

Esher Church School



Anti-Bullying policy

May 2022

Reviewed on: May 2022
Review Cycle: Annual
Next review date: May 2023

Rationale:

Our vision "To be a safe, happy, loving community" means that we are dedicated to ensuring that every member of the ECS community has the right to feel safe and respected, confident in the knowledge that any experience of bullying, in real life or online, is deemed unacceptable and will be dealt with immediately with clear processes in place to guide and support all parties involved.

Through our core Christian Values of Wisdom, Hope, Community and Dignity and our relevant and accessible curriculum, we promote a positive and supportive ethos where every member of the community signs an annual charter to recognise their responsibility in treating each other with respect and tolerance alongside their duty of care to report any signs of bullying, however small, to a trusted adult.

Creating a whole school approach to a bully-free environment with a clear support structure for the physical and mental wellbeing of every child/adult and their families is paramount, alongside an established and regularly reviewed curriculum, policies, processes and training.

Bullying is recognised both in real life and online.

This Policy is also applicable to all before and after school clubs, run by ECS or external staff.

Bullying and the law:

As written in the Equalities Act 2010 as published by The Government Equalities Office and The Equality and Human Rights Commission, last updated in June 2015, The Equality Act 2010, “legally protects people from discrimination in the workplace and in wider society”.

As a school we show our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children/ children with SEND, those who are perceived to be LGBTQ+, race, and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

Responsible persons:

- The Headteacher has overall accountability.
- The Governor Lead on Anti Bullying (Mrs Holmes) and the Chair of the Pupil Care committee to work closely with the Headteacher and SLT.
- The Safeguarding Team (Mr Foley, Mr May and Mrs Bal), SLT and all staff to implement the Anti-Bullying Policy and manage the reporting and recording of bullying incidents and of ensuring that all processes and procedures are adhered to and reviewed
- The SLT and PSHCE leads to ensure that regular CPD and training for staff/parents are made available
- The anti-bullying lead is responsible of ensuring that all members of the school community commit to the anti-bullying charter every November
- The staff and volunteers, are to provide a safe and secure environment for all children and to follow procedures immediately they have been made aware that an act of bullying has occurred
- The Parents to support the school’s anti-bullying policy and procedures, encourage their children to speak up and work alongside the school to provide guidance and support
- The Children to play their role in upholding the school rules and values being the “active-bystander” and reporting any signs of bullying to a trusted adult and refraining from being involved in any bullying themselves
- The whole school community to speak up either in person or by using the *I wish my teacher knew* boxes located in every classroom and staffroom.

What is bullying?

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted.

ABA defines bullying as:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

ANTI-BULLYING ALLIANCE
Definition of bullying

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Behaviour often associated with bullying

- Baiting:

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

- Banter:

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. What often starts as just banter, can soon develop into a regular and repeated pattern and must be seen as bullying.

Preventing bullying:

School Strategies:

- Respecting the school values of Wisdom, Community, Dignity and Hope
- Respecting the school rules of being Ready, Respectful and Safe at all times
- A firm affiliation with the British Values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.

- Encouraging a KIND and CARING ethos e.g. through collective worship, assemblies, to disseminate Christian values.
- Nurturing and supporting a Whole School Community with active communication through newsletters, the website, parent forums, work-share events, Enquiry outcomes
- Providing the children with safe and stimulating playtimes and ensuring appropriate levels of supervision during all out of class settings
- Develop Pupil Voice through an active School Parliament, Prefect schemes and House Captains and whole school circle times
- Actively involving the children in decision making, planning, policy writing, leading assemblies
- Developing positive peer relationships and peer mentoring/ support through Playground Friends and Big Friend, Little Friend schemes
- Constantly reviewing the curriculum to ensure that it is up-to-date, relevant and accessible
- Recognising the power of literacy with Wellbeing Story Project embedded in every year group's timetable
- Maintaining a high standard of quality first teaching of the PSHCE and RSHE curriculum.
- Ensuring all staff and parents have access to information forums, CPD and support
- Running specific awareness weeks including annual Anti-Bullying week, Odd Sock Day and internet safety week
- Regular parent information and events
- Interactive display boards in the entrance to the school to engage all visitors to the school's ethos and values
- Open channels of communication including 'I wish my teacher knew boxes' in every classroom and the staffroom.
- All members of the school community to be involved in the writing of the anti-bullying policy
- Ensuring a close link with other policies including RSHE, Behaviour, Internet Safety, Safeguarding, Equality, SEND
- Adhering to and celebrating a positive Behaviour policy which involves the whole school community
- Displaying the ECS anti-bullying logo and motto in every classroom and around the school, alongside the signed charters
- A secure recording system in place (CPOMS) which also allows for the patterns in behaviour to be analysed and patterns in attendance absences to be investigated

Preventing bullying:

Home Strategies:

- Encouraging caring and co-operative behaviour at home and school
- Encouraging friendships with children out of school
- Helping children to see things from different points of view, showing tolerance, respect and kindness
- Discouraging children to 'hit back' or 'stay silent'
- Ensuring that children are suitably supported and supervised on their journeys to and from school

Reporting procedures when incidents occur:

Reporting Procedure for children:

At ECS any report of bullying either verbally, via the 'I wish my teacher knew' box or any other channel, both on and off line will always be taken seriously and treated with the upmost respect.

Please refer to the Appendix 1 flowchart of steps to take. Parents/teachers should ensure children are familiar with this chart. It is accessible on the school website, staff forums and is displayed around the school.

Reporting Procedure for parents:

1. Calmly talk to your child about their experience
2. Establish whether it was an isolated or an ongoing experience
3. Make a note of what your child says – particularly who was said to be involved
4. Reassure your child that they have done the right thing to tell you about the bullying
5. Explain to your child that they should report any further incidents to a teacher immediately
6. Talk to the class teacher. Make an appointment if necessary and explain the problems your child has had. Be as specific as possible. Give dates, places and names of other children involved.
7. In terms of cyber bullying, parents are at liberty to share screenshots, text messages, emails and other communications that might substantiate an allegation
8. Make a note of the action the school has agreed to take and ask if there is anything you can do to help your child
9. Stay in touch with the school; let them know if things improve as well as if the problem continues
10. When talking with teachers about bullying please try to stay calm; the teacher may be unaware of the problems or have heard conflicting accounts.

Reporting Procedure for bystanders:

Speak up for the person being bullied by telling a member of staff at school or requesting for a member of staff to make contact with you through the 'I wish my teacher knew' box.

- What has happened and where
- How often it has happened
- Who was involved
- Who else saw what was happening
- What have you done about it already

Reporting Procedure for staff:

1. Report the incident on CPOMS
2. Report the matter to a member of staff who knows the child well (e.g. class teacher)
3. Calmly talk to the child about their experience
4. Establish whether it was an isolated or an ongoing experience
5. Make a note of what the child says – particularly who was said to be involved
6. Reassure the child that they have done the right thing to tell you about the bullying
7. Explain to the child that should any further incidents occur; they should continue to report them to a teacher immediately
8. Do not promise confidentiality but reassure that only people who will be able to help and support will be involved

Response procedures for the school:

Stage 1 steps

1. On becoming aware of an alleged bullying incident ('Initial Notification') whether as a result of a parent complaint or direct notification by a child, the class teacher will make initial enquiries, speaking to all children. The incident is to be recorded on CPOMS. These enquiries should be commenced by the end of the next working day after the Initial Notification. Parents should be contacted within 2 working days after the Initial Notification, unless it is quickly and clearly apparent that there is actually no issue at all. If the allegation is proven, appropriate measures from the Behaviour Policy and school sanctions therein will operate. The class teacher will ensure that all records are made on CPOMS which will be discussed and regularly reviewed by the Safeguarding team.
2. There will be appropriate follow up by the class teacher 1 week after the Initial Notification with all children and parents. The outcome (resolved or not), must be recorded on CPOMS.
3. If at the 1 week follow up, the behaviour is persisting, the class teacher will inform the Coordinator by the next working day and the Coordinator will implement the Stage 2 Steps below. This notification is called 'Stage 2 Notification'.

