



The Eaglewood School

“Raising Aspiration and Changing Lives”

Anti-Bullying Policy

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Headteacher Target Audience:	All Staff; All Students; Parents; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Biennially**.

Aims of Policy

- The Aim of this Policy is to promote a supportive, caring, safe environment free from threat, harassment and any type of bullying in which both learners and teachers can work happily and safely to achieve their full potential.
- To emphasize that no form of bullying will be tolerated at The Eaglewood School.
- To help ensure that students and parents are supported appropriately when bullying is reported.

Objectives of Policy

- All governors, teaching and non-teaching staff, students and parents understand what constitutes bullying.
- All students and parents know what the school policy is on bullying, and what they should do if bullying arises.
- All governors, teaching and non-teaching staff know what the school policy is on bullying and follow the school policy.

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The main types of bullying in educational settings are:

- Physical (hitting, kicking, theft,).
- Verbal (name calling, racist remarks, sexual and homophobic or gender remarks).
- Indirect (spreading rumours, excluding someone from social groups).
- Cyberbullying (the use of mobile phones and/or the internet deliberately to upset someone else) .

Bullying of individuals who are in some way vulnerable, may also include those groups covered as protected characteristics in the Equality Act 2010.

The Eaglewood School believes that:

- Bullying at any level is a barrier to learning and positive relationships;
- No one deserves to be a victim of bullying;
- Everybody has the right to be treated with respect;
- Students who are bullying need to be taught to adopt different ways of behaving;
- The Anti Bullying Policy must be promoted / adhered to throughout the school.

Restorative Justice

- Given the Alternative Provision context of The Eaglewood School and the emotionally vulnerable profile of the student body, pupils proved to be bullying others will be guided and supported to address unacceptable behaviours equally as much as victims are supported to overcome incidents of bullying.
- Restorative Justice Principles will be used in situations, where those involved in incidents of bullying will be invited: to share what has happened; what the impact of their bullying on those involved has been; and what they need to do to put things right.
- Differences in Authoritarian Approach and Restorative Approach are:

Authoritarian Approach	Restorative Approach
Rule – breaking	Harm done to individuals
Blame or guilt	Responsibility and problem solving
Punishment to deter	Repair, apology and reparation
The needs of those affected are ignored	The needs of those affected are addressed
Impersonal processes	Interpersonal processes
Unmet needs behind behaviour are ignored	Unmet needs behind behaviour are addressed
Accountability = being punished	Accountability = putting things right

Signs and Symptoms of Bullying

A child may indicate, by signs or behaviour, that he or she is being bullied.

Adults – including parents, carers and professionals supporting a child - should be aware of these possible signs and inform the school immediately if they detect them.

Possible signs of bullying include if a child:

- Is frightened of walking to or from the school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to the school.
- Changes their usual routine.
- Is unwilling to go to the school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Attempts to threaten suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in academic work.
- Arrives 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.
- Comes home hungry (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.

- Is afraid to use the internet or mobile telephone.
- Is nervous and jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated and reported to the school.

Reporting Incidents of Bullying - Procedures

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or who has observed the bullying.
- A clear account of the incident will be recorded on Appendix 1 (Bullying Incident Report Form) and submitted to the Deputy Headteacher who will determine with which other staff it is appropriate to share. An entry should also be made on CPOMS.
- Where appropriate, parents of those involved will be asked to come into school to discuss the incident.
- If necessary and appropriate, police will be consulted.
- If all parties agree, the incident will be dealt with according to the school's restorative justice approach.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

The following disciplinary steps can be taken:

- Official warnings to cease offending.
- Arrangements to be made to attend anti bullying sessions.
- Exclusion from certain areas of the school's premises.
- Exclusion from certain activities.
- Fixed Term Exclusion from the school.
- Loss of place at The Eaglewood School. Student to return to Home School.

Prevention

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Pathways, Tutorial time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Examples are:

- Citizenship programme.
- Writing stories and poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Role-plays.
- Discussions about bullying and why it matters.
- Signing a behaviour contract.
- Peer support.

Responsibilities

- Students should report any incident of bullying to a member of staff or trusted adult as quickly as possible.
- Students should treat each other with respect, showing, care and courtesy at all times.
- Students should co-operate with each other and resolve differences sensibly.
- Parents/carers should encourage their children to report bullying (rather than fight back).
- Parents/carers should discourage their children from valuables into school to reduce the risk of theft or extortion.
- Parents/carers of children accused of bullying will be invited into school to discuss their child's behaviour.

Cyberbullying

Cyberbullying can be defined as the use of mobile phones and/or the internet deliberately to upset someone else. Although all bullying behaviour is designed to cause distress and harm, there are several things that make cyberbullying 'different' to bullying behaviour.

- The invasion of home/personal space.
- It can be an extension of face-to-face bullying behaviour.
- Usually involves more people.
- Can take place across different age groups.
- Being excluded from a network group can be extremely hurtful.
- Anonymity – using another person's identity, i.e. 'hacking' accounts.

IMPACT - The audience can be very large and information can be seen by very many, very quickly. When a message is sent, or a picture is made public, it becomes very difficult to control who might see it or have copies of it. This makes it very difficult for the victim to gain a sense of 'closure' over an event. So a single incident can be experienced as multiple attacks. People who cyberbully may try to remain anonymous, this can be disturbing for the victim who may be aware that the person is within their circle of friends but not aware of the actual identity.

