EDGBASTON HIGH SCHOOL

Anti-Bullying Policy

All new staff receive training in the school's approach to bullying via the Pastoral Session in the new Staff Induction Programme. All staff are kept aware of changes to the policy through Inset training at staff meetings. This policy has been updated with reference to the DCSF Guidance – September 2007, 'Embedding Anti-Bullying Work in Schools' (dcsf.gov.co.uk) and DfE Guidance July 2017: Preventing and Tackling Bullying.

Other linked polices:

- Anti-Bullying – Staff
- Behaviour Policy
- Data Protection Policy
- Disability Policy
- Equal Opportunities Policy
- e-Safety Policy
- Exclusion Policy
- Safeguarding Policy
- Taking and Storing Images of Pupils
- The Prevent Policy
- SEND Policy

Rationale

Bullying of any kind is unacceptable within school but should it occur all pupils must be able to report incidents and feel confident that the matter will be dealt with promptly. Anyone who is aware of bullying is expected to tell a member of staff and all staff are expected to be vigilant.

As a school that believes in facilitating change, we will always take the position that every child can learn from their mistakes and through education can change their behaviours and attitudes in order to make better choices and decisions. Once sanctioned it is our belief that a line is drawn and all parties are able to move forward in a productive and constructive way, refocusing on our core aims which is to educate the child in order to fulfil their potential.

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<div style="text-align:center;"><u>**Definition of Bullying**</u></div>

- Bullying can be defined as "behaviour by an individual or a group, **repeated over time** that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

- Bullying can include repeated name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

- This includes the same unacceptable behaviours repeated and expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

- 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.

- In some cases one off incidents can be considered bullying.

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Form and types of bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance.
- Bullying of children related to their home circumstances.
- Bullying related to physical/mental health conditions.
- Physical bullying.
- Emotional bullying.
- Sexual bullying.
- Bullying via technology, known as online or cyberbullying.
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith.
  - Bullying related to ethnicity, nationality or culture.
  - Bullying related to Special Educational Needs or Disability (SEND).
  - Bullying related to sexual orientation (homophobic/biphobic bullying).
  - Gender based bullying, including transphobic bullying.
  - Bullying related to age differences.
  - Any other type of bullying.

Child on Child Abuse

Staff should also recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), gender based violence/sexual assaults, and sexting.

Child on Child abuse should be recognised as such and never be tolerated or passed off as 'banter' or 'part of growing up'. Pupils are taught to recognise such behaviours as abuse as part of the School's approach to safeguarding education. Any allegation of such abuse will be promptly and thoroughly investigated, and treated according to its gravity, which may include referral to CASS or the police. Victims will be supported within the pastoral care structure, taking account of their views and feelings,

and support may include counselling where appropriate.

Staff should recognise that those pupils that are deemed to be "different" (such as those with Special educational needs and disabilities and transgender children) may be more at risk of child on child abuse.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day and has a potentially bigger audience.

Cyber-bullying includes:

- Inappropriate Text messaging.
- Mobile phone photography usually with images sent to other people, including filming and sharing of physical attacks. Any filming or photography on any form of mobile device.
- Phone call bullying, involving the use of silent calls or abusive messages.
- Bullying using email or via chat apps to send abusive or threatening messages.
- Chat group bullying sending menacing or upsetting responses to children via chat apps.
- Online bullying including the use of defamatory blogs, personal websites and social media.
- Sexting- the sending and receiving of explicit material with or without consent. Having or sending explicit material on digital devices is a criminal offence for those under 18.

Objectives

The aim of the policy is to set out guidelines that enable staff to help protect all members of the community from bullying by;

- Developing a climate of trust and openness.
- Making the unacceptable nature of bullying and consequences clear to all staff, parents and pupils.
- Encouraging all pupils to understand their rights and responsibilities as members of the community.
- Creating and maintaining a warm, friendly and safe environment in which pupils can learn.
- Preventing, de-escalating and/or stopping any continuation of harmful behaviour.
- Reacting to bullying incidents in a reasonable, proportionate, age appropriate and consistent way.
- Safeguarding the pupil who has experienced bullying and to provide support for both the victim and the bully.
- Applying disciplinary sanctions to the pupil(s) causing bullying and to ensure they learn from their mistakes. This will usually, but not exclusively be actioned by a member of the pastoral team.

Success Criteria

- Low/declining instances of bullying.
- Effective management of incidents.
- No repeat bullying by those who have been sanctioned.
- Those who have been bullied are able to successfully and positively pursue/access their academic/co-curricular activities.

Methodology

1. **Implementation**

   The School adopts a 2 stage approach to dealing with bullying:

   Stage 1: Preventative Measures

   The first stage is to carry out preventative measures designed to discourage bullying which include:-

   - Providing supervision of pupils at break and lunchtimes with the support of Pupil Mentors, who have received training from the Deputy Head Pastoral.
   - Providing a wide range of extra-curricular activities to encourage pupils to mix with each other and to enjoy purposeful activity.
   - In Senior School providing support from Year Heads in the form of pastoral clinics that run during the lunch hour, so that minor incidents can be dealt with swiftly.
   - Sixth form pastoral mentors that give advice about how to resolve work and friendship issues.
   - PSHEE, assemblies, literature and projects all provide forums where bullying can be discussed as part of the school's education programme.
   - Pupils are familiarised with the School's Anti-Bullying Policy and are reminded of it at the start of each academic year and it is displayed in all form rooms.
   - Encouraging pupils to understand their responsibility to report incidents of bullying to staff.
   - Offering help and support to all pupils through Form Mentors, Form Tutors, Heads of Year, Nurses, Deputy Head Pastoral and any member of staff of choice.
   - The School Council provides a forum for matters of concern to be raised.
   - All subjects encourage tolerance and respect for others and the school seeks to raise self-esteem by celebrating achievements of all kinds.
   - All staff are made aware of the school's policy and procedures for dealing with bullying incidents.
   - All new staff are advised on how to deal with bullying incidents as part of their induction programme.
   - Implementation of the Girls on Board Programme to manage friendship issues.
   - Create an environment of good behaviour and respect, older pupils act as positive role models and there is a strong focus on celebrating successes.

   Pupil Voice – role of the Anti-bullying ambassador programme. See Appendix 1

   Cyber-Bullying

   - All pupils and parents sign an internet usage policy on arrival at EHS.
   - Safe use of the internet is taught as part of the ICT curriculum.
   - The school uses Smoothwall as a tool to monitor all pupil and staff usage of the internet and school network. Any breaches of the school code are reported to the Head of Prep and Pastoral Deputy for pupils and the Headmistress for staff.
   - The School blocks any sites thought to be harmful to our pupils.
   - The school has a School Network Agreement which is sent to all parents.
   - Only Sixth formers may carry mobile phones in school, all other pupils must keep mobile phones in their locker during the school day.
   - Mobile phones may be confiscated by staff should they have any suspicion of misuse.

- The Acceptable Use Policy for iPads is signed by parents and pupils and iPads are checked on a regular basis for inappropriate content.
- The school has introduced Digital Leaders into the Senior School.
- Parents are offered a regular information on Cyber Bullying and Use of the Internet via information evenings, email and Friday Headlines.

Stage 2: If Bullying occurs

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff involved and/or a member of the Pastoral Team.
- It will be documented and catergorised on the "My Concern" system so that all DSLs are alerted to the situation.
- A thorough investigation will be conducted and a clear account of this will be recorded and reported to the Deputy Head (Pastoral) or Head of the Preparatory School.
- Each case will be dealt with individually and in a way that is suitable for both victim and bully.
- Parents will be informed if their child is either found to be guilty of bullying or a victim of bullying, appropriate sanctions and support will be put in place.
- The Headmistress is always informed of matters involving bullying.
- The victim and the bully will be monitored in order that on-going support can be provided if necessary.
- Staff are alert to the potential risk of radicalisation, either between pupils or staff and pupils.
- A bullying incident will be treated as a Child Protection concern if there is reasonable cause to believe that the child is suffering or likely to suffer significant harm.

In the case of Cyber-Bullying:

- The school maintains the right to confiscate a mobile device with the reasonable suspicion that it contains bullying texts or photographs.
- In the case of abusive material the usual bullying procedure will be followed.
- In the case of inappropriate images/content, the appropriate Designated Safeguarding Lead will be informed and the image kept on the phone until parents have been informed and advice sought from the local police liaison officer or the LCSB.
- If the image has been distributed outside of school, all contacts and website/social networking sites should be asked to remove the image by the individual concerned.
- Cyber bullying incidents which start outside of school but which have repercussions in school are dealt with as a school matter.

Appropriate sanctions will be applied to the bully. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and to 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. These will vary according to the severity of the event. When considering sanctions we also reserve the right to make reasonable adjustments depending on the lived experiences of the child, their age, whether they are SEND, a child in care or a PLAC.

However they may include:

- Official warnings to cease offending.
- Detention.
- Exclusion from certain areas of the school, e.g. they may be required to spend lunchtimes within a designated, supervised room.

- Fixed-term suspension from lessons. Internal or external
  - o Internal suspension – This will always be the school preference. Pupils will have their timetable suspended for the period and be given a programme of study related to the incident in question. This will be supervised by a senior member of staff and conclude with a meeting with the Head.
  - o External suspension will be given when there is no capacity within the school environment to facilitate the pupil/s concerned. In these cases the pupil/s will be advised to stay home for the period in question. On their return they will meet with the Head and be reintegrated back into their year group.
- Temporary or Permanent exclusion.

When sanctions have been given the pupil concerned will be offered follow up guidance and support.

Supporting pupils

All pupils will be offered an advocate (a teacher of their choosing) to support them through the process.

Pupils who have been bullied will be supported by

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance such as Forward Thinking Birmingham.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy (see above).
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Guidelines for Staff

- All bullying incidents and remedial action must be centrally logged on My Concern by any member of staff including Heads of Year, the Deputy Head (Pastoral) or Head of the Preparatory School.
- When bullying is reported, a 'no blame' approach must be adopted by the investigating member of staff until facts are fully established.
- A record of interviews by relevant staff must be updated to the specific concern on My Concern so that the DSL can get an overview of the information gathered.

- Sanctions will be applied as necessary by the Deputy Head (Pastoral) in consultation with the Headmistress in Senior School or Head of the Preparatory School.
- Support will be arranged for victim and bully. This will be set up and monitored by the Form Tutor and Head of Year in consultation with the Deputy Head (Pastoral) or Head of the Preparatory School.
- Parents of the victim and bully are informed about incidents of bullying.

2. Monitoring

From September 2018 all bullying concerns are logged on My Concern this enables us to create reports that will later be presented to the Pastoral Team for analysis. The Anti-Bullying log is reviewed termly by WSLT. It is also reviewed on an annual basis by Year Heads, the Deputy Head (Pastoral), the Head of the Preparatory School, the Headmistress and Governors to assess its implementation and effectiveness, and to look for trends or patterns of bullying as appropriate.

Evaluation and Review

The Deputy Head Pastoral will review the effectiveness of the Anti-bullying policy annually. The evaluation will be also be in conjunction with the PSHEE policy and programme, tutorial schemes of work and the assembly programme.

Signed by the Headmistress _____ *CAMacro*_____

Approved by
The Governing Body

Approved by Governing Body: _____

Date: _____ 15/9/23 _____

Review Date: September 2024

Appendix 1

***Pupil Voice – role of the Anti-bullying ambassador programme.***

10 pupils were trained as Anti-bullying ambassadors by the Diana Award Programme. They have been reviewing the Anti-bullying policy and obtaining feedback from forms regarding bullying prevention and how the school can best manage instances of bullying.

Conclusion and feedback is outlined below.

- Nobody reads the form room anti bullying poster.

  Action:
  This is to be replaced by infographic to make it more eye-catching and accessible to all ages. See below
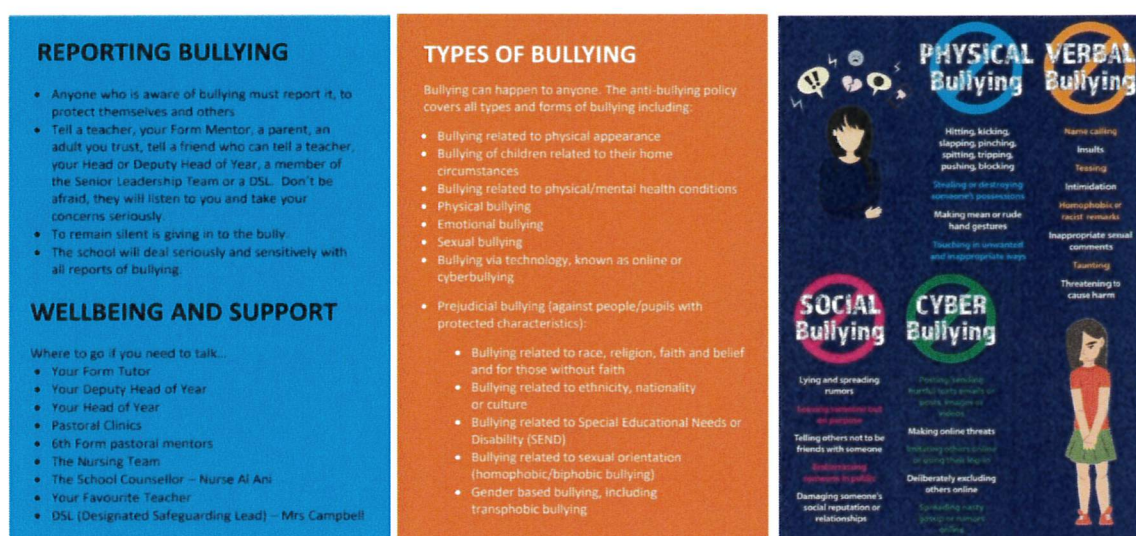
- The importance of providing evidence via screenshots in the instances of cyber bullying
- The role of parents in monitoring and addressing online behaviour.

  Action:
  Parent information evening at the start of each new academic year.
- More discussions and lessons on how to manage bullying and what to do when a pupil experiences cyberbullying.

- Action:
  Liaise with Head of PSHE and Heads of Year about work that can be done during lessons and form time.

Additional comments for consideration:

- The complexities of adult invention. Sometimes adult intervention can make the situation worse for the person being bullied. The general feedback was that pupils feel that adults providing support and advice on how to manage a situation was more helpful that direct intervention. This might then encourage more pupils to ask for help or talk to an adult if they are being bullied. A request to note this in the anti-bullying policy.
- The difficulties of school managing incidents that happen outside of school

- Pupils do not believe that sanctioning the bully is effective or works
- Importance of reporting online abuse to the online platform/social media site
- Block the individual that is causing the harm
- The importance of supporting the target of abuse.