

ANTIBULLYING POLICY  
2019/2020



Ecclesfield  
**SCHOOL**

Shared with the Governing Body on 4 December 2019

Signed:  
(Headteacher)

A handwritten signature in black ink, appearing to read 'Nicholas Walker', enclosed in a thin black rectangular box.

Signed:  
(Chair of committee)

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# **Ecclesfield School Anti-Bullying Policy**

## **1 Philosophy**

The values and beliefs underlying this policy are encapsulated by the following statements of purpose:

- All bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions.
- Ecclesfield recognises the detrimental effect on children and young people who may be subjected to bullying and will work actively to minimise the risks of bullying.
- Victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- The harmful effect on educational performance which can be caused by bullying is recognised. Ecclesfield is committed to combating all bullying behaviour in partnership with the relevant agencies.
- Bullies need to change their behaviour (It is the behaviour not the person that is condemned) and they too will need support.

## **2 Statement of Intent**

The aim of the school is simply to 'End Bullying'.

The objectives in formulating this statement are: -

- To raise the profile of Bullying as an issue and to provide strategies/guidance on strategies that will help to prevent bullying and on how to respond to bullying incidents.
- To acknowledge that both the victim and perpetrators of bullying need support and that appropriate support for both will be needed after the bullying has been reported.
- To recognise that we all have a responsibility for challenging bullying – children and young people; staff; governors; parents/carers – and to explain how we can meet our responsibilities.
- To ensure that we have an effective Anti-Bullying Policy that includes the recording of all bullying incidents and that regularly reporting to the Governing Body.

### 3 Definitions

**Bullying** is defined by the Department of Health, Department for Education and Employment, Home Office and National Assembly for Wales in the Governmental Guidance on Working Together to Safeguard Children as,

**'deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those bullied who are powerless to defend themselves'**

Bullying can take many forms, but the three main types cause stress and have an emotional impact.

- **Physical (examples include, hitting, kicking, theft ...);**
- **Verbal (eg racist, homophobic remarks and name calling ...);**
- **Indirect (eg spreading rumours ...).**

The damage inflicted by bullying can be frequently underestimated and may be spoken or appear in a variety of other forms such as texting, e-mail or through mobile phones. Bullying can cause considerable distress affecting health and development. At an extreme significant harm (including self-harm) may take place.

Both racist and homophobic bullying are examples of bullying activities causing stress of an emotional kind.

**A child** is defined as a person under the age of eighteen years in section 105 of the Children Act (1989) .

**A young person** is defined as a person under the age of 18, but over compulsory school age ie 16, a mature minor.

## 4 Policy Ownership and Responsibilities

The document is designed to apply to all children, young people and adults receiving services from Ecclesfield School regardless of the circumstances in which these services are offered. The oversight of this policy is the responsibility of the Deputy Head in charge of Inclusion. Although the whole school community has a responsibility to promote a common anti-bullying approach, each group has certain rules:

**Governors** are expected to ensure the policy is regularly monitored and reviewed. A report is requested and reviewed by Governors every academic year.

**Headteacher and SLT** are expected to be responsible for implementation of the policy and under the Education and Inspections Act 2006 be responsible for behaviour and discipline.

**Staff** are expected to provide good role models and positive attitudes, implement behaviour policy and act on all bullying incidents and attend training sessions. They are responsible for recording bullying incidents on the behaviour log and to ensure these are actioned. The different type of bullying is also to be recorded for monitoring purposes.

**Parents/Carers** are expected to be kept informed of their child's behaviour, to have access to school policies and procedures, to keep school informed of any concerns through the pastoral teams.

## 5 Action to be taken to Combat Bullying Ecclesfield School

Among the activities which the school will establish and maintain in an effort to combat bullying are: -

1. To display anti-bullying messages, as well as the Ecclesfield School charter, including details for children and young people about who is the "someone to turn to" – should give details for centre/school; local community and National helplines.
2. Address Bullying through the Curriculum via assemblies, tutor time activities and SMSC.
3. To be involved in education initiatives that can help challenge bullying e.g. Anti-bullying week, LGBT history month etc.
4. To provide access to appropriate advice and support for both victim and perpetrators eg mentoring, group work, referral to external agencies.
5. To actively engage children and young people in challenging bullying e.g. Peer Support; student leadership body.
6. Promotion of Anti-Bullying Campaign in local community with group of schools working together with community support and safety groups and partnerships, including the Police.

## **6 The Role of Children and Young People**

The Ecclesfield Anti-Bullying Policy creates a supportive school climate where children, staff and young people have an understanding of bullying and expectations. In this regard the children, staff and young people are expected to be responsible for their personal conduct and behaviour and supporting others by reporting concerns (not keeping secrets) and promoting anti-bullying messages and positive Citizenship.

- Report all incidents of bullying using the procedures in place in the individual establishment.
- Act in a respectful and supportive manner to their peers, reporting any suspected incidents which the victim may be afraid to report him/herself.
- Adhere to and promote the aims and objectives of the Anti-bullying policy.
- Refrain at all times from any behaviour which would constitute bullying, or could be construed as bullying behaviour.

## **7 The Role of Parents/Carers**

Parents/carers play a vital role in the education and care of their children. They can assist in combating bullying in a number of ways by not accepting such behaviour and by influencing children of the importance of appropriate behaviour towards others and the importance of reporting to an adult when they think someone else is being bullied.

- Stress to their children the importance of appropriate sociable behaviour and not acting in anyway that would make the situation worse or could be seen as bullying or threatening against another child.
- Reporting any misgivings they have concerning either victims or perpetrators of bullying sharing concerns as soon as possible not promising a child that they will not tell anyone.
- Actively endorsing and supporting the Anti-Bullying Policy, by acting responsibly and calmly.
- In the event that sanctions and making clear their disapproval of this behaviour.
- By not automatically dismissing the suggestion that their own child could be involved in bullying another child and work positively with school to change the behaviour.

## **8 Evaluation Procedures**

In order to assess the effectiveness of an anti-bullying policy, evaluation needs to take place with regular intervals.

It is vital to stress the importance of Recording Bullying and Reviewing and Evaluating the effectiveness of the policy and to involve staff, parents and pupils/students in the process. The following standards will be used as a means of measuring performance:

- Variation in number of reported incidents over a specific period with record of any increase since first instance.
- Individual incident returns, including nil returns within specified periods for different age groups.
- Variation in the number of pupils' days lost which are suspected to, or alleged to, arise as a consequence of bullying. This could be monitored via the Education Welfare Service.
- Any marked improvement in academic performance which may be confidently regarded to have arisen due to the eradication of bullying behaviour.
- A pupil questionnaire or similar survey of pupil perception of the efficacy of the school's Anti-bullying policy will be solicited.

## 9. Anti Bullying Procedure

Student reports the bullying incident to a member of staff to deal with



Statement taken by member of staff



Statements taken from any witnesses and the student accused of bullying

### ACTION

Student/s brought together to address the issue – parents carers informed.

OR

Accused student/s spoken to and sanction issued if required – parents/carers informed

Accused student warned the next offence will result in serious sanctions



Bullied student/s are informed about the actions taken and are asked to report to relevant member of staff if there is a repeat occurrence



The incident is documented on the student's SIMS behaviour log



**In the event of a second occurrence of sustained, racist or homophobic bullying serious consequences will be issued. The School will respond to this with the highest level of response and there may be possible police intervention. The perpetrators will be required to attend anti-bullying workshops to educate their thinking to prevent future reoffending.**