

Anti Bullying Policy



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1. Rationale

The Earls High School strives to create a culture based around our core values of Care, Excellence and Partnership. Students need to feel happy, safe, and respected if they are to learn effectively. It is important that we have an atmosphere in which bullying is not tolerated and in which no student suffers from harassment of any kind.

Bullying occurs in all societies, at all levels, therefore it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation. Because bullying is often in the news and a source of real anxiety for parents, it is important that we inform parents, students, and other stakeholders fully about our approach to dealing with bullying, so that all are able to distinguish between what is bullying and what is not.

2. Statutory duties of the school

This policy is in accordance with Preventing and Tackling Bullying, Advice for Headteachers, staff and Governing Bodies. (DfE July 2017)

3. Definition of Bullying

There is no legal definition of bullying, however our school definition of bullying is:

Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power.

The acronym STOP – SEVERAL TIMES ON PURPOSE can be used to help identify bullying.

Bullying sits within the wider context of safeguarding where it is referred to as child on child abuse. As such, incidents of bullying that occur at The Earls High School are treated as safeguarding issues.

There are many different types of bullying, bullying is not always exclusive to one group.

- **Psychological** (being excluded from groups and rumours etc.)
- **Cyberbullying** (Abusive text messages, internet messages etc.)
- **Verbal** (threats, prejudice based and discrimination etc.)
- **Physical** (punching, kicking, scratching, pushing, throwing objects at someone etc.)

4. Prevention

We proactively use a range of measures to tackle bullying. We also recognise that some students have additional vulnerabilities that increase their risk of experiencing bullying, for instance those with SEND or those who identify as LGBTQ+. At The Earls High School, we look for every opportunity to prevent bullying behaviours from happening. Some of the actions the school takes include:

- Addressing bullying through the PSHE programme which is aligned with the standards of the PSHE Association.
- Planning form time activities and an assembly programme to reinforce British Values and the ethos of the school.
- Raising awareness of bullying and reminding staff and students of their responsibility to report it, for instance activities during Anti-Bullying week.
- Training duty staff to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Staff role modelling positive behaviours, demonstrating our core values.
- Using seating plans in lessons that are carefully considered using any relevant information about the relationship between pupils.
- Signposting students to multiple ways of reporting incidents
- Using appropriate outside agencies including the Police

5. Reporting Bullying

Any student that is experiencing bullying is supported to report the incident (s) immediately so that swift and precise action can be taken. Students should be confident that any reported incidents will be treated sensitively.

Importantly students, parents/carers are reminded that they can speak to any member of staff in school regarding this.

Students can report bullying of themselves or someone else in the following ways:

- Speaking to their Form Tutor
- Speaking to the Pastoral Support Team
- Speaking to their Head of Year or Head of School
- Using our confidential email tell@earls.dudley.sch.uk
- Speaking to their parent / carer and asking them, to pass on the information to school.

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Parents/Carers can report bullying of their child or someone else's in the following ways:

- Contacting their child's Form Tutor by email, telephone or meeting
- Contacting their child's Head of Year
- Contacting their child's Head of School

The best way to make contact with the above is through the info@earls.dudley.sch.uk

6. Role of Parents /Carers

The parent/carer is vital in the implementation of this policy. Parents need to acknowledge that they don't always see the whole picture and should be involved in the solution. Parents and staff need the focus to be on preventing further occurrences rather than establishing blame. We value the partnership that we have with parents/carers. you can help us by:

- Not answering the phone to your children during the school day
- Encouraging students to act with kindness, equality and fairness
- Communicating with the school when there are issues.

7. Staff responsibilities:

This new policy does not have any additional workload requirements for staff.

It is the responsibility of all staff to:

- To have high expectations of students in terms of behaviour and academic achievement
- To model behaviour that is Ready, Respectful and Safe and treat all students equally and with care
- To ensure the school is a safe and successful learning environment
- To respect individual students and be aware of their specific needs

The pastoral team will:

- Investigate, act upon their findings, and report when confronted with a bullying incident.
- Report to parents/carers of all parties where necessary
- **Record incidents and interventions accurately using the school's recording systems.**
- **Apply sanctions if appropriate, according to the Behaviour Policy**
- **Involve external agencies, including the Police where the nature of the incident makes this appropriate.**

The designated safeguarding lead will

- Ensure all bullying incidents are recorded on CPOMS.
- Analyse any patterns in the data to inform further action.

8. Students' responsibilities

- To behave in a way that is Ready, Respectful and Safe.
- To be polite to each other and to all adults in school
- To follow all instructions and requests from staff without arguing
- To behave well in all lessons so that everyone can learn and the teacher can teach.

- To treat others as they would want to be treated themselves.

9. Role of Governors

Governors are expected to take a role in monitoring and reviewing the policy and its effectiveness. Data on bullying incidents are reported to Governors at each LGB meeting for them to scrutinise.

10. Investigating incidents of Bullying

The investigation into the bullying incident(s) will be conducted by the most appropriate member of staff. This may include the SENCO, Head of Year, Head of School, Pastoral team, the Senior Leadership Team or may include external agencies such as the Police.

Any investigation into alleged bullying will be discreet, sensitive, timely and thorough. The exact timeline of investigations will vary depending in the scenario which will usually include:

- All students involved will be talked to and relevant information will be gathered. Particular priority will be given to ensuring that the any student providing information does not suffer any reprisals.
- Other staff, students and parents will be involved where needed.
- Parents/carers will be kept fully informed of information pertinent to their child. (Sanctions applied to other students will not be discussed)
- A record will be placed in all the involved students' files if bullying is found to have taken place this will also be logged in the safeguarding files.
- All students will be made aware that such behaviour will not be tolerated.

If bullying is found to have occurred sanctions may be issued as appropriate. The range of sanctions can be found in our Behaviour Policy.

11. The school's role in tackling bullying outside of school premises

The school recognises that when incidents that happen outside school are clearly having a detrimental effect on the life of student in school, we will investigate and sanction, when necessary. We will also collaborate with external agencies such as the Police and Local Authority where appropriate.

12. On going support

The pastoral team will play a key role in supporting the student in the aftermath of the bullying incident. This support may include:

- Taking time to talk to the student about the actions that have been taken by the school.

- Giving advice about how to manage contact with other students and their associates in future.
- Providing support from staff and/or peers to ensure that they feel safe during the school day.
- Referrals to mental health support where appropriate.

We also recognise that the perpetrator often needs support and positive guidance in these circumstances. Once the sanction has been served and any restorative processes completed, the perpetrator may also need additional support and encouragement to ensure that such issues do not reoccur. This may involve ongoing advice and oversight from pastoral staff.

13. Anti-Bullying in the curriculum

The PSHE programme aims to educate students on a range of matters around bullying behaviours as well as regular assemblies. There is also a pastoral support programmes that help to educate students around issues relating to bullying.

14. Useful organisations and contacts

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

DfE: "Preventing and Tackling bullying. Advice for headteachers, staff and governing bodies"

DfE: "no health without mental health";:

<https://www.gov.uk/government/publication/no-health-without-mental-health-a-cross-government-outcomes-strategy>

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

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

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

LGBTQ+

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

DfE: SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

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

Show Racism the Red Card: www.srtrc.org/educational

15. Related Policies

Other policies and documents to read alongside the attendance policy include

- Child Protection and Safeguarding
- Behaviour Policy
- SEND
- Supporting Students with Medical Conditions

16. Data Protection Law

This policy adheres to the principles under Data Protection Law. For further information please review schools Data Protection policy published on schools website.

16. Review

This policy will be reviewed by Assistant Headteacher (Behaviour and Attitudes). At every review, the policy will be approved by the Local Governing Body.

The Earls High School – Antibullying Flow Chart

Definition of Bullying: Behaviour by an individual or group, repeated over time. Several times on purpose (STOP) with a power imbalance.

Bullying can include name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; producing offensive graffiti; gossiping; sexual harassment, excluding people from groups and spreading hurtful and untruthful rumours. Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Dealing Effectively with Bullying Behaviour In or Out of school

Procedures Flowchart

