



Anti-Bullying Policy

Approved by SID committee November 2023

Next review due November 2024

This policy will be reviewed every 2 years or sooner in the light of operating procedures and/or changes in regulation and/or legislation.



Purpose/Background

Eaton Bank Academy aims to ensure that all members of the school community feel welcome, safe and happy and so can learn and achieve. Bullying of any kind prevents this from happening. Bullying makes people feel unsafe.

As a school, we take bullying seriously. Students and parents should understand that reporting of bullying is essential and be reassured that the school will support them fully whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy.

This policy has been written in conjunction with Department for Education 'Preventing and tackling bullying', advice for Headteachers, staff and governing bodies, July 2017.

The policy considers the following legal requirements/makes links to:

- The Education and Inspections Act 2006
- The Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Policy Objective

- To build an anti-bullying ethos in the school
- To ensure all staff, students and parents have a clear understanding of what bullying behaviour is
- To ensure that all governors and staff know and understand the school policy on bullying and that staff follow it when bullying is suspected or reported
- To ensure that all students, parents and carers know the school policy on bullying and feel confident in activating the anti-bullying system
- To increase understanding for students who are bullied

Students in or on the way to Eaton Bank Academy are entitled to:

- Feel safe and not be made to feel unhappy by others
- Not be frightened by others
- Not be touched
- Not be teased about race, religion, disability, social class, gender, sexuality, personal differences, performance, personal appearance or any other matter
- Not to be made unhappy by unpleasant comments, letters, text messages, e-mails, phone calls, social media, or any form of gossip in any means

Practice and Procedure

Definition of Bullying

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It is repeated over time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks and mobile phones, is often called cyber-bullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

The use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can lead to a reluctance to report other incidents. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying includes:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone to deliberately upset them
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- abuse related to race, religion, nationality or culture
- sexual, sexist, transphobic or homophobic abuse
- abuse related to SEND (special educational needs or disability)
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls
- Online or cyber bullying.

Hate Crime

A hate crime is any incident that constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate. It could involve physical attack, threat of attack or verbal abuse or insult around issues such as race, faith, homophobia, transphobia or disability.

A hate incident may or may not constitute a criminal offence but is perceived by the victim, or any other person as being motivated by prejudice or hate. If an incident appears to be a hate crime or incident, we recognise the need for this to be reported to the police if appropriate.

Cyber Bullying

Cyber bullying is an increasingly common form of bullying behaviour which happens on social networks and mobile phones. Cyber bullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos. Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyber Bullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting or 'nudes'
- pressuring children into sending sexual images or engaging in sexual conversations.

Specific actions in terms of cyber bullying

The Education Act 2011 states that when an electronic device, such as a mobile phone, has been seized by a member of staff, who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has a reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence or that is a pornographic image of a child or an extreme pornographic image should not be deleted prior to giving the device to the police. If a staff member finds material they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Specific types of Bullying

Racially motivated bullying exists in schools. 'A racist incident is any incident which is perceived to be racist by the victim, witness or any other person.' (McPherson report 1999).

Homophobic bullying is an incident which is perceived to be homophobic by the victim or any other person. People do not necessarily have to be lesbian, gay, or bi-sexual to experience such bullying. Just being different can be enough.

Sexual harassment and sexual violence is characterised by abusive name calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material and graffiti with sexual content and in its most extreme form sexual assault or rape.

Transphobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity.

Disability bullying is where people are bullied due to their disability. This may be learning difficulties, physical, or mental disabilities.

Cyber Bullying is the use of e-mail, instant messaging, chat rooms, pagers, mobile 'phones' or other forms of information and communication technology to deliberately harass, threaten or intimidate someone. The police can assist if allegations are made.

Preventing child-on-child sexual abuse

The school has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

The school's Safeguarding Policy and Behaviour Policy outline our stance on addressing child-on-child sexual abuse and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons. Such content will be age and stage of development specific and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong

Bullying prevention

At Eaton Bank Academy, all members of our community are asked to be vigilant for any signs of bullying and take reports of bullying seriously.

- Dinner queues and dinner areas are supervised
- Our physical environment is open and highly visible
- The behaviour policy makes clear behaviour expectations
- Core time activities promote skills of self-awareness and respect for others
- Assemblies are clear on zero tolerance to bullying and we lead bullying prevention events
- PSHE agenda in lessons emphasise respect and tolerance
- Questionnaires/student voice gathers information on the extent of bullying and bullying locations

- Safeguarding forums which meet half-termly, discuss any bullying concerns, strategies to be used and bullying prevention interventions in school

Procedures

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged perpetrator and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the nearest available first aider for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- If appropriate, the alleged perpetrator, the victim and witnesses, will be supported to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts without assigning blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students
- Information is recorded on CPOMS

Response to concerns

When a complaint of bullying behaviour is upheld, the range of responses may include one or more of the following:

- consideration as to whether the bullying incident should be addressed as a safeguarding concern and if so, the school's safeguarding procedures will be followed;
- advice and support for the victim and, where appropriate, establishing a course of action to help the victim, including support from external services where appropriate;
- advice and support to the bully in trying to change their behaviour;
- consideration of the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the school's safeguarding procedures will be followed;
- a supervised meeting between the bully and the victim as restorative justice (only with the victim's express agreement);
- a disciplinary sanction against the bully, in accordance with the school's Behaviour Policy. In a very serious case or a case of persistent bullying, a student may be

required to leave the school permanently in accordance with the school's Behaviour Policy. Any disciplinary action will be applied fairly, consistently and reasonably

- action to break up a "power base"
- confiscation of mobile electronic devices, increased monitoring procedures or limiting access to the school's internet and email facilities if cyberbullying
- involving children's social care or the police
- notifying the parents about the case and the action which has been taken; • such other action as may appear to the Headteacher to be appropriate.

The position should be monitored for as long as necessary thereafter. Action may include:

- sharing information with some or all colleagues so that they may be alert to the need to monitor certain students closely;
- ongoing counselling and support;
- vigilance;
- mentioning the incident at meetings of staff;
- reviewing vulnerable individuals and areas of the school

Supporting those severely impacted by bullying

We have a responsibility to support victims of bullying and make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include on-going support from a member of staff that knows the student well or guidance from counsellors. It might lead to a referral to the local authority children's services or to Child and Adolescent Mental Health Services (CAMHS).

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a student to request absolute confidentiality. If they do, in situations other than those involving safeguarding issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the student may be experiencing
- The student's age, maturity and competence to make their own decisions
- Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian.

An underlying principle is that all children are listened to sensitively and objectively and all incidences of bullying are taken seriously. Although the school cannot guarantee confidentiality, students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Bullying which occurs outside school premises

School staff members have the power to discipline students for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 state that a school's disciplinary powers can be used to address student's conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate student's behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the wider community.

Where bullying outside the school is reported to school staff, it will be investigated and acted on. The school should also consider whether it is appropriate to notify the police. If the misbehaviour could be criminal or poses a serious threat to a member of public, the police will always be informed.

While the school has the power to discipline students for bullying that occurs outside school, they can only impose the disciplinary sanction on the school premises or when the student is under the lawful control of school staff, for instance on a school trip. Such actions will only be taken if they can be carried out in a fair and appropriate.

Possible Sanctions

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of the school premises
- Internal Seclusion
- Alternative Provision to another school instead of a suspension
- Suspension
- Off Site Direction to another educational establishment following the Cheshire East Off Site Direction protocol
- Permanent Exclusion

Monitoring

- Incidents will be recorded on CPOMS.

Reporting

- Information will be shared with Governors in the annual safeguarding report.

Information for Students

Remember

- It's not your fault. No one deserves to be bullied
- Try to stay in a friendly group
- Try to be confident even when you do not feel it, but remember walking away is not cowardly

- If you are worried or frightened you can talk to any member of staff but especially your form tutor or pastoral manager – they will help you
- There are members of staff on duty throughout the day in High Visibility jackets who will respond to incidents
- **If you are concerned speak to any adult**

Who can I tell?

- Your form tutor
- Any teacher that teaches you
- Your pastoral manager
- Any member of staff you feel happy to talk to or you feel you can trust
- A midday assistant
- Your parent or anyone at home
- Your friend if it helps
- Your sibling
- In an emergency – tell the nearest adult

When to tell

- If you are afraid – report bullying as soon as you can
- In a class
- Otherwise – report the bullying when you are not in lessons – before school, at break, at lunchtime or after school. Staff will make time to listen to you.

Further sources of information

The Anti-Bullying Alliance (ABA) – www.anti-bullyingalliance.org.uk

The Diana Award – <http://diana-award.org.uk>

Kidscape – www.kidscape.org.uk

Restorative Justice Council – www.restorativejustice4schools.co.uk

ChildNet International – www.childnet.com

Internet Matters – www.internetmatters.org/online_Safety

Think U Know – www.thinkuknow.co.uk

The UK Council for Child Internet Safety – www.gov.uk

Barnados – www.barnados.org.uk

EACH – Educational Action Challenging Homophobia – <http://each.education>

Proud Trust – www.theproudtrust.org

Schools Out – www.schools-out.org.uk

Stonewall – www.stonewall.org.uk

Mencap – www.mencap.org.uk

Changing Faces – www.changingfaces.org.uk

Anne Frank Trust – <http://annefrank.org.uk>

Educate Against Hate- <http://educateagainsthate.com>

Ending Violence Against Women and Girls – www.endviolenceagainstwomen.org.uk