EATON HOUSE SCHOOLS

ANTI-BULLYING

POLICY

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Policy Statement

The aim of this policy is to provide pupils with a safe and secure school environment free from bullying and harassment. Bullying damages lives and it is recognised that all school are likely to have a problem with bullying at some time.

We aim to provide the means and opportunity for pupils to let us know if bullying occurs and the strategies to deal with it when it does. This policy aims to produce a consistent response by the school to any bullying incidents that may take place.

Aims

At Eaton House Schools, our aim is that staff, children, and parents work together to create a happy, caring learning environment in line with our school rule. 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 to their full potential. 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. Our aim is to make the School one in which bullying has no place and to have a whole School approach to ensuring safety, security, openness, and confidence.

Eaton House Schools prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Eaton House Schools in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website and on request. It is also available and known to staff and pupils, including junior and recently appointed staff.

Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate this towards each other, the staff and the school. Any kind of bullying is unacceptable. This policy applies to all pupils in the school, including those in the Early Years Foundation Stage.

All members of the school are expected to help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action. Any pupil who is being bullied should tell their parents, and preferably their Form Teacher or another member of staff. It is important that any cases of bullying are reported to someone whom the victim feels able to talk to.

Staff awareness is raised through discussion in staff meetings, and action is taken to reduce the risk of bullying at times and in places where it is most likely to occur.

Objectives

- To raise awareness of the Schools expectations in terms of behaviour and to adhere to our Code of Conduct.
- To communicate effectively to all members of the school community the school's stance on bullying
- To engage members of the school community in reaching a shared understanding of what bullying is.
- To communicate effectively to all members of the school community the Schools policy and procedures
- To promote an open atmosphere in which victims and witnesses know that it is right "to tell" and feel safe to do so
- To work with staff so that they can identify different sorts of bullying and know how to deal with cases sensitively, supportively and effectively
- To work with children in a range of ways to equip them with social and emotional skills to reduce bullying and to be able to counter act and deal with bullying.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DFE Preventing and Tackling Bullying, July 2017)

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals, that intentionally sets out to hurt, harm or humiliate another person or group of individuals by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural background, disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a School, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves. It can take various forms:

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.

- Emotional or Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling; cyberbullying (e.g., via social networking websites, phone calls, text messages, photographs or e-mails) or unpleasant remarks or actions related to any of the following.
    - Race, religion or culture.
    - Sex (e.g., Talking to or touching someone in a sexually inappropriate way).
    - Gender.
    - Transgender (LGBT)
    - Sexual orientation (e.g., homophobic bullying).
    - Disability.
    - Special educational needs, a disability or some other obvious difference, e.g., Stammering or acne
    - A lack of close friends in the School
    - Shyness
- Verbal bullying - may include aggressive name calling, teasing, mockery, insults, use of homophobic, transphobic, racist, sexist, and other types of discriminatory language.

- Sexual harassment - includes making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery or unreciprocated sexual messaging.

- Cyberbullying - is the use of information and communications technology particularly mobile phones, email, social websites, text messages, cameras and the internet, deliberately to upset someone else. It may occur in or outside school and can happen at all times of the day, with a potentially large audience and/or more accessories, since others are able to 'forward on' bullying content at a click.

Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim, is wrong and may well constitute bullying. It is no justification that the bully says or believes that the victim is not upset or hurt by their actions or words. Sanctions of any kind against a pupil are the responsibility alone of staff (in conjunction with parents), and not, other pupils.

Recognising the Signs of Bullying

Bullying is deliberately harmful behaviour over a period of time. The School recognises that any pupil can be bullied, but certain factors that can make bullying more likely are:

- a lack of close friends in the School
- shyness
- race, religion, sexual orientation or social class
- special educational needs, a disability or some other obvious difference, e.g., stammering or acne.

Staff will suspect bullying is occurring if a pupil:

- becomes withdrawn and anxious
- shows a deterioration in their work
- starts to attend School erratically
- has spurious illnesses
- persistently arrives late at School
- prefers to stay with adults
- Unwillingness to return to School
- 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 sickness with symptoms such as stomach pains, headaches etc.
- Unexplained cuts and bruises
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares etc.
- 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.

Preventing Bullying

We take the following preventative measures to ensure that bullying does not become a problem which is associated with Eaton House Schools:

- All new pupils (including our EYFS pupils) are briefed thoroughly on the Schools expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported.
- All new members of staff in their first week at Eaton House Schools are given guidance on the Schools anti-bullying policy and how to react to allegations of bullying. They are required to read the Schools policy as part of their induction. We use 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 TPR, English, Drama and PSHE highlight the issue of bullying & reinforce this message by teaching moral and spiritual values that show bullying to be

unacceptable and by developing social skills and the importance of avoiding prejudice-based language.

