.</p> <p>Tutor supported by Year Leader</p>	<p>Actions common to all stages:</p> <ul style="list-style-type: none"> ● Parents of perpetrator and victim informed of the incident by their Pastoral Support Worker (PSW) and/or Year Leader. ● The incident is investigated by the student’s PSW supported by the Year Leader. ● The incident is logged on the perpetrator’s SIMs behaviour management using the ‘bullying’ drop down code. ● A restorative justice meeting may be offered between the victim and perpetrator to help resolve the issue; this meeting may be run by the victim’s PSW, Year Leader, Key Stage Leader or Subject Leader. ● Mentoring and further behaviour support (internal or external provision) is offered to both victim and perpetrator. <p>Stage 1 actions</p> <ul style="list-style-type: none"> ● A sanction is applied in line with the whole school behaviour policy. ● The school’s template ‘anti-bullying’ letter (appendix 1 – stage 1) is sent to the perpetrator’s parents. The victim’s parents are updated on the school’s actions. Communication is made by the school PSW or Year Leader. ● The perpetrator is placed on ‘Tutor monitoring report’ to monitor their behaviour. ● The victim may be asked to record a ‘bullying log or diary’. The log will be forwarded to the child’s tutor or Year Leader to monitor their safety and well-being.
<p>Stage 2</p> <p>2nd reported incident</p> <p>Year Leader</p>	<ul style="list-style-type: none"> ● The perpetrator and victim are referred for discussion at our Student Panel meeting. ● Anti- bullying letter – stage 2 is sent to the perpetrator’s parents. ● A meeting is organised by the Year Leader with the victim and perpetrator’s parents. ● The perpetrator is placed on the Year Leader’s monitoring report. ● A sanction is applied in line with the whole school behaviour policy. ● The school’s template ‘anti bullying’ letter (appendix 1 – stage 2) is sent to the perpetrator’s parents. The victim’s parents are updated on the school’s actions. Communication made by the school PSW or Year Leader.
<p>Stage 3</p> <p>3rd reported incident</p>	<ul style="list-style-type: none"> ● The perpetrator and victim are raised again at the next student forum meeting to review progress and impact of school actions. ● The school’s template ‘anti bullying’ letter (appendix 1 – stage 3) is sent to the perpetrator’s parents. The victim’s parents are updated on the school’s actions. Communication made by the school PSW or Year Leader.

Key Stage Leader	<ul style="list-style-type: none"> ● A sanction is applied in line with the school's behaviour policy. ● Meetings organised with the Key Stage Leader– separate meetings with both the victim and perpetrator's parents. ● The perpetrator is placed on a Key Stage Leader monitoring report.
<p>Stage 4</p> <p>4th reported incident</p> <p>Deputy or Assistant Headteacher</p>	<ul style="list-style-type: none"> ● A sanction applied in line with the whole school behaviour policy. ● The school's template 'anti bullying' letter (appendix 1 – stage 4) is sent to the perpetrator's parents. The victim's parents are updated on the school's actions. Communication made by the school PSW or Year Leader. ● Meetings organised - Headteacher/Deputy Head teacher – separate meetings with both the victim and perpetrator's parents. ● A formal warning may be issued to the perpetrator at this meeting with their parents present. ● Consideration of a managed move to another high school or alternative provision. ● The perpetrator is placed on KSL or SLT monitoring report.
<p>Stage 5</p> <p>Fifth reported incident</p> <p>Headteacher</p>	<ul style="list-style-type: none"> ● Meeting with the Headteacher ● The student may result in consideration of permanent exclusion or directed to alternative or off-site provision

The school's actions set out in the table above may be accelerated depending on the severity of the bullying incident and impact on the victim. In such cases, appropriate actions will be determined by the Headteacher consulting with pastoral staff and the school's SENDCo.

This policy needs to be read in conjunction with the schools behaviour policy.

Bullying outside of school premises

The school has the power to discipline students for misbehaving beyond the school premises. This therefore applies to bullying incidents that may impact on the victim's safety or well-being at school.

Such reports will be investigated and acted on, in line with the whole school behaviour policy. The school's Safety officer and the police may be informed by the school and/or parents of the victim.

If misbehaviour or bullying is a criminal offence or poses a serious threat to the victim, the police and social care will always be informed. (Keeping Children Safe in Education 2024)

The school will only discipline the perpetrator when they are under the lawful control of the school. Action therefore can relate to any bullying incident occurring anywhere off the school premises, such as on school or public transport, in local parks, outside of local shops or in the town centre.

Intervention and support for students who have been victims of bullying

Students who have been victims of bullying will be offered an immediate opportunity to discuss their experience with either their Tutor, Pastoral Support Worker, Year Leader, Key Stage Leader or a member of staff of their choice. In some cases, students may prefer to discuss the incident with another student e.g. a student mentor, before discussing with a member of staff.

If a victim of bullying feels upset or anxious during the school day, a place of safety will be provided for them at break and lunchtime.

During the investigation period by the school, the victim's Year leader will keep the student and their parents informed about the investigation, outcomes and next stage actions.

Where necessary additional support and mentoring will be offered by the student's Pastoral Support Worker, in some cases the school counsellor or external counselling services will be offered to further support the student.

A restorative meeting - an opportunity for the victim and perpetrator to meet and discuss the incident and the impact - will be offered to the victim. The restorative justice meeting will be led by the Year Leader, Pastoral Support Worker, Subject leader or a member of the Senior Leadership Team.

A programme of support to address the perpetrator's needs will be provided *after* sanctions have been imposed.

Students with SEND and vulnerable students

Nationally, bullying statistics show that SEND students are more likely to be bullied than other student groups for the following reasons:

- negative perceptions of difference
- it is more difficult to resist bullies due to their individual disability
- they may be more isolated due to their disability
- they may not understand that what is happening to them is actually bullying
- they may have difficulties telling people about bullying

The school makes tackling bullying of children with SEND and disabilities a priority. It is important to recognise that all children are potentially vulnerable to bullying, but that learners with SEND and disabilities may be bullied for a range of other reasons too. Furthermore, many disabled people experience bullying in adult life. This makes developing a positive culture and an anti-bullying message in school even more important.

The school does take into account a child's SEND and vulnerability when disciplining perpetrators of bullying incidents.

The SEN Department provides further information and guidance for SEND students on 'What is bullying?' and 'What to do if you are a victim of bullying.' Small group activities take place to ensure that SEND students are clear about what to do if they experience bullying; these sessions also provide an opportunity for students to discuss bullying issues in a safe small group environment.

Advice to students

Students are encouraged to report all incidents of bullying to any member of staff or their parents.

If requested through their Year Leader or Pastoral Support Worker, victims of bullying may report or discuss their bullying concerns with a peer mentor.

The following guidance has been provided for students by anti-bullying support groups:

'Do not suffer in silence'

During a bullying incident:

- Try to stay calm and look as confident as you can
- Be firm and clear and look the bully in the eye and tell them to stop
- Get away from the situation as quickly as you can
- Tell an adult what has happened straight away

After you have been bullied you should:

- Tell a teacher or other adult at the school
- Tell your family
- Take a friend with you if you are afraid to tell an adult by yourself
- Use the peer support services at school (prefects, peer mentors)
- Do not blame yourself for what has happened
- Stay with a crowd. Try not to be on your own at the times you don't feel safe
- Keep a record of what has happened

When you talk to an adult about what has happened, you should be clear about:

- What has happened to you
- Who was involved
- Where it happened
- Who saw what happened
- What you have done about it already

Advice for parents

Bullying is everyone's problem. All staff, students and parents should be aware that bullying exists and share a commitment to combat it and to make the school a happier and more comfortable place for everyone.

Parents can watch out for signs that their child is being bullied or is bullying others. Parents, carers and families are often the first to detect symptoms of bullying. Common symptoms include:

- Headaches
- Stomach aches
- Anxiety
- Irritability
- Refusal to attend school
- Depression

Parents should ask their child about school, progress being made and any friends they have; they should not dismiss negative signs. If they are worried, parents should contact their child's Pastoral Support Worker or Year Leader immediately to outline their concerns.

Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further bullying incidents to a teacher or other member of staff straight away
- Make an appointment to see the child's Pastoral Support Worker or Year Leader immediately

Parents of a child who is bullying others should:

- Talk to the child and explain that bullying is wrong
- Make an appointment to see their child's Pastoral Support Worker or Year Leader as soon as possible; explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Emphasise the need to respect and be kind to others

Monitoring and Evaluation of Bullying

Monitoring and evaluation will occur through the collection of data:

- Student focus groups and school council surveys
- Annual student and parent questionnaire
- Anti-bullying alliance – anti bullying survey (targeted groups)
- Parental and community feedback
- Analysis of bullying data (termly) and analysis of bullying incidents by pastoral leaders
- Health related behaviour survey
- Observations from staff on duty, call and learning walks
- Bullying incidents are recorded by staff on SIMs behaviour management and formally reported to the governing body on a termly basis.(Safeguarding report)

This information provides the school with the opportunity to develop strategies and a curriculum that best supports students around issues relating to bullying and prevent them from happening in the first place. The report to Governors outlines trends in types of bullying i.e. type, location and student characteristics. The report also outlines action taken by the school to prevent bullying and the impact of these actions.

The need for every bullying incident to be reported and accurately recorded is paramount. It is the responsibility of every member of staff in the school to be aware of and follow reporting procedures outlined in the school's anti bullying and behaviour policy.

Next policy review: September 2026

Appendix 1 Bullying Incident – template letter

Re: Reported Bullying Incident

Stage:

Name:

Tutor group:

Date:

Dear Parent/Carer

It has been reported that your child has been responsible for bullying another student at the school.

Any form of bullying is unacceptable and will not be tolerated at Elthorne Park High school. Bullying can have far reaching consequences for the welfare of the victim and in extreme cases can lead to self-harm and suicide.

Following investigation by the school, we are writing to inform you that your child

Bullying incident details:

-

Your child has previously been involved in the following incidents of bullying with the same student:

Previous incidents of bullying & dates:

-

In view of the seriousness of these bullying incidents the following **sanction** has been agreed by the school:

- .

The school will provide the following the following **support** when your child returns to school:

-

This incident now places (*name*) your child at **stage __ of the school's anti bullying policy**. The school's anti bullying policy can be viewed on the school's website.

Should your child be involved in further incidents of bullying a higher level sanction being issued and a meeting with _____.

We would like you to remind your child that continued escalation of such bullying incidents may result in your child being permanently excluded from school.

We would like you to discuss this incident with your child to ensure there is no future recurrence. Should you wish to discuss this incident further please do not hesitate to contact me at school.

Yours sincerely

Year Leader

Key Stage Leader

Appendix 2

Anti-Bullying: Useful Sources of Information to Support Students, Parents and Schools.

Further Sources of Information

Department for Education resources:

- Keeping Children Safe in Education 2022
- DfE Behaviour and Discipline in Schools Guidance: [Preventing bullying - GOV.UK](#)
- Make Them Go Away/Let's fight it together (A video resource about cyber-bullying)
- Advice for parents on bullying and cyberbullying. [Advice for parents and carers on cyberbullying - GOV.UK](#)

Legislative links from DfE website:

- Preventing and tackling bullying DfE 2017 [Preventing and tackling bullying - GOV.UK](#)
- Supporting children and young people who are bullied: advice for schools. DfE 2014
- Cyber bullying: advice for Headteachers and school staff DfE 2014
- Advice for parents and carers on cyber bullying DfE 2014
- The Equality Act 2010
- Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
- Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

Specialist organisations:

- **The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- **Bullying.co.uk:** Bullying UK advice and support website.
- **ChildLine:** [Childline](#) offers support for students and online counselling support.
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.

Cyber-bullying:

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.
- **CEOP:** [CEOP](#) Police online support service for victims of online crime including bullying and threats.

LGBT:

- **EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of sex and sexual orientation.

- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND:

- **Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people. Changing Faces: Provide online resources and training to schools on bullying because of physical differences.
- Bullying Advice from Bullying UK – www.bullying.co.uk.
 - National Bullying Helpline – www.nationalbullyinghelpline.co.uk.
 - National Society for Prevention of Cruelty to Children – www.nspcc.org.uk.
 - Advisory Centre for Education (ACE) – www.ace-ed.org.uk.
 - ChildLine – www.childline.org.uk.
 - The Mix – www.themix.org.uk.
 - Kidscape – www.kidscape.org.uk.
 - National Children's Bureau – www.ncb.org.uk.
 - The Samaritans – www.samaritans.org.