

Egerton Rothesay School

Anti Bullying Policy

Introduction

This policy has regard to the *DfE Guidance "Preventing and Tackling Bullying: (July 2017)*. The school also considers "Keeping Children Safe in Education", "Sexual violence and sexual harassment between children in schools and colleges" and "Cyberbullying: Understand, Prevent and Respond; Guidance for Schools". It aims to support both staff and pupils to deal with bullying incidents when they occur and, even more importantly, prevent incidents from happening in the first place. It should be read in conjunction with the school's Safeguarding Policy and Behaviour Policy which explains ways in which good behaviour is promoted within the school.

Aims of this Policy

- To fulfil statutory responsibilities to respect the rights of children and to safeguard and promote their welfare.
- To promote a school ethos in which each pupil is safe and able to realise their full potential. To be proactive in the prevention of bullying.
- To clarify the School's responsibility for responding to incidents of bullying and to emphasise to staff, pupils and their parents and carers that any incident of bullying will be taken seriously and will not be tolerated.
- To maintain an awareness of the extent of bullying within the school and to monitor the effectiveness of strategies used against it.
- To address every incident of bullying in a fair and firm, non-oppressive manner, and to allow those involved to feel safe and/ or to enable them to change their behaviour.
- To identify when the threshold for reporting a bullying incident is reached and the DSL is informed that the incident has been raised to a child protection issue. This may lead to a referral being made to an external agency, such as childrens' social care or the police. This threshold could be triggered due to the emotional well-being of the child being significantly affected, or the child's physical and mental well-being being affected as a result of repeated and/or prolonged bullying.

Definition of Bullying

- Bullying can be physical or emotional. It can have a serious and long-lasting effect and can cause psychological damage. It is repeated over time and intentionally hurts another pupil or group. It is often motivated by prejudice against particular groups and against a protected characteristic, for example on grounds of age, race, religion, gender reassignment, culture, sex, gender, homophobia, special educational needs, disability or because a child is adopted, cared for or is a carer.

Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti; through the use of cyber technology, for example, social websites, mobile phones, text messaging, photography or email.

Homophobic Bullying

Homophobic bullying is any hostile or offensive action against lesbians, gay males, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender. The school will take any allegation of homophobic bullying seriously. Each reported case will be investigated and, if substantiated will be managed according to the procedures in this policy.

Cyber Bullying

Cyber bullying can involve slander, rude remarks and gossiping through the use of communication technologies and it enables one person to intimidate another in an environment where previously they may have felt safe. The increase in use of media such as social networking sites and mobile phones has increased the risk for bullying to occur in this way. This bullying may include name calling, taunting, mocking, gossiping, excluding an individual from a group and spreading hurtful and untruthful rumours. The school will take any allegation of cyber bullying seriously and it will be dealt with appropriately according to the procedures in this and the school's behaviour policy.

Social Network access in school is forbidden and school phones are left at reception after registration for years up to the 6th Form. The school has put in place network filtering for all computers in school and this is monitored by an external computer management company.

Bullying Outside School

If it emerges that if a pupil is responsible for bullying other children outside school then this matter will be addressed and (if appropriate) the bully's parents informed.

If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents will also be informed and help will be given to all concerned including advice on parents' responsibilities.

If there are more general concerns about a child's safety outside school then the local police will be contacted and their help sought in making the area around the school premises more secure, if necessary. If concerns arise in relation to school transport then the issue will be raised with the transport companies and their help sought in dealing with the problem.

If information is received that a child is being bullied by a sibling or other family member outside school this may initially be discussed with the parents. If concerns persist then the matter will be referred to school's DSP and the school's safeguarding procedures will be followed.

If children are being bullied by pupils of another school the Head of that school will be informed and invited to deal with the matter in parallel with our support to our pupils.

ERS Parents and Pupils are aware that cyberbullying outside school time, involving an ERS pupil, or any other individual including a member of the school staff, may, after initial investigation, be handed to the appropriate local authorities, including the local Police.

Prevention

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school's policy consistently. Through their interactions with others (staff, parents and pupils), staff will model positive and acceptable

ways of behaving and communicating. They will expect children to behave in a caring and considerate way towards each other.

Training will be given as needed. This may be through formally arranged events, such as school INSET days, through staff meetings when individual cases may be reported or through individual meetings with Base Leaders or other relevant staff. If appropriate, the school will invest in specialised skills to understand the needs of specific pupils, for example those with SEN or disabilities.

Children will be kept aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported. It will be made clear to them that they can play their part in preventing bullying by reporting an incident that they have witnessed as a bystander.

Subjects such as PSHE, RE, drama and assemblies will be used to explore the subject of bullying and remind pupils that it is unacceptable under any circumstance. Activities will include stories, acting and discussions of, for example the differences between people, cultures and religions and the need to avoid prejudicial, judgemental and offensive language.

All school staff and particularly those involved with a tutor group will regularly bring to pupils' attention the confidential Childline helpline and the posters that are displayed in key areas around the school with its contact details. Pupils should be made aware of the telephone number 0800 1111

Pupils whose learning difficulties mean that they are able to think less flexibly will be supported by staff, including teachers, assistants, speech and language therapists and the school's social communications teacher to help them understand the effects of their actions. Supportive activities may take place within the class, in small social interaction groups or individually, depending on the specific difficulties of the pupil. In this way, both children who are felt to be at risk of bullying (or who have suffered from bullying in the past) and children who may be at risk of bullying others will be offered support and guidance.