- Pupils are taught age-appropriate information about grooming, internet sites containing violent or adult content, and not to share personal information and photographs.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place in line with our policy on Sharing Concerns (Whistleblowing).
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely on the Schools online system and senior management monitor patterns of behaviour.
- We have a strong and experienced pastoral team of Tutors, Heads of Year/Key Stage Leads, and House Masters/Mistresses and in the Girls' and the Prep School, an Assistant Head Pastoral who support the Head and are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.
- Inset sessions are held using outside experts.
- 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.
- 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 encourage co-operation and discussion between teachers and parents.
- Sharing appropriate information between teachers and parents.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

Cyber Bullying – Preventative Measures

In addition to the preventative measures described above Eaton House Schools:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Offers guidance on the safe use of social networking sites and cyber bullying in PSHE and ICT lessons which covers blocking, removing contacts from 'buddy lists' and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in the School.

The School Response to Bullying

At Eaton House Schools, we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the Schools policy on equal opportunities, as well as with its social and moral principles. Bullying can cause psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Any incidents of bullying will be taken seriously and dealt with as quickly as possible.
Staff who receive a report of a bullying incident from a pupil will:

- listen to the pupil's account of the incident
- reassure the pupil that reporting the bullying incident was the right thing to do
- make it clear to the pupil that they are not to blame for what has happened
- make a note of what the pupil says
- explain that the pupil should report any further incidents to a teacher or other member of staff immediately
- the staff member will inform the Head Teacher/Deputy Head Teacher

Staff will ask the pupil:

- what has happened
- how often it has happened
- who was involved
- where it happened
- who saw what happened
- what they have done about it already

If there are concerns that a pupil is suffering, or is likely to suffer, significant harm as a result of bullying, it will be treated as a child protection concern and reported to the local authority's social care department.

Helping Bullies to Change

Staff will spend time to help pupils who have bullied others to change their behaviour. If a pupil is bullying others, staff will:

- talk to the pupil and explain that bullying is wrong and makes others unhappy
- discuss with the pupil how to join in with others without bullying
- talk to the pupil about how things are going at School, their progress and friends
- give the pupil lots of praise and encouragement when they are being kind and considerate to others

Dealing with Serious Bullying

If the preventative measures and peer support strategies do not succeed, serious bullying will be dealt with under the Schools discipline policy. The bully will:

- be removed from the group
- lose any break or lunchtime privileges
- have any item that might have been used for cyberbullying confiscated
- be put in detention
- be banned from a School trip or sports event where these are not an essential part of the curriculum
- be excluded or suspended for a fixed period

In the most serious cases, permanent expulsion will be the most likely sanction if the bullying:

- involves serious actual or threatened violence against another pupil
- amounts to persistent and defiant misbehaviour

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.
- They will inform the Head's 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 their own and asked to write an account of events, age appropriate.
- The 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 a School incident form and signed and dated before it is given to the Head who is responsible for keeping all records of bullying and other serious disciplinary offences, securely in a locked cabinet in the office.
- The Head will inform the form teachers/tutors and House Master/Mistresses of both the bully/bullies and the victim[s] as soon as possible.
- 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 them why revenge is inappropriate. They 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 their behaviour was inappropriate and caused distress. They will be offered guidance on modifying their behaviour, together

with any appropriate disciplinary sanctions as set out in the Schools Behaviour Management Policy, for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion.

- The parents/guardians of all parties should be informed and invited into School to discuss the matter. Their support should be sought. Please note where a pupil has been accused of bullying/harming others, their parents should always be informed of the allegation (although it is unlikely to be appropriate to disclose who has raised the accusations).
- A way forward, including disciplinary sanctions and counselling, should be agreed.

This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the Schools Behaviour Management Policy.

- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Eaton House Schools to attempt to resolve such issues internally under the Schools own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The School may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level.
- If there are concerns that a pupil is suffering, or is likely to suffer, significant harm as a result of bullying, it should be treated as a child protection concern and reported to the local authority's social care department.

Bullying of pupils with Special Education Needs

Children with special educational needs (SEND) can have particular difficulties in relation to bullying. For example, that they may find it difficult to recall events, they may not realise what is happening to them, and their behaviour may mean that Schools are less likely to believe their accounts. They are also at greater risk of suffering bullying. This risk needs to be addressed with a mixture of preventative and responsive work.

There are several tools that can be developed to counter prejudice and foster a positive ethos:

- ensure that pupils with SEND are fully integrated into the life of the School
- ensure that all staff are aware of pupils who are vulnerable and understand their particular needs

- ensure that staff training covers the specific ways in which bullying affects pupils with SEND
- use the curriculum to explore the issue of "difference" and give pupils the opportunity to explain to their peers what it is like to have their special needs or disability
- encourage a positive relationship with the parents of pupils with SEND
- assess any trends or patterns in incidents of bullying affecting this group of pupils
- have a robust and consistent whole-School approach to bullying
- Staff are aware that if children are behaving in a particular way or they are looking distressed or behaviour or demeanour is different that it may not be due to their SEN or disability and it could potentially be that bullying is taking place
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Recording Incidents

All incidents of bullying and discussions with the pupils involved will be recorded, along with the Schools response.