Stage 2 Steps

1. The Co-ordinator will interview all children and parents within 1 week of receiving Stage 2 Notification from the class teacher.
2. The Co-ordinator will use a range of responses appropriate to the situation, in line with the Behaviour Policy e.g. a restorative approach, individual work with victim and perpetrator involving school support system with trained staff and making referral to outside agencies as appropriate.
3. The Co-ordinator will inform all staff who deal with the children involved in the incident and keep up-to-date CPOMS entries.
4. The Co-ordinator will follow up the bullying incident with all children, parents and class teacher 4 weeks after the Initial Notification and record the outcome on CPOMS.
5. If the issue is resolved, a clear system of support will be established for the victim of the bullying. The well-being and happiness of the individual will be checked on a weekly basis by the class teacher for two months. The findings should be recorded on CPOMS each week.
6. The Lead Bullying Governor or another governor nominated by the Lead Bullying Governor will contact the parents of the victim 8 weeks after the Initial Notification to evaluate the overall effectiveness of the support provided, parent satisfaction as to how the situation was handled and to close the report by making record on CPOMS.

If at any stage parents are dissatisfied with school response they should speak to the Headteacher or the Chair of Governors. To complain about the handling of a bullying issue, parents should refer to the school's complaints procedures.

Recording incidents of bullying

The Bullying Log / CPOMS will be used to ensure individual incidents are followed up, to identify trends and inform preventative work and development of this Policy.

The Bullying Log will be presented to the Governors in termly Full Governing Body meetings, in anonymous format, bringing to the attention of the Governors any significant incidents.

Reviewing the policy:

This Policy will be reviewed and updated annually by SLT, PSHCE leads, the Governing Body, Year 6 children, School Parliament, in conjunction with the School Improvement Plan and with the school's work towards the Anti-bullying Alliance-United Against Bullying Programme. It should be read in conjunction with the following policies:

Behaviour; Safeguarding; Relationships, Sex Education and Health Education (RSHE); SEND; Equality, Online Safety.

Appendix 1

FLOWCHART OF ACTION to be shared with the children in all year groups and displayed in all KS2 classrooms and around the school.

If you think you are being bullied...



Be firm and clear – look the individual in the eye and tell them to stop

Get away from the situation as quickly as possible

Immediately tell an adult or someone you can trust



What should I do next?

Tell a trusted adult or friend or ask a member of staff to make contact through the 'I wish my teacher knew' box

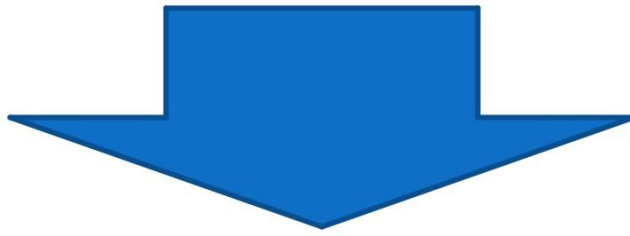
Tell a family member

If you are scared to tell a teacher or an adult on your own, ask a friend to go with you.

Keep on speaking up until someone listens

Don't blame yourself for what has happened





When you are talking about bullying with an adult, make sure you tell them...