There are particular times when children may be more vulnerable to bullying, for example at lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Reporting and Investigation

All reports of bullying will be taken seriously and investigated. Appropriate support will be offered to the victim of the bullying. The DSL and/or parents will be informed if appropriate.

Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances staff will respond positively and take the expression of concern seriously.

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, they will report this to the child's Base Leader as soon as possible. The Base Leader will record the incident according to the 'Monitoring' section below and will begin an investigation into what has taken place. They will consult with the

Headteacher and will report progress at subsequent School Management Team meetings until the case is resolved

Parental involvement

ERS is firmly committed to working in partnership with parents and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

ERS recognises the important influence which parents/carers have on their children and will aim to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by school staff and parents will be kept informed.

Parents who believe their children are the victim of bullying should share their concerns with the school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

Similarly if parents believe their child is bullying others, this information should be shared with the school so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

Post incident responses for the victim

ERS will offer a proactive, sympathetic and supportive response to any child who is the victim of bullying. The exact nature of the response will be determined by the particular child's individual needs. The response will include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- support plan/ongoing support offered
- strategies to prevent further incidents
- monitoring to ensure further incidents do not take place

The response may also include:

- counselling
- befriending
- sympathy and empathy
- assertiveness training
- extra supervision/monitoring
- creation of a support group
- peer mediation/peer mentoring
- informing/involving parents
- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability)
- arrangements to review progress over a longer period of time

Post incident responses for the bully (Perpetrator)

ERS will adopt a supportive, pragmatic, problem-solving approach to enable a child who has initiated or been involved in bullying to behave in a more acceptable way. We do not believe that the use of punishment is helpful in managing a problem but hold the view that the positive use of sanctions can be useful in demonstrating to perpetrators that their behaviour is unacceptable, in promoting change and thereby in deterring a repeat of the bullying.

School will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress
- engagement with the perpetrator to reinforce the message that their behaviour is a breach of school rules and is unacceptable
- tailored support plan/risk assessment
- loss of lunch/breaktime privileges
- detention
- being placed on report
- withholding participation in sports or out of school activity (if not essential part of curriculum)
- parents informed
- counselling/instruction in alternative ways of behaving
- adult mediation between the perpetrator and the victim (provided this is safe for the victim)
- fixed periods of exclusion, either internal or external
- permanent exclusion (in extreme cases which may involve violence)
- rewards/positive reinforcement for children in order to promote change and bring unacceptable behaviour under control

ERS will involve our various therapists to support the perpetrator after the offence and maintain a monitoring presence by the Base Leader for a relevant period of time to ensure no repeat and encourage reconciliation.

Monitoring

Each incident of bullying falling within the school definition will be recorded in the school's *Anti-Bullying Register of Incidents Reported* (sample sheet in Appendix 3), This is kept in the Headteacher's office. Progress regarding investigations and actions taken will be recorded on an '*Anti-Bullying Record of Incident*' sheet. This will be kept by the person investigating the incident together with other related documentation, for example, witness statements.

The 'Anti-Bullying Register' will be a regular item on the school's Senior Management meeting agenda. Any newly reported incidents will be raised at this meeting, together with progress reports on existing cases. The effectiveness of actions taken will be evaluated and may be used to determine amendments to future policy and procedures.

Responsibilities

All educational staff are expected to support and to work consistently and in accordance with this policy.

The Governors are responsible for ensuring that this policy is implemented effectively.

September 2023

Responsibility for the implementation of this policy is delegated to the Headteacher. A report will be made by the Headteacher to the Governors each term, summarising the number of incidents investigated and resolved and, when relevant, actions being taken in ongoing cases. In addition the Headteacher will report any trends which may begin to emerge.

Review

This policy will be reviewed biennially.

Policy approved by: Alison Walker
(on behalf of Governing Body)
Date:30.09.23

Next Review (latest):September 2025

Anti Bullying Policy- Appendix 1
Egerton Rothesay School
Record of Incident(s) reported as Bullying

Date Incident Reported		Type of Bullying Reported	
Date Incident Reported			
Child(ren) Reported as Victim(s)			
Incident(s) Reported by			
Incident(s) Reported to			

Summary of Report

Investigating Person	
Investigation Details held by	
Date Investigation Concluded	

Summary of Conclusions

Summary of Further Actions			
Who	What	By When	Monitored by

Date of Resolution	
Confirmed by	

Anti Bullying Policy- Appendix 2
Egerton Rothesay School
Register of Incidents reported as Bullying

Date of report	Child	Incident(s) reported by	Incident(s) reported to	Type of Bullying reported	Investigating person	Investigation Details held by	Date Investigation concluded	Further Action? (Y/N)	Date of Resolution	Resolution Confirmed by

Type of Bullying Reported- Key: AGE- age, RAC- race, REL- religion, CLT- culture, SEX- sex, GND- gender, HOM- homophobia, SEN- special educational needs, ABL- ability, DIS- disability, LAC- child is adopted, cared for or is a carer, STA- status, CYB- cyber. Use (C) as a suffix if bullying has involved the use of communications technology.