



Eastbrook School Anti-Bullying Policy

Rationale

Eastbrook 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.

All members of the school community have the right to be enjoying a safe and secure learning environment. Students should not have to contend with fear and/or intimidation while attending school.

Eastbrook is working towards becoming a UNICEF Rights Respecting School and places the United Nations Convention on the Rights of the Child at the heart of our practice. Every member of our school community has the right to be protected from harm (article 19) and discrimination (article 2).

Code of Conduct

Eastbrook School has a clear and simple Code of Conduct displayed around the school.

Listen

Respect Yourself

Respect other People

Respect your Environment

Purpose

Bullying of any kind is unacceptable and will not be tolerated at Eastbrook. 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.

- Ensure that our students feel valued, accepted and are encouraged to feel positive, confident and self-assured.
- Recognise that within our school there is no room for harassment of any individuals or groups, as a result of prejudice or discrimination is tackled and resolved..
- Raise the awareness to both the staff and students regarding the impact of bullying behaviour.
- Ensure that bullying incidents are reported and that appropriate action is taken.
- Work with parents, students, colleagues and governors in expressing a committed approach to anti-bullying and in showing no hesitation in dealing with bullying incidents, wherever and however they occur.
- Work proactively with a range of professionals to prevent bullying and through students developing their social and emotional skills in order to promote self-awareness, empathy, managing feelings, motivation and resilience.

'Together we learn'.

1. Monitoring

SLT review records of bullying twice each year April and December in order to:

- Share ideas and best practice for promoting a culture and ethos for anti-bullying.
- Support the implementation of the school anti-bullying policy in order to ensure that all members of the school community are aware of the procedures to follow when reporting and dealing with any incidents of bullying.
- Guide the revision, monitoring and update of the Eastbrook anti-bullying policy and practice and to highlight issues for pastoral meeting agendas.
- Explore opportunities and suggestions for anti-bullying events and surveys and to further strengthen the ECS coverage.
- Support the work of the Student Council anti-bullying focus.
- Support the promotion and celebration of national anti-bullying week in November.
- Provide an annual report to the Governing Body.

Student Council Role

Each April and November the School Council meet to follow the same remit of the staff focus group above.

The Anti-Bullying Policy is taken to the School Council annually for their contribution.

2. 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.

3. Types of bullying

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, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Cyberbullying** – such as using text, e-mail or other social media platforms to write, say hurtful things or post inappropriate pictures towards someone.

Bullying can be based on any of the following areas:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class.**
- **Gender** (sexist bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Sexual orientation** - Homophobic bullying is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying is also often targeted towards students who have lesbian, gay or bi family members.
- **Gender identity** – Transphobic bullying is based on prejudice or negative attitudes, views or beliefs about Trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity, as well as students who are not trans but do not conform to gender stereotypes.

All bullying is unacceptable and will not be tolerated at Eastbrook.

4. Dealing with incidents of bullying

Eastbrook recognises the importance of listening carefully to the person who has reported the incident and working to ensure their needs are met. This will involve careful communication and monitoring to ensure that the individual or group feels supported at all times.

Students who are being bullied: 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 incidents by telling a member of staff.

1. An issue is reported in person to any member of staff, or via the e-mail reporting address challengingbullying@eastbrookschoo.org.uk
2. Incident is referred to Pastoral Team/SLT/Safeguarding Officer/Police Officer by the member of staff receiving the report (or referred to Head of Year or Year Supervisor for investigation) and logged on to CMIS
3. Action taken in accordance with the school Behaviour Policy and intervention logged on to CMIS and recorded. [HYPERLINK TO BfL POLICY](#)
4. Phone call made or letter sent home to parents/carers if deemed necessary.
5. Any further incidents to be recorded in the same way, but additional intervention, support or consequences followed and documented in line with the school behaviour policy.

Any incidents requiring further advice may be referred to SLT at any time in the process. Any child protection concerns that may arise during the investigation must be referred to Child Protection Officer or Headteacher.

Additional strategies and support for individuals reporting bullying and those who have been responsible for bullying may include mediation, mentoring, conflict resolution, peer support groups, anger management, restorative justice and behaviour support groups.

Restorative Justice

Restorative Justice is an approach to conflict resolution where students are encouraged to take responsibility for their actions, self-regulate their own behaviour and to work towards repairing the harm that they have caused. This is promoted at all levels as standard practice at Eastbrook School.

The Key Questions asked are:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?

5. Curriculum Links - Promoting a Culture and Ethos for Anti-Bullying

At Eastbrook School we use a range of measures to prevent and tackle bullying.

- The ECS programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying.
- Tutor time provides opportunities to discuss issues that may arise in class.
- Year group assemblies in order to raise students' awareness of bullying and derogatory language.
- Differences and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in a variety of events such as Anti-Bullying Week, Black History Month and LGBT 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.
- Peer mentoring and student-led programmes offer support to all.
- Restorative justice provides support in the targeting of bullying and those who show bullying behaviour.
- Students are involved through consultation and the anti-bullying survey.
- Working with parents and carers, and in partnership with a range of professionals to tackle bullying where appropriate.

Anti-Bullying themes are also embedded throughout the curriculum across a wide range of subject areas, where themes of identity, community, belonging, right and responsibilities, prejudice, discrimination, equality and inclusion are explored.

6. Anti-Bullying Week

The school will support the November National Anti-bullying Week every year. Events held at Eastbrook School during anti-bullying week will include the following -

- Anti-bullying themed assemblies for all year groups.
- An anti-bullying competition.
- A series of tutor-time activities taking place.
- Students to take a lead on distributing anti-bullying wristbands and posters.
- An opportunity for students to re-design and work with staff to update display and notice boards with positive comments, photographs and leaflets in order to promote a culture and ethos for anti-bullying.

7. Training of staff

All staff will receive training at least once every two years to re-launch the updated anti-bullying policy and to offer additional professional inset on an area for development identified through the staff and student surveys.

Ongoing continual professional development opportunities are in place for all staff. The staff handbook provides a baseline of expectation.

An annual report is discussed with the Governing Body along with trends and monitoring.

8. Related Policies

- **Behaviour for Learning Policy**
- **Child Protection Policy**
- **Equalities Policy**
- **Home School Agreement.**
- **E-Safety Policy**