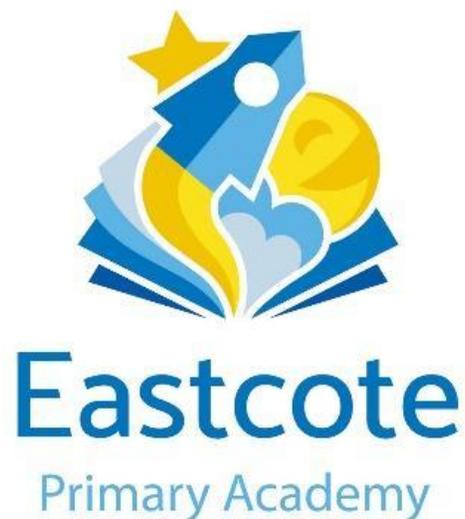# Eastcote Primary Academy

Anti-bullying Policy

August 2022

<u>Anti-Bullying Policy</u>

This policy takes into account "Keeping Children Children Safe in Education" 2022 and is based on DfE guidance:

- Preventing and Tackling Bullying Advice for Principals, staff and governing bodies, July 2017
- Approaches to preventing and tackling bullying June 2018
- Cyberbullying: advice for Headteachers and school staff, November 2014
- Advice for parents and carers on cyberbullying, November 2014
- Childnet's "Cyberbullying: Understand, Prevent, Respond: Guidance for Schools"

Aim

- This policy outlines what Eastcote Primary Academy will do to prevent and tackle all forms of bullying.
- The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture where no bullying of adults, children or young people will be tolerated.

<u>Our school community</u>

The community of Eastcote Primary Academy recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfill their potential.

Our school community:
- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
  - Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn; and that pupils abide by the anti-bullying policy.
  - Requires all members of the community to work with the school to uphold the anti-bullying policy.
  - Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Parents/carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of Bullying

- Bullying is "Behaviour by an individual or a group, repeated and consistently, over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
  - Bullying can be a form of peer on peer abuse and be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

What is Bullying?

Bullying is:

1. Repetitive: behaviours that happen more than once make up a pattern which we would understand as bullying.

2. Intentional: bullying is not accidental.

3. Involves an imbalance of power: in any bullying situation, one individual becomes more powerful than the individual being victimised. Maintaining this power is what makes the repeated behaviours qualify as bullying.

Not all situations in which children are involved in conflict or relationship difficulties can be understood as bullying. Relational conflict is one way of describing such non-bullying situations. Knowing how to identify and respond to relational issues is part of being able to respond effectively to bullying.

Bullying is intentional, repetitive and involves an imbalance of power – but relational conflict lacks these three elements.

Relational conflict usually involves individuals who are relatively similar in power and status, including groups. It is generally behaviour which happens occasionally, and offense might be accidental. In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and try to plot a way forward.

Forms of bullying covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

● Bullying related to race, religion, nationality or culture.
● Bullying related to SEND (Special Educational Needs or Disability).
● Bullying related to appearance or physical/mental health
conditions.
● Bullying related to sexual orientation (homophobic bullying).
● Bullying of young carers, children in care or otherwise related to home circumstances.
● Sexist, sexual and transphobic bullying.
● Bullying via technology, known as online or cyberbullying.

Preventing, identifying and responding to bullying

The school community will:
    ● Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
    ● Work with staff, the wider community and outside agencies to prevent

and tackle concerns including all forms of prejudice-driven bullying.
● Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
● Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
● Celebrate success and achievements to promote and build a positive school ethos
● Be encouraged to use technology positively and responsibly.
● Openly discuss differences between people that could motivate bullying such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
● Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
● Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
● Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
● Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

Involvement of pupils

We will:
        ● Regularly canvas children and young people's views on the extent and nature of bullying.
        ● Ensure that all pupils know how to express worries and anxieties about bullying
        ● Ensure that all pupils are aware of the sanctions which may be applied against those engaging in bullying.
        ● Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
        ● Publicise the details of helplines as well as external helplines and websites.
        ● Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Dealing with Bullying Incidents

The following steps may be taken when dealing with all incidents of bullying reported to the school:
- ● If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- ● The school will provide appropriate support for the person being bullied - making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- ● The Senior Leadership Team will be informed of all bullying issues.
- ● Teachers and other relevant members of staff will be kept informed as appropriate.
- ● Parents/carers of all children involved will be kept informed.
- ● Sanctions will be used as appropriate and at the discretion of the Senior Leadership Team.
- ● When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. If content posted online is offensive or inappropriate, and the person or people responsible are known, then the school will ensure that they understand why the material is unacceptable or offensive and will request that they remove it. If a criminal offence has been committed, then the police may need to be involved to enable the service provider to look into the data of another user or to respond to credible threats of harm.
- ● If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

Supporting Pupils

Pupils who have been bullied will be supported by:
- ● Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- ● Reassuring the pupil and providing continuous support.
- ● Restoring self-esteem and confidence.
- ● Informing parents/carers so they can work with the school to support the child.

● Working with the wider community and local/national organisations to provide further or specialist advice and guidance as appropriate.

Pupils who have bullied will be helped by:
● Discussing what happened and establishing the concern and the need to change.
 ● Informing parents/carers to help change the attitude and behaviour of the child.
● Providing appropriate education and support.
● If online, requesting that content be removed and reporting accounts/content to service providers.
● Sanctioning in line with school Behaviour Policy.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

● Offering an opportunity to discuss the concern with the designated safeguarding lead and/or a senior member of staff/Principal.
● Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
● If the bullying takes place online, support those affected by reporting content and/or accounts to the service provider as appropriate.
● Reassuring and offering appropriate support.
● Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:
● Discussing what happened with a senior member of staff and establishing the concern.
● Clarifying the schools official procedures for complaints or concerns.
● If online, requesting that content be removed.
● Instigating disciplinary, civil or legal action.

Note:

Additional support is available for school leaders dealing with complaints or bullying on social networking sites by parents/carers:
http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety/cyberbullying/dealing with-cyberbullying

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):
- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
    www.restorativejustice.org.uk/restorative-practice-schools

Cyberbullying
- Childnet International: www.childnet.com
- Digizen: www.digizen.org

- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
  www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

LGBT
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
  www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf ●
DfE: SEND code of practice:
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm ●
Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harrassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW)
  www.endviolenceagainstwomen.org.uk
    - A Guide for Schools:
      www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body:

www.gov.uk/government/publications/disrespect-nobody-campaign-posters ●
Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying