

Elthorne Park High School



Anti-Bullying Policy

Adoption – November 2021
Review frequency – annual
Next review – February 2022

Status – Statutory
Committee – Curriculum

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 - You are willing to celebrate your achievements and those of people around you.

Persevering - You won't give up and will always 'have a go'.

Principled - You know the difference between right and wrong. You have a strong sense of justice.

Prepared - You are ready and able to deal with the next stage in 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 of 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.

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.

1. **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
- 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

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

Statutory and Non-Statutory Guidance

This policy follows statutory and non-statutory guidance outlined in the following government publications:

- Preventing and Tackling Bullying – Advice for Head teachers, staff and governing bodies (October 2014)
- Keeping Children Safe in Education (DfE 2021)
- Support for children and young people who are bullied (DfE March 2014)
- Cyberbullying – advice for Head teachers and school staff (DfE 2014)
- Advice for parents and carers on cyber bullying (DfE 2014)
- Behaviour and Discipline in Schools (DfE September 2014)
- Equality Act 2010
- Education Act 2011
- Section 89 Education and Inspections Act 2006
- Children Act 1989
- Protection from Harassment Act 1997, Malicious Communications Act 1988, Communications Act 2003 and the Public Order Act 1986.

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
- Exclusions Policy
- Child Safeguarding and Protection Policy and Procedures
- Adult at Risk Safeguarding and Protection Policy and Procedures
- E-Safety Policy

2. SAFEGUARDING CHILDREN AND THE LAW

Safeguarding Children

Under the Children Act 1989 and Keeping Children Safe in Education (DfE 2021), 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.

Peer or peer bullying (Keeping Children Safe in Education (DfE 2021))

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can lead to students self-harming and suicide.

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.

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.

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)

If the school feels an offence has been committed, the police may be contacted for further guidance and action.

3. WHAT IS BULLYING?

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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say bullying involves an imbalance of power between the perpetrator and victim. This can involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological, derive from an intellectual imbalance or by having access to a support group, or the capacity to isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Taken from Preventing and Tackling Bullying – Advice for Governors and Head teachers (DfE 2014)

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

The main types of bullying

Bullying can be:

- Physical – hitting, kicking, taking or damaging belongings
- Verbal – name-calling, insulting or offensive remarks, threats of violence, constantly putting a person down
- Emotional/psychological – exclusion from social groups, being made the subject of malicious rumours
- 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 – insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence
- Sexual – sexually insulting language / gestures, name-calling, unwanted physical contact
- Homophobic – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, homophobic violence
- Electronic or Cyber-bullying – bullying by text message, bullying on the Internet whether in chat rooms, on bulletin boards, hate websites or sexting.
- Extortion: money, gifts, doing homework.

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

Cyber-Bullying

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.

Peer on peer 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 peer on peer 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.

4. POSSIBLE SIGNS OF BULLYING

A student who is being bullied may be afraid to report it. Staff and parents should be aware of some of the signs:

- Unwillingness to come to school.
- Withdrawn, isolated behaviour.
- Changes in behaviour such as becoming introverted or nervous
- Deterioration in standard of work
- Lack of concentration
- Seeking the company of adults
- Refusal to talk about any problem.

5. RAISING AWARENESS AND REPORTING INCIDENTS OF BULLYING

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
- PSHCE programme

- Tutor time activities and circle time
- Targeted opportunities across the curriculum. e.g. Drama lessons
- School Council feedback
- Anti-bullying questionnaires – anti bullying alliance
- 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.

Students are asked to report all incidents of bullying to a member of staff, their parents or ask if they can meet with a student (peer mentor) to report and discuss their bullying concern.

6. GUIDANCE FOR STAFF, PARENTS & STUDENTS

At Elthorne Park High school:

Teachers 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 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 incident 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 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.
- To reject bullies in their social group. (Children will stop bullying if they are socially excluded.)

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.'

Students are encouraged to make known any incident of bullying to their Tutor, Pastoral Support Worker, Year Leader or any other member of the school staff. This may be done by approaching the member of staff directly, or by reporting concerns to a parent or a friend who will work with the school to support the student and help resolve the issues. Students may also ask to speak to another student (anti bullying peer mentor) to disclose or discuss the issue further.

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 investigated 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 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 isolation' 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 bullying.

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.

7. 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 2021) 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.