BYSTANDERS - Bystanders to cyberbullying can easily become the perpetrators. By passing on, or showing to others, information that is designed to humiliate someone you become an active participant in bullying behaviour. They may not recognise themselves as participating in bullying behaviour but their involvement compounds the misery for the person targeted. It is important that students are aware that their actions can have severe and distressing consequences.

TEXT MESSAGES - Sending abusive text messages means that cyber-bullying can take place any time of the day or night, and the target of the cyberbullying can be reached in their own home, even their own bedroom. While students are told that within school they should walk away from bullying behaviour, it isn't possible to walk away from constant 'phone messages which are created to cause upset. Schools now have broad new powers to discipline and regulate the behaviour of students even in certain circumstances when they are off the school site – these are set out in the Education and Inspections Act 2006.

WHY? – Some Cyberbullying is clearly deliberate and aggressive, however, some instances of cyberbullying are known to be unintentional, usually the result of not thinking, or a lack of awareness, of the consequences. Online behaviour is generally less inhibited than offline behaviour. People say things to others online that they would not say offline. Something that could be meant as a ‘joke’ may not be received as such and might even be deeply upsetting or offensive to the recipient. The bully cannot see the person being bullied so the impact of the message is not seen. A single act can have unintended consequences. Sending a ‘funny’ (i.e. embarrassing or humiliating) picture of a fellow student (even a friend) to someone could be viewed as a oneoff incident, but the speed of technology means that the sender loses control of the image they have sent. This can lead to wide circulation (very quickly) and can have consequences for the person being bullied far beyond what the original sender may have anticipated.

PREVENTING CYBERBULLYING - There isn’t one single solution but the following five actions offer an effective approach to prevention

- Understanding and talking about cyberbullying.
- Updating existing policies and practices.
- Making reporting cyberbullying easier.
- Promoting the positive use of technology 7.
- Evaluating impact of prevention activities.

Under the Education and Inspections Act 2006, schools have new powers in relation to out-of school bullying. Staff members and governors will need to understand what these are, so that they can deal with or refer cases appropriately. Students and parents will need to know that the school can provide them with support if cyberbullying takes place out of school.

The role and responsibility of bystanders is very important. In cases of cyberbullying, bystanders have an active role. By forwarding messages, contributing to discussions in a chat room, or taking part in an online poll, this makes them active participants.

Stay Cyber Safe by using the following **SMART** rules <http://www.childnet.com>

	Keep safe by being careful not to give out your personal information - such as your name, email, home address, school name or phone number - to people online.
	Meeting someone you have only been in touch with online can be dangerous.
	Accepting emails, messages on IM or opening files, pictures or texts from people you don't know or trust can lead to problems.
	Someone online may be lying about who they are...
	Tell your parent or carer if someone or something makes you feel uncomfortable or worried.



Appendix 2

Bullying Incident Report Form

Reported by:		
Date(s) of incident(s):.....		
Time(s) of incident(s):.....		
Locations(s) of incident(s):.....		
Details of people involved		
Please include names, genders, ages, ethnic origin, and Looked After Children or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement.		
1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved		
Bullying incident related to: tick all that apply		
Race	<input type="checkbox"/> Appearance or health condition	<input type="checkbox"/>
SEN or disabilities	<input type="checkbox"/> Sexual orientation	<input type="checkbox"/>
Gender	<input type="checkbox"/> Religion or culture	<input type="checkbox"/>
Age	<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

Forms of Bullying: tick all that apply			
Physical Aggression	<input type="checkbox"/>	Damaging/Taking personal property	<input type="checkbox"/>
Deliberate exclusion	<input type="checkbox"/>	Verbal threats	<input type="checkbox"/>
Name calling	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber bullying	<input type="checkbox"/>	Extortion	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>		
Frequency and duration of bullying behaviour:			
Once or twice	<input type="checkbox"/>	Persisting over two months	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>	Persisting for more than a year	<input type="checkbox"/>
Other notes on incident: including relevant previous behaviour			
Checklist: Tick as appropriate			
Does incident involve same person?	<input type="checkbox"/>	Has a follow up date been set?	<input type="checkbox"/>
Have parents/carers been notified?	<input type="checkbox"/>	Has action been agreed with victim?	<input type="checkbox"/>
Had individual discussions with all?	<input type="checkbox"/>	Has action been agreed with perpetrator?	<input type="checkbox"/>
Had group discussion with all Involved	<input type="checkbox"/>	Are notes and comments attached?	<input type="checkbox"/>
Other actions:			
Medical treatment required?	<input type="checkbox"/>	Referral to other agencies?	<input type="checkbox"/>
Police involvement?	<input type="checkbox"/>	Specific report from staff attached?	<input type="checkbox"/>
Report to governors?	<input type="checkbox"/>	Anti Bullying Policy review	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>		

Details of actions agreed with everyone involved - including parents and carers where appropriate:

Follow up review, dates and interventions:

Completed by:.....

Role:**Date:**.....

Outcome of follow up and further actions taken:

Has the bullying stopped? YES NO

Describe any other outcomes, who was involved and when they occurred: