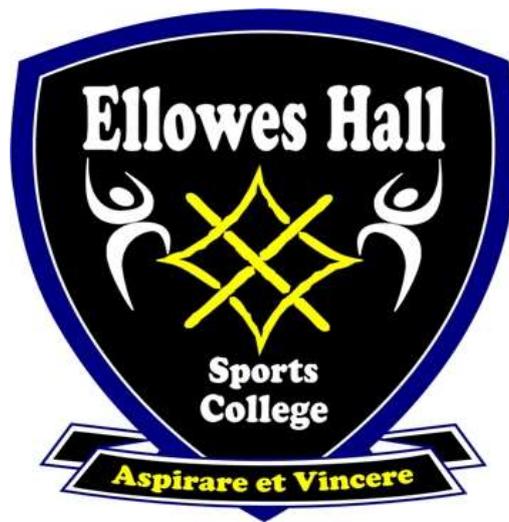


Ellowes Hall Sports College



ANTI-BULLYING POLICY

Approved by Governors 23/11/2016
To be reviewed by Governors
November 2018

November
2016

Ellowes Hall Sports College **Anti-Bullying Policy**

Principles

Ellowes Hall Sports College:

- Is committed to providing a community in which bullying is not tolerated.
- Will seek to ensure that all members of our school community can be confident that all bullying concerns will be dealt with promptly, sensitively and effectively.
- Expects anyone who knows of, witnesses, or is the victim of bullying to report it to an appropriate person.
- Will provide and publicise a list of opportunities by which incidents of bullying may be reported
- Expects incidents of bullying to be recorded along with the responses to the incidents
- Will regularly analyse all recorded incidents of bullying and use such analyses to review and evaluate the effectiveness of our anti-bullying strategies, identify any trends or patterns, and to inform further improvements in our responses to bullying.
- Will seek to engage all members of the school community, or their representatives, in the formulation and implementation of its Anti-Bullying Policy
- Will be cognisant of other school policies, advice and guidance from other agencies, and relevant legislation in addressing bullying issues.

Definitions

- Bullying is “behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”.
- Bullying can take a number of forms which are not necessarily mutually exclusive:
 - Emotional: taunting, excluding from a social group, being unfriendly
 - Physical: using violence
 - Racist: taunting, graffiti, gestures
 - Sexual: unwanted physical contact, sexually abusive comments
 - Homophobic: focussing on the issue of sexuality
 - Verbal: name-calling, rumour-spreading, teasing
 - Cyber: by texting, e-mail, social networking , including the use of images

Aims

The aims of our anti-bullying strategies and interventions are:

- To prevent, de-escalate and/or stop any continuation of incidents of bullying.
- To respond to bullying incidents in a reasonable, proportionate and consistent way.
- To encourage the reporting of incidents of bullying in confidence using a variety of methods.
- To safeguard the student who has experienced bullying and to trigger sources of support for that student.
- To apply disciplinary sanctions to the bully or bullies.
- To seek to change the behaviour of bullies and would-be bullies.

Recognising the Signs and Symptoms of Bullying

A student may indicate by signs or behaviour that he/she is being bullied. We should be aware of these possible signs and that they should investigate if a student:

- 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
- 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 dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (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 phone
- Is nervous & 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. We also need to be aware that students with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied.

Proactive Responses to Bullying

We will seek to educate our students about the nature of bullying and the impact it can have upon our school community. We will also seek to identify and implement ways in which bullying can be prevented. Examples of how we might do these include:

- Using curriculum opportunities to raise awareness of bullying for example during PSHE and C7 lessons
- Delivering bullying-themed assemblies, tutor periods and Thought for the Day
- Providing a menu of activities during the annual Anti-Bullying Week

- Individual and small group work within the SSC to promote strategies such as self-esteem, resilience and assertiveness to deal with bullying situations.
- Promoting the school's Anti-Bullying Policy to students, staff, parents and the wider community.
- Improving the school environment to encourage more positive social interaction and social opportunities especially during breaks and lunchtimes.
- Raising awareness of bullying, amongst staff, through professional development opportunities.
- Encouraging and supporting our students themselves to be involved in the development and the implementation of policies and strategies thereby enabling them to have ownership of the solutions as opposed to blame for the problems.

Reactive Responses to Bullying

We will seek to employ and develop a range of reactive responses to bullying in order that these responses can be proportional, prompt, consistent and effective. The responses employed will depend upon factors such as the nature of the bullying, the duration of the bullying, the past record of the perpetrator(s) and the views of the victim. Possible reactive responses might include:

- The punitive sanctions outlined in the school's Behaviour Policy are applicable in responding to bullying. The purposes of these sanctions are clear:
 - to send a clear message to the perpetrator and to the rest of the school community that bullying is unacceptable and will not be tolerated;
 - to deter and to stop any repetition of the bullying behaviour;
 - to provide an opportunity for the bully to have to account for their behaviour and to face up to the harm they have caused;
 - to provide a sense of justice to the victim of the bullying
- Support for the victims can be offered for example in the form of peer support or support from the school counsellor
- Mediation between the bully and the victim whereby the intention is to find a way to end the cycle of bullying and complaint
- Support for the bully in the sense of identifying and addressing the reasons for the bullying behaviour and thereby help the bully to change their behaviour

Procedures

Our students need to understand that bullying can be prevented and stopped but only if incidents of bullying are reported. We as a school, in turn, recognise that many victims and witnesses of bullying are not comfortable reporting such incidents. It is therefore important that the school provides and publicises a variety of ways in which bullying can be reported:

- Directly to a member of the school's staff.
- To a publicised peer such as another member of their house, year or the school council.
- Via a 'Peer on Peer Abuse Form' in Student Hub.
- Directly to the school chaplains or other outside agency.
- Through their parents, friends or other responsible person.

Staff have a responsibility to record all incidents of bullying on the school's learning platform (ELLO). Depending on factors like the staff member's relationship with the bully and/or victim, their experience and confidence in dealing with such incidents, the severity and the nature of the

incident, they may choose to deal with it themselves or to refer it to an appropriate member of staff. Either way the response to the incident should also be recorded.