

4.9

Anti Bullying Policy See also Every Child Matters

Statement of intent

Bullying, harassment and victimisation and discrimination is not tolerated at Eltham College. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. The school recognises the extremely detrimental effects that bullying can have on young people's lives and takes the issue very seriously. Whatever the motivation of the bullying, whether related to prejudice, ignorance or a combination of both whatever its character; racial, sexual, religious, appearance related or other and whatever its manifestation; emotional, physical, phone text cyber-bullying or other means, it is unacceptable in our school community. Difference and diversity is part of life and is valued within the school. Prejudice, discrimination and unkind teasing on such matters are unacceptable.

At Eltham our community is based upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential.(and bullying is clearly counterproductive to this.) We expect our pupils to treat members of staff with courtesy and co operation so that they can learn in a relaxed but orderly atmosphere. All pupils should care for and support each other.

Eltham College prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.

We are committed to support the whole school approach to reducing bullying; we all have rights and responsibilities within this framework.

We will provide opportunities for children and young people to learn how to express their feeling and concerns, i.e in PSHE, tutorial groups, creative work.

We will actively promote supporting others when they are upset or in distress in our school ethos, through assemblies, discussion, etc.

We will ask children and young people to report all serious incidents of, poor behaviour, bullying and interpersonal difficulties which they experience directly or which they witness. Reducing bullying is everyone's responsibility.

The school has an anti-bullying policy which forms part of its overall behaviour policy and is regularly reviewed. The policy has a disciplinary aspect but also a supportive and pastoral aspect for both perpetrators and victims

The aims of the strategies are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.

- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Definition of bullying

What is bullying?

The Government defines bullying as:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

Bullying can seriously damage a young person's confidence and sense of self worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. This guidance provides an overall framework for the school in managing all types of bullying behaviour. It links to separate advice on more specific types of bullying.

Bullies and the bullied.

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that "nothing can be done". It is therefore important that the school shows that we can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work.

Pupils may not report bullying because they may feel it is something within them which is at fault. Pupils therefore need to receive a clear message from the school that nobody ever deserves to be bullied.

The way that a school deals with the bullying of staff by pupils will also have an impact on the confidence of pupils to report bullying – it is important that the school demonstrate that bullying is a whole school issue and that the bullying of any member of the school community will be taken seriously and dealt with effectively.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. School staff should look out for signs of bullying and act if they suspect a child is being bullied.

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming “reinforcer” might become a “defender” when the ring-leader is not around).

Some pupils may be more vulnerable than others. It is important that the school is sensitive to pupils who because of their behaviours or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or suffering already from – bullying.

Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.

Early identification of pupils at risk can help schools, enabling them to develop more effective strategies for responding to, and preventing, incidents. Induction meetings and other processes can be used to help identify specific needs or likely concerns so these can be taken into account when schools develop their anti-bullying strategies.

Some bullying behaviour by pupils is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed (for example, in relation to issues of

domestic violence or other safeguarding issues). What follows is a checklist of signs of bullying.

Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Surgery with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Preventative measures.

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly English highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.

- We have a strong and experienced pastoral team of Tutors, Heads of Year, and Heads of Section who support the Pastoral Deputy Head and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying.

- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our trained School Councillor is an important part of our pastoral support service, providing specialist skills of assessment and counselling. She is available to give confidential advice and counselling support to pupils who can refer themselves to her when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may refer a pupil to her.
- The School Chaplain will give support and guidance to pupils of all faiths who are able to refer themselves to him, perhaps at a time of family break-up, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- Our Medical Centre displays advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans.
- All pupils have access to a telephone helpline, enabling them to call for support in private.
- We operate a Form Prefecting scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- We provide leadership training to our Prefects which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.
- We have banned initiation ceremonies designed to cause pain anxiety or humiliation.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.
- The Social and Emotional Aspects of Learning (SEAL) are under review at Eltham College, and we recognise that a whole school and whole curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti- Bullying Week in November of each year; and whole school assemblies).
- Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.
- Improving the school environment, looking in particular at staff supervision patterns; the physical design of the building(s); and joint work with partners such as transport service providers. Targeting attention on key times and locations where bullying is more prevalent; and working with pupils to establish when and where those times and locations are.

See also section on cyber-bullying and cyber-safety (4.10)

Procedures for dealing with reported bullying

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, or alleged 'bully' together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded on the bullying log on the 's' drive.
- All tutors, [Heads of Year & Head of Pastoral Care] should be informed. In very serious incidents, the Head Master should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought.
- The most obvious reactive strategy is the use of disciplinary sanctions and learning programmes to deal with those pupils who are found to be bullying. Sanctions should be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Disciplinary penalties have three main purposes, namely to;

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour; and
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

Other strategies are;

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one bullied or the one doing the bullying. Schools are

legally required to have a complaints procedure and to make parents aware of this procedure.