8. ACTIONS, SANCTIONS & 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 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 data-bbox="229 1198 336 1234">Stage 1</p> <p data-bbox="209 1267 357 1335">1st reported incident.</p> <p data-bbox="177 1413 389 1480">Tutor supported by Year Leader</p>	<p data-bbox="424 1198 852 1234">Actions common to all stages:</p> <ul data-bbox="475 1234 1517 1621" style="list-style-type: none"> <li data-bbox="475 1234 1517 1301">● Parents of perpetrator and victim informed of the incident by their Pastoral Support Worker (PSW) and/or Year Leader. <li data-bbox="475 1301 1517 1368">● The incident is investigated by the student’s PSW supported by the Year Leader. <li data-bbox="475 1368 1517 1435">● The incident is logged on the perpetrator’s SIMs behavior management using the ‘bullying’ drop down code. <li data-bbox="475 1435 1517 1547">● 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. <li data-bbox="475 1547 1517 1621">● Mentoring and further behavior support (internal or external provision) is offered to both victim and perpetrator. <p data-bbox="424 1621 644 1657">Stage 1 actions</p> <ul data-bbox="475 1657 1517 1971" style="list-style-type: none"> <li data-bbox="475 1657 1517 1693">● A sanction is applied in line with whole school behaviour policy. <li data-bbox="475 1693 1517 1805">● The school’s template ‘anti-bullying’ letter (appendix 1 – stage 1) is sent to the perpetrator’s parents. The victim’s parents are updated of the school’s actions. Communication is made by the school PSW or Year Leader. <li data-bbox="475 1805 1517 1872">● The perpetrator is placed on ‘Tutor monitoring report’ to monitor their behaviour. <li data-bbox="475 1872 1517 1971">● 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 Year Leader’s monitoring report. • A sanction is applied in line with 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 of the school’s actions. Communication made by the school PSW or Year Leader.
<p>Stage 3</p> <p>3rd reported incident</p> <p>Key Stage Leader</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 of the school’s actions. Communication made by the school PSW or Year Leader. • A sanction is applied in line with the school’s behavior policy. • Meetings organized with the Key Stage Leader– separate meetings with both the victim and perpetrator’s parents. • The perpetrator is placed on 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 whole school behavior 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 of the school’s actions. Communication made by the school PSW or Year Leader. • Meetings organized - 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 SENCo.

9. 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 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 2021)

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.

10. INTERVENTION: 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

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 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.

Parents can access additional support for their child through anti bullying and family helplines outlined in appendix 2 e.g. Childnet International and the Anti-bullying Alliance.

11. STUDENTS WITH SEND & 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 provide 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.

12. 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

13. 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

Further guidance is available for parents on the DfE website:

Bullying guidance for schools, staff and parents – DfE 2016

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Advice for parents on bullying and cyber bullying:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

14. PREVENTION

The school aims to prevent bullying through pro-active preventative work with students in the school. This involves gathering information about bullying in school before it happens:

- Student reports and feedback
- 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.

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 happening in the first place.

During the school year educational programmes and campaigns are run by staff in the school to help prevent bullying and make clear to all students processes they should follow should they become a victim of bullying.

From this information and other stakeholder feedback the school puts in place strategies to combat future bullying. Current strategies include:

- A focus on respect and tolerance through the 'school's values' during assemblies, tutor time and throughout the school day.

Proud - You are willing to celebrate your achievements and those of people around you.

Persevering - You won't give up and will always 'have a go'.

Principled - You know the difference between right and wrong. You have a strong sense of justice.

Prepared - You are ready and able to deal with the next stage in life.

- Review and development of the school's PSHCE programme. The school follows the Local Authority scheme of work for PSHCE. The school's anti-bullying message is further embedded through use of guest speakers and drama production groups.
- Cross curricular work aimed at discussion around bullying themes i.e. Drama lessons

- Targeted assembly programmes i.e. National anti-bullying week, Cyberbullying and e-Safety awareness weeks, SEND bullying
- Increased monitoring and staffing of 'at risk' areas identified by student surveys including use of CCTV.
- School awareness projects and guidance for students i.e. guidance on 'what to do if' outlined in the student planner.
- Circle time and tutor time discussion around the effects of bullying and prevention.
- Celebration of National Anti-bullying week – tutor group activities & competitions
- Restorative Justice meetings embedded in school support processes
- SSO information presentations to tutor groups – Cyberbullying focus
- School Council focus meetings around bullying issues and strategies to prevent bullying
- Promotion of a school ethos that values respect and high standards of behaviour
- Student engagement in the annual review of the school's anti-bullying policy.

15. **MONITORING, EVALUATION, TRAINING AND REVIEW**

Bullying incidents are recorded by staff on SIMs behaviour management and formally reported to the governing body on a termly basis.

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.

Staff training in relation to anti bullying policy (safeguarding children) will take place annually at the start of each academic year. All newly inducted members of staff will receive training on the school's anti-bullying policy and procedures as part of their induction.

The school will review this policy annually, and assess its implementation and effectiveness. Governors will review bullying as part of their Safeguarding review visits.

Next review: November 2022

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:

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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 not future re-occurrence. Should you wish to discuss this incident further please do not hesitate to contact me at school.

Yours sincerely

Further Sources of Information

Department for Education resources:

- Keeping Children Safe in Education 2021
- DfE Behaviour and Discipline in Schools Guidance:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Make Them Go Away/Let's fight it together (A video resource about cyber-bullying)
- Advice for parents on bullying and cyber bullying.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Legislative links from DfE website:

- Preventing and tackling bullying DfE 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- 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:** www.childline.org.uk/ 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:** <https://www.ceop.police.uk/> 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 gender 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 difference.