

ANTI-BULLYING POLICY

Version 4.0

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Reviewer:	C. Drugan
Governor Link:	Chair of People

ANTI-BULLYING POLICY

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

A. Guiding Principles

We believe that our school is a caring, positive and safe environment that promotes the social, moral and physical development of every individual. East Barnet School is a community where everyone has the right to feel happy, to be treated fairly and to be valued and respected. The whole community, including staff, governors, parents and students, has a full and active part to play in protecting everyone who is part of our community from harm.

We have a collective responsibility to ensure all students feel safe and secure by not tolerating bullying of any kind and dealing with all bullying behaviours in a positive manner that resolves issues and empowers members of the school community.

The school's Anti-bullying policy applies to student behaviour both in school and off-site.

B. Definition

Bullying is defined as deliberately hurtful behaviour that is repeated over a period of time. It can be the persistent action of an individual towards one or more others or the multiple victimisation of an individual by several others.

According to Kidscape (<https://www.kidscape.org.uk/>):

- i. It involves aggression (deliberate) and an unequal power relationship.
- ii. It results in pain and distress and is persistent.
- iii. Some of the most damaging bullying is verbal and bullying can also be non-verbal and non-physical (e.g. deliberately ignoring someone).
- iv. Social media is sometimes used to bully young people out of school.

These types of behaviours are defined as:

- a) **Verbal:** When an individual uses verbal language (e.g., insults, teasing, etc) to gain power over his or her peers.
- b) **Physical:** This is any bullying that hurts someone's body or damages their possessions.
- c) **Emotional:** Any act including confinement, isolation, verbal assault, humiliation, intimidation, or any other treatment which may diminish the sense of identity, dignity, and self-worth.
- d) **Sexual:** Can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.
- e) **Homophobic:** Is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation.
- f) **Racial:** Bullying or harassing a person because of their race.
- g) **Cyberbullying by text, email, messaging, hacking:** The use of electronic communication (including devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites) to bully a person, typically by sending messages of an intimidating or threatening nature.
- h) **Peer on peer:** Any physical, sexual, emotional and financial abuse, and coercive control, exercised within young people's relationships.

C. Requirements

- i. All individuals in the school community have a responsibility to respond to any allegation of bullying in a serious and supportive manner.
- ii. The school will ensure that all staff are trained to identify all forms of bullying and can follow the school policy and procedures (including recording and reporting incidents).
- iii. All concerns and reports of bullying will be investigated and appropriate procedures followed.
- iv. Appropriate senior pastoral staff will deal with incidents of bullying in their year group and will inform the Designated Safeguarding Lead if the incident is considered a safeguarding issue.
- v. The school will hold a central record of incidents of bullying.
- vi. The school will actively promote the message that all forms of bullying are unacceptable and will be dealt with in an appropriate manner. This will be communicated through PSHEE, assemblies and form time.
- vii. The school will provide opportunities and information to students that inform them of what to do if they or someone that they know are being bullied.
- viii. The school will regularly canvas students' views on the extent and nature of bullying.
- ix. The school will liaise with other agencies and stakeholders to prevent and address concerns.

D. MONITORING AND REVIEW

- i. This policy and its impact will be monitored by the Head of PSHEE who will liaise with students, parents/carers, staff and governors and other appropriate stakeholders.
- ii. The Head of PSHEE will produce a report based upon both the findings from the annual student bullying questionnaire and the reports of bullying to determine what can be learned from students' views to improve the school's anti-bullying strategies.
- iii. Recommendations for change to effect improvement will be made and enacted annually.

This policy works in conjunction with the following policies:

- EBS Child Protection Policy
- EBS Behaviour Policy
- EBS ESafety Policy

The following documents have informed the drafting of this policy

- DfE Statutory Guidance: Keeping Children Safe In Education (Sept 2016)
- DfE Preventing and tackling bullying (Advice for headteachers, staff and governing bodies) (October 2016)
- DfE Cyberbullying: Advice for headteachers and school staff (Nov 2014)

Signs of bullying

Signs of bullying (taken from the KIDSCAPE website)

Children do not always ask directly for help or discuss their concerns openly. When bullying is involved, they may feel at fault or anticipate that there will be negative repercussions if they tell an adult.

Changes in a child's behaviour and body language cannot indicate for certain that bullying is happening. However, the following signs will certainly tell you that something may be wrong.

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Uses excuses to miss school (headache, stomach ache etc)
- Begins to suffer academically
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises or shows signs of being in a fight
- Comes home starving (money / lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Changes their eating habits (stops eating or over eats)
- Goes to bed earlier than usual
- Is unable to sleep
- Wets the bed
- Is frightened to say what's wrong
- Gives unlikely excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a text message or email is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should always be investigated.

Signs a child is bullying others (taken from stopbullying.gov website)

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Advice for staff

The physical environment is no longer the only place in which bullying can take place. Technology is increasingly being used to 'cyber-bully' others. Whether this use of technology happens within or outside the confines of school it is still the responsibility of school to address the issue and adopt the same anti-bullying practice as would be used in the physical world.

The playground is still the most typical place that bullying takes place, but corridors, toilets and classrooms are also common sites.

Key points to observe with all forms of bullying:

- Never ignore suspected bullying
- Don't make premature assumptions or ask leading questions
- Listen carefully to all accounts – several students saying the same thing does not necessarily mean they are telling the truth
- Follow-up repeatedly, checking bullying has not resumed.
- With cyber-bullying make sure the victim saves evidence rather than deletes it.

The five points above provide guidance for all staff but must be carried out in conjunction with the school referral procedure by the appropriate Heads of Year / Assistant headteachers / Associate Deputy headteachers.