The Eaglewood School

"Raising Aspiration and Changing Lives"

Anti-Bullying Policy

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Persons/Committees consulted whilst document in draft:	Headteacher and Governing Body
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Headteacher Target Audience:	All Staff; All Students; Parents; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Biennially.**

School Statement on bullying

Our school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Aims and purposes of the policy

Bullying of any kind is unacceptable. At our school the safety, welfare, and well-being of all students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study. We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures. Related policies: Recognition, Relationship and Behaviour Policy, Child Protection Policy, Safeguarding Policy.

Definition of Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

The nature of bullying can be:

- PHYSICAL – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- ATTACKING PROPERTY – such as damaging, stealing or hiding someone's possessions – VERBAL – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- PSYCHOLOGICAL – such as deliberately excluding or ignoring people

- CYBER – such as using text, email or other social media to write or say hurtful things about someone

Bullying behaviours are characterised by the following attributes:

- The behaviour is repeated
- The behaviour is intentional
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
- The behaviour causes physical or emotional harm for the individual or group who is targeted

Bullying can be based on any of the following things:

- RACE (racist bullying)
- RELIGION OR BELIEF
- CULTURE
- SOCIAL CLASS OR SOCIO-ECONOMIC BACKGROUND
- GENDER (sexist bullying) – SEXUAL ORIENTATION (homophobic or biphobic bullying)
- TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY (transphobic bullying)
- SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY
- APPEARANCE – RELATED TO HOME OR OTHER PERSONAL SITUATION
- RELATED TO ANOTHER VULNERABLE GROUP OF PEOPLE [for example, LAC students]

Reporting bullying

STUDENTS WHO ARE BEING BULLIED: If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Texting – 07585 460994
- Emailing – admin@eaglewoodschool.co.uk
- Phoning - 01425 460994

- Report to a teacher such as the class TA, class tutor or non-teaching staff.
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform the student's tutor.

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. The Senior Leader responsible for anti-bullying is Mr J Wood, Deputy Headteacher.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

STUDENT: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:
- Staff will record the bullying on CPOMS and also record the incident centrally on CPOMS
- Mr J Wood, Deputy Headteacher, will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body

- Support will be offered to those who are the target of bullying from the all our staff in school, or through the use of restorative practice programme.
- Staff will pro-actively respond to the bully, who may require support from the colleagues, SLT or outside agencies, or through the use of restorative justice programmes.
- Staff will assess whether parents and carers need to be involved.
- Senior staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of online bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school, and report and respond according to their responsibilities as outlined in this policy.

Derogatory language or offensive language is not acceptable

This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, and recorded and monitored on CPOMS. Follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A student-friendly anti-bullying policy via the school council and tutor group ensures all students understand and uphold the anti-bullying policy.
- Our Recognition, Relationship and Behaviour Policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.
- Our curriculum includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.
- Whole-school and year group assemblies help raise students' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The SEMH Programme incorporates, amongst other things, Anti-bullying week, Black History Month and LGBTQ+ History Month.
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and students across the school.
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, like our school council, tutor programme and personal development curriculum through the anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate. – Pastoral Review Days, Welcome Wednesday Parent group

Training

The head teacher is responsible for ensuring that all school staff, both teaching and nonteaching receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

The head teacher is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and SLT will monitor via learning walks and focus groups with students.

School statement on bullying - Student friendly anti-bullying awareness and guidance

Our school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

What is bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

What does bullying look like?

Bullying can be:

 – Hitting or threatening to hit someone

 – Touching someone inappropriately or without their consent

 – Calling someone names or spreading rumours or gossip about someone

 – Stealing, hiding or damaging someone's property

– Deliberately ignoring someone or leaving them out

– Sending hurtful or unkind texts, emails or online messages to or about someone

 Remember that bullying isn't just physical and it can happen outside or inside school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying. What kinds of bullying can happen?

 Bullying can be based on any of the following things:

 – RACE (racist bullying)

 – RELIGION OR BELIEF

– CULTURE

– SOCIAL CLASS OR SOCIO-ECONOMIC BACKGROUND

– GENDER (sexist bullying)

– SEXUAL ORIENTATION (homophobic or biphobic bullying)

– TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY (transphobic bullying)

– SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY

– APPEARANCE

– RELATED TO HOME OR OTHER PERSONAL SITUATION

– RELATED TO ANOTHER VULNERABLE GROUP OF PEOPLE

Not every type of bullying is on this list. (Further information can be find in the Glossary and examples of bullying in the appendix)

If someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, that is bullying.

What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult.

There are many different ways to report bullying:

– Tell a teacher, such as your form tutor, or your TA, or a trusted adult.

– Tell a friend and report it together.

– Report it to other school staff such, a social worker, youth worker, family.

- Texting – 07585 460994
- Emailing – admin@eaglewoodschool.co.uk
- Phoning - 01425 460994

– You can call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential which means they will not tell anyone else about what you have said. School staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved. A student-friendly anti-bullying

Dear [name of parent/carer],

 As you are aware, our school takes the well-being of all students very seriously.

I am pleased, therefore, to inform you of Englewood's anti-bullying policy.

This school is a place where every person has the right to be themselves, and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Bullying of any nature or form is unacceptable.

We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

The safety, welfare, and well-being of all students and staff is a key priority. We actively promote values of respect and equality, and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in a diverse society. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study.

 We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

Summary of anti-bullying policy:

 – Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

– Bullying can be physical, verbal, psychological, cyber (online or via text) or involve the damaging or stealing of property

 – Bullying can be based on lots of different things, including someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexism), sexual orientation (homophobic or biphobic bullying), trans or non-binary identity (transphobic bullying), special educational needs, additional learning needs or disability, appearance, or home circumstance – [See our Bullying appendix for Glossary of other groups anti-bullying policy] – Derogatory or offensive language is not welcome in our school.

All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved

– If you think your child is experiencing bullying you can contact

- Texting – 07585 460994
- Emailing – admin@eaglewoodschool.co.uk
- Phoning - 01425 460994

– Your child can also report bullying within the school to any member of staff

– The full anti-bullying policy is available on our website at www.eaglewoodschool.co.uk

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As parent(s)/carer(s) I/we understand the school's anti-bullying policy and will do our/my best to make sure that our/my child(ren) follow(s) it

Please sign below Signed:

_____

Date:

_____

Glossary

This list will help you to understand some of the more common terms you might come across when tackling homophobic, biphobic and transphobic bullying and talking about lesbian, gay, bisexual and trans (LGBTQ+) people. See Stonewall's guidance for teachers on supporting LGBTQ+ young people for more information

SEXUAL ORIENTATION

A person's sexual attraction to other people, or lack thereof. Along with romantic orientation, this forms a person's orientation identity. Stonewall uses the term 'orientation' as an umbrella term covering sexual and romantic orientations.

ROMANTIC ORIENTATION

A person's romantic attraction to other people, or lack thereof. Along with sexual orientation, this forms a person's orientation identity.

GENDER IDENTITY

A person's innate sense of their own gender, whether male, female, non-binary or something else, which may or may not correspond to their sex assigned at birth.

SEX

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'

LESBIAN

Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

GAY

Refers to a man who has a romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

BI

Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoaromatic identities.

TRANS

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, genderqueer (GQ), gender-fluid, non-binary, gendervariant, crossdresser, genderless, agender, nongender, third gender, bigender, trans man, trans woman, transmasculine, trans-feminine, and neutrois.

LGBTQ+

The acronym for lesbian, gay, bi, trans, queer, questioning and ace. HOMOPHOBIA the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. This can also include denying somebody's lesbian, gay or bi identity or refusing to accept it.

Homophobia

May be targeted at people who are, or who are perceived to be, lesbian, gay or bi. BIPHOBIA is the fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. This can also include denying somebody's bi identity or refusing to accept it.

Biphobia

may be targeted at people who are, or who are perceived to be, bi.

TRANSPHOBIA

Is the fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans. At Stonewall, we use 'trans' as an umbrella term to describe people whose gender identity is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This includes non-binary people.

GENDER STEREOTYPES

The ways that society expects people to behave according to their gender, or what is commonly accepted as 'normal' for someone of that gender.

COMING OUT

When a person first tells someone/others about their identity as lesbian, gay, bisexual or trans

QUESTIONING

The process of exploring your own sexual orientation and/or gender identity.

QUEER

Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation, and/ or gender identity. It can also be a way of rejecting the perceived norms of the LGBTQ+ community (racism, sizeism, ableism etc). Although some LGBTQ+ people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.

CISGENDER

Refers to someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people NON-BINARY An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

TRANSSEXUAL

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

ACE

Is an umbrella term used to describe a variation in levels of romantic and/ or sexual attraction, including a lack of attraction. Ace people may describe themselves using one or more of a wide variety of terms, including, but not limited to, asexual, aromantic and demisexual.

ASEXUAL

Is used to refer to someone that does not experience sexual attraction.

GREY-A

Is used to describe someone who identifies somewhere between sexual and asexual.

AROMANTIC

Is used to refer to someone that does not experience romantic attraction.

GREY-ROMANTIC

Is used to describe someone who identifies somewhere between romantic and aromatic.

DEMISEXUAL

Is used to describe someone who only experiences sexual attraction after an emotional bond has been established.

DEMIROMANTIC

Is used to describe someone who only experiences romantic attraction after an emotional bond has been established.

TRANSGENDER MAN

A term used to describe someone who is assigned female at birth but identifies and lives as a man.

TRANSGENDER WOMAN

A term used to describe someone who is assigned male at birth but identifies and lives as a woman.

INTERSEX

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female or non-binary.

GENDER DYSPHORIA

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth

GENDER NONCONFORMING

Someone who does not conform to stereotypical gendered expectations

PRONOUN

words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir.

For an extensive glossary of key terms that is updated regularly, please see Stonewall's glossary of terms.