

ANTI-BULLYING POLICY

School's Mission

*"We **challenge, inspire and empower** each other to **succeed** in realising our fullest potential, by pursuing **opportunities** to become passionate life-long learners, prepared to contribute in this rapidly changing world."*

School's Vision

"EGIS aims to provide a world-class education enriched by international approaches in an atmosphere that empowers everyone to be self-critical, recognising the need for growth and change whilst constantly striving for excellence."

1. Aims and Objectives

EGIS is committed to providing a caring, friendly and safe environment for all of our pupils. Bullying of any kind is unacceptable and will not be tolerated as we recognise its seriousness and its possible impact which can lead to psychological damage, both short and long term. Bullying is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We believe that every student has a right to enjoy an education free from fear and distress and the purpose of this policy is to set out guidelines and procedures to achieve this important objective.

- At EGIS, we believe that by developing a school culture in which bullying is regarded as unacceptable and promoting excellent values, positive behaviour and relationships between all members of the community, we can prevent bullying from arising in the first place.
- All members of the school are expected to treat each other with consideration and respect and to support children who are being bullied, to make them feel safe again, rebuild their confidence and self-esteem.
- The school will react firmly and promptly to cases of bullying and educate children to understand that bullying is not acceptable and that serious bullying may cause psychological damage.
- If instances do occur it is essential that early intervention takes place by staff, students and parent/carers in order to prevent recurring or serious cases.
- Interventions will be applied fairly, consistently and reasonably, taking into account all the facts and circumstances of each case.
- If a serious or recurring case does arise it must be addressed by a member of staff immediately according to the guidelines identified in this policy.
- This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The systems and procedures set out in this policy are linked to other relevant school policies: Cyberbullying, Online Safety, Behaviour and Safeguarding.

1.1 Why is it important to respond to Bullying?

- No one deserves to be a victim of bullying.
- Everybody has the right to be treated with respect.
- Bullying will impact self-esteem and can cause psychological damage.
- Bullying interferes with pupils' welfare and education.
- Pupils who are bullying others need to learn how to modify their behaviour.

2. Definition of Bullying

Bullying may be defined as **repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe. It is unwanted and often aggressive behaviour that involves a real or perceived power imbalance.**

Bullying is an act that is likely to evoke emotional distress or cause physical harm.

2.1 Forms of Bullying

Bullying can take many forms – emotional, physical, racist, sexual, homophobic, verbal, cyber, and include...

- persistent name calling;
- pointedly ignoring an individual resulting in isolation;
- interfering with another person's property on a regular basis;
- making comments about family, friends, appearances, race, sexuality, religion, and personal matters;
- any comment on behaviour which upsets and causes hurt to another person;
- making false accusations or spreading rumours;
- the use of technology to hurt or cause upset to another person – cyberbullying. Please note the school has a separate policy on Cyberbullying.

2.2 Some Examples

- Written: spreading antagonistic notes, letters, messages
- Graphic: a sketch or drawing that may contain harassing gestures towards another person
- Cyber: all areas of internet such as email, abuse of internet chat room and social websites
- Mobile: threats by messaging & calls. Misuse of associated technology, i.e. camera & video facilities
- Racial: racist taunts, graffiti, gestures
- Religious: directed towards a particular faith or worship or lack of faith
- Gender/Sexual: unwanted physical contact or sexually abusive comments
- Sexist: sexist taunts, graffiti
- Homophobic: focusing on the issue of sexuality
- SEN/Disability: aiming at a certain educational, mental, physical or sensory disability/impairment
- Cultural: directed towards a particular culture

3. Signs and Symptoms

Adults should be aware of the possible signs and symptoms. They should investigate if a child:

- *doesn't want to go on the school bus;*
- *doesn't want to come to school;*
- *begs to be driven to school;*
- *changes their usual routine;*
- *becomes withdrawn or anxious;*
- *lacking in confidence;*

- *starts stammering;*
- *cries themselves to sleep at night or has nightmares;*
- *feels ill in the morning;*
- *begins to do poorly in school work;*
- *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 monies "lost";*
- *has unexplained cuts or bruises;*
- *comes home hungry/ lunch has been stolen;*
- *becomes aggressive, disruptive or unreasonable;*
- *bullying other children or siblings;*
- *stops eating;*
- *frightened to say what's wrong;*
- *gives improbable excuses for any of the above;*
- *is afraid to use the internet or mobile phone;*
- *nervous when cyber message is received.*
- *In more extreme cases a child may run away or attempt/ threaten suicide.*

4. Procedures

Each incident will be treated as a special case and will be initially dealt with by the Class Teacher/Form Tutor and the Key Stage Coordinator/Head. All staff will be expected to deal sympathetically with minimum delay once an incident is reported, with students who are the victims of (alleged) bullying. Witness statements may be taken and evidence gathered from a variety of sources in order to substantiate or disprove claims. The class/form teacher and senior staff will always be informed of reports of bullying.

We will use the following levels as a guide when dealing with incidents involving bullying:

Low-Level: Teachers deal with the matter and note it in writing, and interviews victim, bully, witnesses if necessary. The KS Coordinator/Head is informed.

Medium-Level: Teacher informs KS Coordinator/Head who contacts parents of victim/bully for a meeting,

High-Level: KS Coordinator/Head informs the Deputy Principal/School Principal who informs the Parents/authorities for a conference.

4.1 School Procedures

- In most cases of (low-level) bullying, the Class Teacher/Form Tutor will deal directly with the children involved and any minor issues will be resolved.
- In case of serious incidents or concerns the parents of both the victim and the bully will be informed and will meet to discuss the problem. The KS Coordinator/Head will be informed of this meeting and may also attend. A written record will be made with actions noted.
- Any child exhibiting bullying behaviour will be educated in ways that are designed to address and change their behaviour.
- All bullying incidents on school buses will be reported by the Bus Supervisor. Procedures and sanctions specified in this policy are applicable to bus incidents.
- Persistent or repeated bullying will result in more serious action.

- The victim may receive additional support where deemed appropriate.
- The bully may receive additional support and mentoring to avoid repetitive patterns of behaviour.
- Wherever possible the school will employ restorative practices for the bully and victim.
- In all cases the school seeks to reconcile pupils.
- The school will respond in a timely and effective manner.
- The school maintains written records and details to resolutions/sanctions.
- The teachers in consultation with the relevant Key Stage Coordinator, will review records to enable patterns to be identified and report to the SLT as appropriate and when necessary for further action.
- Where appropriate bullies and victims may be referred for Counselling support.

5. Prevention

5.1 School

- Pupils are encouraged to express their feelings and to understand what the term *bullying* means through regular PSHE/SMSC/Global Citizenship lessons.
- The school runs an annual anti-bullying week to educate and address bullying with Pupils, Teachers and Parents.
- Children are encouraged to report bullying incidents to their Class Teacher/Form Tutor or Duty Staff. Parents are also encouraged to report any concerns to the school.
- The school will endeavour to ensure strict confidentiality, anonymity and protection for those who report bullying occurrences.
- The school monitors bullying and the effectiveness of procedures (e.g. via pupil questionnaires).
- The school monitors all records of bullying to identify patterns in: individuals, class, year group, groups, places (including school buses) and locations and times of day.
- KS Coordinators who are also Pastoral leaders and members of the SLT will raise awareness of staff (particularly of emerging patterns) through focused meetings (briefings, staff meetings, key stage and year group, Curriculum Support and case conferences).
- Action is taken to reduce the risk of bullying at times and in places where it is most likely to occur, and where patterns have been identified through the monitoring of records (examples include: review of Duty Rotas, supervision arrangements, training of bus supervisors, and Trips Policy and procedures).
- The school will ensure bullying incidents are properly and fairly dealt with.
- The school makes the anti-bullying policy available to all staff, parents and pupils

5.2 Pupils

- Will be given a clear understanding of school expectations on behaviour through assemblies, PSHE sessions and via the signed and published Behaviour Policy and Code of Conduct. Pupils need to know of the harm that bullying causes and of the range of sanctions that the school is obliged to use, including the involvement of outside agencies if necessary.
- Will be given a clear understanding of the definition, impact and seriousness of bullying through the curriculum (year group projects, drama, stories, literature, historical events, current affairs).
- Will know what to do and who to turn to if they are being bullied.
- Will know what to do if they witness others being bullied. Pupils have a duty to report bullying whether it is happening to themselves or others.
- Pupil representatives (Student Council and/or Prefects) have a duty to report problems of bullying, individual or group, and to be involved in fashioning solutions with the school.