- Development of the roles that pupils can play (e.g. as trained peer mentors)
- Adult mediation services that may be offered by the local authority or by commercial organisations that schools can engage. Mediators work with pupils to try to put an end to the bullying and mend relationships.
- Establishing effective partnerships with local police.
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

Reporting

The school encourages pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this.

A range of tactics are used by the school to encourage reporting:

- Anti bullying postcards
- Encouragement via Assemblies
- “Befrienders” or “buddies”
- Form Prefects
- PSHE
- Confidential phone numbers
- Adult counsellors

Such systems are of value when:

- Children and young people have confidence that their concerns will be treated promptly and seriously and that action will be taken which will not make their situation worse.
- Children and young people can access reporting routes easily.
- Children and young people know who will deal with their concerns and have trust both in them and the systems which the school uses; and
- Children and young people are aware that malicious reporting, relating to pupils or staff, will be taken seriously and could incur a disciplinary sanction.

Reporting arrangements for Parents.

Parents are frequently the ones to report bullying incidents to the school.

- Reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken.
- Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying.
- Parents have confidence that staff will act promptly, take the concern seriously and not take action which make the situation worse for their child.

- Staff take actions to agreed timescales and report progress to parents; and
- Parents are clear about how to take further action if they do not feel that their concern has been properly addresses.

Parents can contact Parentline Plus (0808 800 2222) for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents, staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children and young people and to help their children and young people to make the most of life. There is extensive information on Parentline Plus' website, where the leaflet on helping parents worried about bullying – Be Someone to Tell – can be downloaded.

Recording

Data Collection Management.

The school will record all incidents of bullying, including by type. The purpose of recording incidents is to enable the gathering of information on the number and nature of bullying incidents and to identify any developing trends. The data will also enable the school to promote the welfare of pupils.

Schools have a specific legal duty to have a race equality policy and monitor its impact on pupils, staff and parents. Schools also have a specific duty to eliminate disability-related harassment under the Disability Discrimination Act 1995, as amended in 2005. To record that strategies are effective in achieving these goals, the schools monitors and records incidents of bullying as described above.

Keeping records of bullying incidents will enable the school to:

- Manage individual cases effectively.
- Monitor and evaluate the effectiveness of strategies.
- Celebrate the anti-bullying work of the school.
- Demonstrate defensible decision-making in the event of complaints being made.
- Engage and inform multi-agency teams as necessary.

Bullying data can be used to:

- Provide monitoring reports to pupils (through the school council, for example) and staff.
- Create evaluation reports for:
 - Pupils, parents and staff in order to demonstrate openness and to celebrate progress; and
 - Governors in order for them to monitor the anti-bullying work of the school.
- Inform the evidence presented in the school Self-Evaluation for (SEF), which forms a key part of the evidence for OfSTED's inspection of schools.

What sort of data is collected and used?

- The date and type of the incident

- Information on what action the school took and the impact this had on the bullying.
- A range of data from pupils surveys including quantitative data and perception data.
- Records of peer mentoring initiatives
- Parental complaints to the school regarding bullying.
- Records of the Educational Welfare Service identifying where bullying is a factor in non-attendance at school.
- Exclusions' data related to bullying.
- Transfer and admissions' data, specifically requests for transfer due to bullying or harassment.
- Data from OfSTED

Legal framework

The law requires that Children's Services Authorities must make arrangements:

- To promote co-operation between the authority, its partners and others with a view to improving the well-being of children in their area. This includes the children's physical and mental health and emotional well-being, protection from harm and educational and social well-being.
- For ensuring that their functions are discharged, having regard to the need to safeguard and promote the welfare of children.

The law requires that governing bodies must:

- Make' and from time to time review , a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.
- Consult the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- Promote the well-being of pupils in their schools.
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils,
- Produce an Annual Profile answering the question "How do we make sure our pupils are healthy, safe and well-supported?"
- Have a race equality policy; and assess and monitor the impact of their policies (including the race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment;
- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled.
- Establish procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures.

The law requires that head teachers must:

- Determine the more detailed measure (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to "encouraging good behaviour and respect

for others on the part of pupils and, in particular, preventing all forms of bullying among pupils;

- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year;
- Determine and ensure the implementation of a policy for the pastoral care of the pupils;
- Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

The law requires that teachers must:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment; and
- All staff must apply the school rewards and sanctions lawfully.

