Each day, discovery.

ELTHAM COLLEGE

10a Anti-bullying Strategy

Last reviewed: January 2020

Version Control Information

Reason For Amendment	Name	Date	Main changes
Annual Review		August 2016	
Updated to reflect ISI guidance	Bursar	December 2016	Section 13 – legal framework. Reference to Equal Opportunities Policy as a related document.
Annual Review	Designated Safeguarding Lead	August 2017	Change of terminology ('cyber' to 'online')
Annual review	DSL	August 2018	Updated to reflect current practice
Annual review	DSL	January 2020	Updated to reflect changes in Keeping Children Safe in Education 2019

Other Related Documents

- Online Bullying and Online Safety Policy;

- Safeguarding (and Child Protection) Policy

- Equal Opportunities policy (students).

- Sexual Violence and Sexual Harassment between children in schools and colleges, Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads'. May 2018
- Keeping Children Safe in Education (2019)

1 Statement of Intent

Bullying, harassment and victimisation and discrimination is not tolerated at Eltham College.

We treat all our students 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. An important part of the school's safeguarding work requires that all staff are vigilant for signs of bullying and are available to students to discuss any concerns that they may have for themselves or welfare of others. Peer on peer abuse is a safeguarding concern and our response to this forms an important aspect of our safeguarding role. 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, online 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. Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, this will be treated as a safeguarding and child protection concern and our safeguarding and child protection policy will be followed.

At Eltham College 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 students can develop his/her full potential, and bullying is clearly counterproductive to this. We expect our students to treat members of staff with courtesy and co-operation so that they can learn in a relaxed but orderly atmosphere. All students 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.

This policy is available to all parents who will work alongside the school to create an environment of good behaviour and respect. Helpful examples will be set by older students and staff. Success is frequently celebrated.

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 Well-being lessons, tutorial groups, through 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.

This Anti-bullying Strategy which forms part of the 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.

2 Aims

The aims of the strategy are:

- To prevent, de-escalate and stop any continuation of harmful behaviour;

- To react to bullying incidents in a reasonable, proportionate and consistent way;

- To safeguard the individual who has experienced bullying and to trigger sources of support;

- To apply disciplinary sanctions to the bully and ensure they learn from the experience, possibly through multi-agency support.

3 Definition of 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 exists when there is an imbalance of power – when a student or group of students repeatedly attempts to hurt, humiliate or exclude another, less powerful student.

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.

Students are bullied for a variety of reasons and may be prejudice-related, for example:

- 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 students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of online bullying 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.

This policy is intended to deal primarily with support for students. If a member of staff is experiencing bullying, they should contact the HR Manager, who will assist with informal strategies and/or the application of the school disciplinary and grievances procedures as appropriate.

4 Bullies and the Bullied

Students 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 students to prevent harm, that bullying is not tolerated, and that there are solutions which work.

Students are also reticent to come forward because of being called a 'snake'. This name calling or hissing at the victim or friend who has reported bullying will be taken seriously and will be sanctioned.

Students may not report bullying because they may feel it is something within them which is at fault. Students 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 students will also have an impact on the confidence of students 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.

Students 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 students who experience bullying.

It should be noted, however, that the same student can adopt different roles at different times, or indeed at the same time (a bullied student 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 students may be more vulnerable than others. It is important that the school is sensitive to students 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 student is vulnerable in some way and susceptible to – or suffering already from – bullying.

Students 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 students 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 students 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 students 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).

5 Signs of Bullying

Changes in behaviour that may indicate that a student 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 Medical Centre 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.

6 Managing allegations of peer on peer sexual abuse and harassment

The School seeks to educate all students on healthy relationships through the curriculum. However, we recognise the need to be alert to the signs of peer on peer abuse; all staff are trained to recognise signs of this and are aware of its safeguarding implications. It is important to recognise that children do engage in sexual play and experimenting, which is usually age appropriate. Child sexual abuse is a subject many people find very difficult to talk about and it is important not to criminalise behaviour that is a perfectly normal and healthy part of growing up. However, the idea that children can sexually abuse others is still hard for many to accept. The presence of one or more of the following points in situations where there has been sexual activity between children should always trigger some concern:

- There is an age difference of two years or more between the children;

- One of the children is significantly more dominant than the other;

- One of the children is significantly more vulnerable than the other e.g. in terms of disability, confidence, physical strength;

- There has been some use of threats, bribes or coercion to secure compliance or to maintain secrecy;

- Whether the perpetrator has repeatedly tried to harm one or more other children.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Peer on peer abuse should never be tolerated or passed off as "banter" or "part of growing up". Upskirting is a criminal offence and will be treated as a safeguarding concern, as outlined in the Safeguarding (and Child Protection) Policy.