- Will receive further support as necessary.

5.3 Teaching Staff

- Have knowledge of the policy and are aware of the signs of bullying;
- pro-actively supervise break times and look out for evidence of bullying;
- pro-actively report and respond to incidents and patterns identified and reported by middle and senior leaders;
- effectively cover the topic in PSHE/SMSC/Global Citizenship;
- effectively cover the topic in assemblies and other educational elements such as group projects, drama, stories, literature, historical events, current affairs;
- apply effective and appropriate deterrents consistently and fairly;
- report persistent bully/bullies to the appropriate staff for further action;
- give careful consideration to pairing/grouping arrangements during school activities/trips.

5.4 Parents

- Parents need to know that the school takes bullying seriously, and be aware of the serious sanctions for persistent and severe cases.
- Parents need to support the school in stopping bullying, particularly in cases where their children have been found to be bullying other pupils at School.
- Parents need to be informed about bullying, particularly in knowing the signs and symptoms.
- Parents need to accept school judgments and verdicts to bullying incidents, as long as it follows procedure as outlined in this policy.

We use the following methods for helping children to prevent bullying, as considered appropriate and relevant by the class/form teacher. These activities may form part of the school's PSHE programme and be dealt with in Circle Time, Tutor Time, Assemblies, or may be handled on an individual basis:

- The Golden Rules: Be kind, be gentle, be honest, respect property, work hard, be a good listener. Rules are displayed in classrooms and are referred to in assemblies and by teachers.
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Sharing stories about bullying
- Making up role plays
- Discussions in literature, historical events, current affairs
- Anti-bullying week
- Outside experts can be called on to deliver anti-bullying or cyber bullying workshops to pupils

Although incidents of bullying in our school are rare, teachers should be aware of the following higher risk areas and times when bullying could occur:

- At break and lunch times
- Before start and end of school day
- In the corridors, locker areas, changing rooms and playgrounds
- On bus journeys and school trips/visits

6. Sanctions

Sanctions for bullying are in line with the school's Behaviour Policy. Strong sanctions, such as in-school suspension and exclusion may be necessary and imposed in cases of severe and persistent bullying.

7. Raising Awareness

Awareness is raised through school communications, trainings/workshops/conferences, as well as during staff meetings. Child Protection and Anti-Bullying courses are made available to staff through Optimus Education online programmes and more information is available at the end of this policy. Pupils are made aware through Assemblies, Special Focus Weeks, Curriculum content (particularly PSHE) and talks from outside agencies. Relevant topics on the dangers of cyberbullying and social networking sites may be promoted or published on the school's social media page.

Children identified as having SEND (special educational needs and disabilities) are particularly susceptible to bullying and may be more sensitive to teasing and name calling. Teachers should be aware of this and actively promote inclusion and equal opportunities with classwork and particularly in the playground.

Parents can get up-to-date sources of information and reliable guidance; through sources such as:

○ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Other useful websites:

- <https://anti-bullyingalliance.org.uk>
- <https://www.coe.int/en/web/edc/beat-bullying>
- <https://www.end-violence.org/safe-to-learn>

Advice about Cyber Bullying:

- <https://www.gov.uk/government/publications/advice-on-child-internet-safety-10-universal-guidelines-for-providers>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf
- <https://www.familylives.org.uk/advice/bullying/cyberbullying/what-is-cyberbullying>
- <https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-cyberbullying/>
- <https://www.connectsafely.org/tips-to-help-stop-cyberbullying/>

Please also refer to the Cyberbullying Policy and School Behaviour Policy.

MONITORING EVALUATION AND REVIEW

With this policy, bullying is monitored on a day-to day basis by the School Principal and the policy effectiveness is reviewed annually.