Legal Powers

The law empowers:

- Members of school staff to impose disciplinary penalties for inappropriate behaviour;
- Head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying);
- School staff to use physical force in certain circumstances.

Guidance to schools

This document provides guidance specifically on the anti-bullying aspects of the above legal requirements. Guidance on other aspects can be obtained as follows:

- On creating a school behaviour policy: in *School Discipline and Pupil Behaviour Policies: Guidance for Schools*;
- On school profiles: on Teachernet;
- For school governors; at paragraph 24 to 30, chapter 13 , of *A Guide to the Law for School Governors*;
- On safeguarding: in *Safeguarding Children and Safer Recruitment in Education*.

More detailed information and advice on homophobic bullying and cyberbullying sit under this guidance. There is also pre-existing material on bullying around racism, religion and culture. Further advice on bullying related to special educational needs (SEN) and disabilities will be produced and included in due course.

Books:

- “Schools Without Fear – a realistic guide to tackling bullying as a whole school issue”
Nick Boddington and Noreen Wetton/Forbes Publication 1998
- “Safe for all – A best practice guide to prevent homophobic bullying in secondary schools”
Ian Warwick and Nicola Douglas – Published by Citizenship 21
Education Policy Research Unit, Institute of Education
University of London (£2 for schools)

Weblink Support

Don't Suffer in Silence – <http://www.dcsf.gov.uk/bullying>

The DCSF has produced a video and case studies to aid the teaching of anti-bullying policies. Celebrities such as Patsy Palmer describe their experiences of being bullies.

From the same site schools can also download “Bullying – A Charter for Action”. This charter is endorsed by the teacher unions and DCSF and is a statement of action that the school can choose to sign up to. It is supported with anti-bullying ideas for schools to consider.

Anti-Bullying Strategies – <http://www.antibully.org.uk>

This site has won Excellence Award for outstanding Resource for Children and Young People.

Bully Free Zone – <http://www.bullyfreezone.co.uk>

A site for children and young people, parents and professionals. One of the leading peer support projects in Britain which aims to raise awareness of alternative ways of resolving conflict and reducing bullying.

Childline- <http://www.childline.org.uk>

Childline (0800 11 11) has helped hundreds of thousands of children and young people in trouble or danger. If you or a child doesn't want to ring them, check out their website. There are fact sheets on many subjects including bullying.

Kidscape- <http://www/kidscape.org.uk>

020 7730 3300 open Monday to Friday between 10 am and 4 pm. Leaflets and booklets about bullying and information and support to young people and their parents, including action steps to take.

Bullying- <http://www.bullying.co.uk>

Advice for children and young people, parents, teachers, governors and youth leaders on bullying is spelt out here – how to recognise it, and what to do if you are the victim or know of someone who is. For those unwilling to tell anybody, help is available on

the site via email. Lots of useful links to other sites and also gives the bullying guidelines agreed by the National Association of Head Teachers.

BBC Schools site – <http://www.bbc.co.uk/schools/bullying>

Also gives links to other useful bullying related sites.

Citizenship website – www.citizenship-pieces.org.uk

Parentline Plus – <http://www.parentlineplus.org.uk/>

Advice for parents on supporting a child who is being bullied. There is a free phone helpline (0808 800 2222) that adults can call. (Parent line does not deal exclusively with bullying issues)

Victim Support – <http://www.victimsupport.org.uk>

Victim Support (0845 30 30 900) helps people cope with the effects of crime. There are separate advice sections for people living in England and Wales, Scotland and Northern Ireland.

Advisory Centre for Education-

<http://www.ace-ed.org.uk/advice/Mychild/TacklingBullying>

The parents advice service offers support for parents of children and young people experiencing bullying and they publish information sheets on bullying. Their helpline is open Monday – Friday 2.00pm – 5.00pm 020 7354 8321.

GUIDANCE: We aim to follow these principles in the collection of data.

Systems to gather anti-bullying data work best if they are:

- Compatible with other school data systems, both electronic and paper based.
- Capable of being interrogated from various angles (e.g. to analyse the proportion of “at risk” pupils being bullied)
- Proportionate in terms of management and operational demands.
- Capable of handling continuous monitoring and periodic survey data.
- Capable of being used to produce reports in a format that addresses the specifics of the school anti-bullying policy and which are useful for evaluations.
- Capable of recording compliments as well as complaints and of recording the outcomes of individual cases; and
- Aligned to national policy and local agreements on information sharing and safeguarding.