Co-operating with Parents and Carers

The School will ensure that parents are aware of the Schools anti-bullying policy.

The School will encourage parents who suspect that a child is bullying or being bullied to immediately contact the School and make an appointment to see the child's teacher or form tutor as soon as possible. The Head and Deputy Head must be kept informed of all incidents and are involved in the processes.

Parents and carers will be informed of incidents and involved in discussions. The School will discuss with parents how they can work together to stop the bullying.

We work closely with parents/carers to ensure that there is a consistent approach in preventing bullying.

Cyber Bullying - Definition

It is important that staff, pupils and parents are educated to understand what cyberbullying is and what its consequences can be, and that we have effective measures in place to deal effectively with cases of cyberbullying. We must ensure that we monitor the effectiveness of prevention measures. To be aware and understand the use of different technologies to tease, bully or threaten.

Cyberbullying is defined as the use of information and communications technology to deliberately upset someone else.

Cyberbullying can involve Social Networking Sites, like Facebook, Snapchat, Myspace, Tiktok, Instagram, emails and mobile phones used for SMS messages and as cameras. It can change as quickly as the available technology does.

It can be used to carry out all the different types of bullying. It can also go further in that it can invade home/personal space and can involve a greater number of people. It can take place across age groups and School staff and other adults can be targeted. It can draw bystanders into being accessories. It is difficult to eliminate for e.g., pictures placed on the internet.

Cyberbullying can take the forms of, threats, sexting (when young people, either voluntarily or under duress, exchange or forward sexual images of themselves or others. Most of the participants are unaware that sending such images is usually a criminal offence, intimidation, harassment or cyberstalking (where, for example, unwanted messages or texts are sent repeatedly), unauthorised publication of private information or images.

There is a strong link between cyberbullying and sexualised communication or sexual harassment. The pressure to participate, particularly for girls, can be strong and can manifest itself as bullying. For further information please see a separate Cyber-Bullying Policy.

Homophobic Bullying

Homophobic bullying refers to young people who are, or may be, lesbian, gay, bisexual, transgender or who have friends and family who are. It can be particularly difficult to deal with as the victim may not wish to tell anyone. Studies have found that three out of five gay pupils never tell anyone when they are being bullied.

Homophobic bullying and the use of derogatory language is not tolerated in the School and will be dealt with if it does occur. Prevention measures are always better to prevent any form of bullying.

Racist Bullying

Racist bullying targets a person's family and culture as well as their personal characteristics, resulting in wider feelings of hurt on the part of the victim. It can be seen to be sanctioned by a wide group of people, leading the victim to assume that others in the same cultural group share the same opinions and cannot, therefore, be trusted.

The ethos of the School is vital in combating racist bullying. Pupils must feel secure about reporting incidents and that their reports will be dealt with effectively.

Six themes can be used in every curriculum subject to help tackle some of the underlying beliefs that fuel racism:

- shared humanity: similarity, sameness and universality
- difference and diversity: contrasting stories and interpretations
- interdependence: borrowing, mingling and mutual influence
- excellence everywhere
- identity and belonging
- race, ethnicity and justice.

In dealing with instances of racism, perpetrators should be helped to understand their own behaviour and how they might change it. It should be recognised that for younger pupils in particular, racist actions and language may be part of the home environment.

Sanctions

For all incidents of bullying, disciplinary sanctions will normally be applied, and this may extend to suspension, required removal or - in the gravest cases of severe or persistent bullying - expulsion.

EYFS Children

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They must learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. All Heads' with EYFS children within their Schools, are in day-to-day charge of the management of behaviour in the EYFS classes.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Parents are always informed via a note in the homework diary when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the School to discuss the situation with their child's Teacher and the Head and to agree a joint way of handling the difficulty.

Complaints Procedure

Parents and pupils are encouraged to use our complaints procedure (which is published on our website) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled. The complaints policy explains how to complain to Ofsted.

Training

All Schools should provide training for teaching and support staff on the implementation of the School behaviour management and bullying policies. Only through regular training can a consistent whole School approach be achieved in both behaviour management and in applying strategies to combat bullying.

Training programmes should aim to embed the following skills:

- How to identify the root causes of challenging behaviour
- How to recognise low-level signs of distress and anger
- How to communicate effectively and engage with young people
- How to negotiate with young people and their parents or carers
- How to work with external agencies and in multi-agency relationships
- How to demonstrate high-quality and effective classroom practice, teaching and pupil behaviour management

Eaton House Schools staff complete training in Online Safety and Anti-Bullying Awareness.

Monitoring and Review

This policy is regularly monitored by the Senior Management Team to ensure that it is working as effectively as possible. The policy is also monitored and reviewed annually by the Governors.

Incident and Action Record

Date:	Staff Reporting:
Name:	Form:
Names of those involved:	
Description of Incident:	
Action taken:	