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

Appendix 2 CYBERBULLYING

Defining of cyberbullying:

“Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles”

Anti-bullying Alliance

Examples include:

- **Text message bullying** - sending unwelcome texts
- **Picture/video-clip bullying** - via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. ‘Happy slapping’ involves filming and sharing physical attacks.
- **Phone call bullying** via mobile phone – silent or abusive calls / messages. Perpetrators often disguise their numbers, or use someone else’s phone to avoid being identified. Sometimes the victim’s phone is stolen and used to harass others, who then blame the victim.
- **Email bullying** – unpleasant / threatening messages by email, often using a pseudonym for anonymity or someone else’s name to pin the blame on them.
- **Chat room bullying** - sending menacing / upsetting responses to the victim when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** - victims are sent unpleasant messages as they conduct real-time conversations online (i.e. using MSN, Bebo, etc.).
- **Bullying via websites** includes the use of defamatory blogs, personal websites, online personal polling sites and social networking sites.

Preventing cyberbullying :

School strategies:

- There are blocking mechanisms in place on all school devices
- Children are not permitted to have mobiles in school apart from year six children making the school journey independently. These phones are held in the school office during the day
- Children will not have unsupervised access to any electronic devices
- Children and adults are reminded regularly of the importance of online safety including an annual Online Safety week
- Annual visit from the Brett Foundation to highlight to the whole school community the reality and dangers of online safety
- Parent meetings and forums to inform parents of blocking mechanisms available
- Regular staff CPD
- Close communications with Eduthing and monitoring systems

Please refer to main Online Safety policy for measures the school will take to try to prevent bullying and cyberbullying. Additionally, see below for School response to incidents of cyberbullying. Because it is likely that such incidents may occur outside of school hours, the home strategies below are of great importance.

Preventing cyberbullying :

Home strategies:

General:

- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misuse;
- Lead by example of safe and respectful use of technology
- Encourage your child to talk to you: if they or friends have any problems with cyberbullying; about the kinds of Internet activities they enjoy;
- Parents should remind children of the digital footprint - which will be used by university and employers as part of the application process. Anything inappropriate that they send will not be removed just because they have deleted it from their account;
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file; Keep the computer in a public place in the house.

Spot checks:

- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, your child's public online activities including who

their online friends are, and if you have cause for concern, you may also review his or her private communications;

- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.

Research from the University of London

Exercise control/ use software:

- Use parental control software to limit who your child sends emails to and who he or she receives them from. Block access to selected chat rooms/websites you deem inappropriate. Consider only allowing access to moderated chat rooms (which are supervised by trained adults). Your Internet Service Provider ('ISP') will tell you whether they provide these. Use similar monitoring/controls for mobile devices as well as PCs/laptops
- Ensure your child's privacy settings on social media are private so they can control who can see their profile (children should not have a profile on such sites as Instagram, snapchat etc. until they are 14, but they often do)
- Know your child's user name/ password for any mobile device and social media sites so you can monitor effectively

Preventing cyberbullying :

Tips for children

- Don't accept emails or open files from people you do not know.
- Never give out your name, address, phone number, school name, password or photos of yourself online. Use a nickname.
- Be especially careful in chat rooms. Remember it might not just be people your own age in a chat room. Stick to public areas and get out if you feel uncomfortable.
- Think carefully about what you write - don't leave yourself open to bullying.
- Never say anything online that you know you should not say to a person face-to-face

Where incidents occur:

Response for Parents:

- Contact the school immediately
- Screen shot any inappropriate material / matters of concern sent to or from the child's device.
- Block anyone bullying your child.

Response for Children:

- Always inform a grown-up such as a teacher or parent, just as you would if the bullying was face-to-face.
- You can turn off incoming messages for a couple of days.