Any peer on peer allegation must be referred to the Designated Safeguarding Lead (DSL) immediately, using the School's child protection procedures as set out. Where a concern regarding peer on peer abuse has been disclosed to the DSL, the school's safeguarding procedure will be followed. Any victim of peer on peer abuse will be offered as much support as required through one or more of the options available to the school, including the help of specialised external agencies.

7 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. The promotion of the 5Rs through our Wellbeing programme give students 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;

- Our Anti-bullying ambassadors work with the Deputy Head to develop anti-bullying initiatives and raise awareness;

- All our students are encouraged to tell a member of staff at once if they know that bullying is taking place. An anonymous email allows students to report problems if they do not wish to come forward in person. A Comments box has been introduced to allow students raise concerns if they do not wish to email ;

- All reported incidents are recorded and investigated at once. Our safeguarding recording system, CPOMS allows for effective communication and monitoring of reported incidents;

- All incidences of a student being called a 'snake' will be dealt with as a serious behavioural incident;

- We have a strong and experienced team of Tutors, Heads of Year, and Heads of Section who support the DSL 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;

- Where appropriate peers are used in the support of victims;

- Our Lead Nurse is always available to offer support and our trained school counsellor is available should the skills of specialist counselling and assessment be required.

- The Chaplain will give support and guidance to students of all faiths who are able to refer themselves to him, perhaps at a time of family break-up, sickness or bereavement. He 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 students 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 and other key notice boards display advice on where students can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline;

- We operate Sixth Form Prefects and Peer Mentoring schemes, whereby trained older students are encouraged to offer advice and support to younger students;

- We provide leadership training to our Prefects which specifically covers the importance of offering support and assistance to younger and to vulnerable students;

- 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 students;

- We welcome feedback from parents and guardians on the effectiveness of our preventative measures;

- 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;

8 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 students involved;

- He/she will inform the form tutors and an appropriate member of the pastoral team as soon as possible.

- The form tutor/member of the pastoral team will speak to the victim at the earliest opportunity. The victim will be reassured and the situation will be investigated thoroughly and carefully. All those involved will be given an opportunity to put forward their point of view and will speak to an appropriate member of staff. The incident will be logged on CPOMS and the necessary actions recorded;

- Parents of all students will be informed that bullying has been reported and will be kept informed of the actions taken when the investigation has been completed

Sanctioning and supporting the bully

- The student will be spoken to 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;

- In serious incidents, the Deputy Head (pastoral) will be informed;

- The most obvious reactive strategy is the use of disciplinary sanctions and learning programmes to deal with those students who are found to be bullying. Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEND) or disabilities that students may have and taking into consideration the needs of vulnerable children.

Sanctions 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 students that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold students 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 student to put right the harm they have caused.

Sanctions range from detention to suspension, and eventually, permanent exclusion.

In all cases

- The pastoral team will use their judgement in determining whether a sanction should be applied alongside the use of an anti-bullying team.

- Parents will be engaged with and their support sought. If a student is to be sanctioned, in most cases, parents will be contacted by telephone in the first instance, and invited in if this is considered appropriate.

- All bullying incidents are recorded on CPOMS. Sanctions are recorded on iSAMS.

9 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 will ensure parents are kept informed of actions, as approropriate

- If parents do not feel that their concerns have been properly addressed, they should contact the Deputy Head (pastoral).

We have a partnership with Family Lives and parents can contact their helpline (0808 800 2222) for further advice on helping their child to deal with bullying. The Bullying UK website: www.bullying.co.uk has more guidance and parents are signposted to this.

Recording – Data Collection Management

The school will record all incidents of bullying on its Child Protection and Online Management System (CPOMS). 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 students.

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 students (through the school council, for example) and staff;

- Create evaluation reports for:

    - Students, 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 form (SEF), which forms a key part of the evidence for ISI's inspection of schools.

10 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 student 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 ISI.

11 Legal framework

The legal framework around anti-bullying falls out of Independent School Standards Regulations (ISSRs) obligations to meet certain standards in protecting the welfare, health and safety of students – including a requirement to ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up, publication and implementation of an effective anti-bullying strategy.

In addition, independent schools have a legal duty to uphold the law on equal opportunities for pupils and staff alike. Under paragraph 3 of the ISSRs (quality of education provided) teaching at the school must not discriminate against pupils contrary to part 6 of the Equality Act 2010. In addition, as of January 2015, paragraph 5 of the ISSRs (spiritual, moral, social and cultural development of pupils) requires schools to ensure that principles are actively promoted which… (vi) encourage respect for other people, paying particular regard to the protected characteristics under the Equality Act 2010.

12 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 from *Preventing and Tackling Bullying 2014* (DfE) and *Behaviour and Discipline in Schools 2016 (DfE).*