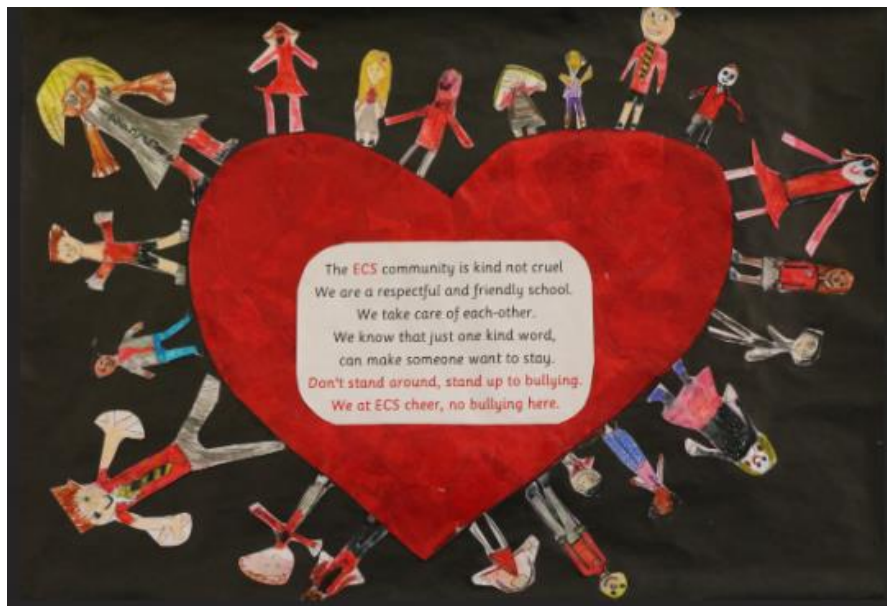
- If bullying persists you can change your phone number and/or email address (ask your service provider).
- Do not reply to abusive or worrying text / video messages or emails - your service provider will have a number for you to ring / text or a contact email address to report cyberbullying.

Response for School:

- The class teacher or the Coordinator will talk to the victim by the end of the next working day following notification of the incident to any member of school staff ('the Initial Notification') and will go through any statement if one has been made at home, or will take a statement.
- That same day: the incident will be logged in the Bullying Log and the Coordinator and Head teacher, if they are not already dealing with the incident, will be informed.
- An investigation will take place. This will usually involve the Coordinator or Headteacher talking separately to the bully/bullies and parents and to any witnesses by the end of the second working day following the Initial Notification.
- It is likely that school staff and others will use a 'restorative approach' to resolve the matter (i.e. the procedures set out in the Stage 1 and 2 Steps in the main body of this policy).

Anti-bullying Policy as reviewed by the School Parliament, Playground Friends and year 6 children.

Our school motto and logo which is displayed in every classroom and around the school was created by the children at ECS.



Anti-bullying at ECS:

- ✓ At ECS we have an Anti-bullying policy so that everyone knows that it IS NOT OK to bully, it is unacceptable and nobody can ignore it
- ✓ If you see anyone being bullied than you have to tell someone so that everyone is safe. It can be an adult at school or at home
- ✓ If you are being bullied, tell a trusted adult. They will make sure that you are safe and supported
- ✓ There are lots of forms of bullying and it can be in real life and online. Just because you are behind a screen does not mean it is fine or that you will get away with it
- ✓ ECS will not accept bullying, during school and before and after school and at clubs
- ✓ We all sign a charter every year and it's in our classrooms and the office
- ✓ We have an anti-bullying week every year and we all do Odd Sock Day so we can celebrate that we are all special and different
- ✓ We have an Online safety week every year so we know how to be safe online
- ✓ We will look out for each-other. Playground Friends and Big Friends are always in the playground and we can always talk to our School Parliament member
- ✓ You can use the 'I wish my teacher knew' box to ask your teacher to talk to you or for another teacher who you like to talk to you
- ✓ You can go to Chill Out Club if you want some support or to talk to other children
- ✓ You can also talk about bullying in your ELSA session or with the Kick teacher
- ✓ We have Theatre visits who tell us how to deal with situations and to always tell a trusted adult
- ✓ The story project books help us to see that we all have emotions and we should share them
- ✓ EVERYONE will help you, you just have to speak up
- ✓ Bullying is never your own fault
- ✓ Always be KIND and RESPECTFUL to others and they will be KIND and RESPECTFUL to you