



Europa School UK

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Europa School UK Anti-Bullying Policy

Version and Date		Action/Notes
V1	17 March 2023	New Anti-Bullying Policy – created using Anti-Bullying Alliance audit
Review Date March 2024		Review annually

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school (including school transport), and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher Lynn Wood has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The anti—bullying coordinators are Gill Hudson for the Primary school and Francis Corrie for the Secondary school

The Anti-Bullying Coordinator is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour.

The Designated Safeguarding Leads (DSL) and their Deputies in our school are Sarah Kynoch, Lynn Wood and Georgie Neville. Safeguarding is the responsibility of all, however, all staff,

parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Simon Purves

Definition of Bullying

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

Bullying can occur in school, as well outside school including on school transport or on school trips. Often when bullying occurs outside school it can impact students at school. For this reason it is important that the school acknowledge that wherever bullying happened the school has a central role in investigating, resolving and monitoring such behaviour. This might involve using external devices such as MASH or the police.

Bullying can be:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Cyber – all areas of the internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e., camera and video facilities. Cyber bullying can be regarded as an extension of traditional bullying with technology providing the perpetrator with another way to abuse their target. Thus, cyber bullying can often take the form of identity-based bullying such as racist or homophobic bullying.
- identity based bullying (specifically including homophobic bullying, transphobic bullying, racist bullying and bullying of those with disabilities or special educational needs)
 - Racist – racial taunts, graffiti, gestures
 - Sexual – unwanted physical contact or sexually abusive comments
 - Homophobic – because of, or focusing on the issue of sexuality
 - messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
 - Disability/SEN – because of or focusing on a disability or special educational need.

There can be a greater vulnerability for children and young people who do not understand social cues and have difficulty communicating. Some children and young people with complex needs do not understand the concept of friendship and therefore trust everyone implicitly. Some do not know how to make judgments about what is safe information to share.

- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance such as travelling families.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents, or other staff. (Members of the school workforce suffering

from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Sometimes bullying might be classed as harassment, if it's related to certain 'protected characteristics' under discrimination law (Equality Act 2010).

Objectives

To prevent, de-escalate and/or stop any continuation of harmful behaviour.

To react to bullying incidents in a reasonable, proportionate and consistent way.

To safeguard the student who has experienced bullying and to trigger sources of support.

To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Policy Aims

All students, parents, staff and governors should have an understanding of what bullying is. This will be facilitated by access to training and the school's membership of the Anti-Bullying Alliance (ABI).

Staff and governors should follow the school policy consistently when bullying is reported or suspected.

All students and parents should know what bullying is and inform a member of staff if bullying arises.

The school will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying. We will investigate any bullying that takes place outside of the e.g., online bullying, journeys to and from school.

We understand that investigating bullying is complex and pupils who are victims of bullying are often fearful of any preventative action that might make the bullying worse. We aim to be sensitive in our investigations and transparent in how we are going to resolve the situations.

Reporting Procedures

There are many ways that possible incidents of bullying can be reported: via parents, via other pupils or via staff. All reported incident of bullying will be taken seriously and must be dealt with as quickly as possible by the member of staff who has been approached or has noticed the bullying. In order to make it easier for pupils to report issues, the school will set up an online reporting form which will be accessed by the school leadership. Such reports can be anonymous but can only be investigated if sufficient information is provided.

A clear account of the bullying will be recorded and passed to the class teacher or secondary pastoral team. Escalation is to the Senior leadership teams in Primary and Secondary and ultimately to the Principal. The reporting processes will be via the school access to CPOMs.

Incidents will be investigated by interviewing all concerned and recording outcomes on the CPOMs behaviour platform.

Class teachers and subject staff will be kept informed and asked to monitor the behaviour of the students concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected student or their parents but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied student according to the particular incident/s.

Students who are victims of bullying will be offered the opportunity to discuss their experience with their class teacher or another member of staff, be offered support in terms of access to the counselling or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

Students who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the student.

In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

The following disciplinary steps may be taken:

- Official warning to cease offending
- Exclusion from certain areas of the school premises or certain activities
- Detentions
- A letter of apology.
- Extra study or work on anti-bullying.
- Referral to senior staff and/or external agencies e.g., Education Welfare Officer, Police Liaison Officer.
- Internal fixed term exclusion
- External fixed term or permanent exclusion.

Prevention

As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular tutor periods and PSHE classes, where issues of diversity are discussed, and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g., news items

- Engagement in Anti-Bullying Week in November of each year
- Whole school assemblies.
- Use of Pupil surveys to monitor the amount and types of bullying.
- Poster campaigns to advertise anti-bullying information and activities.
- Improved supervision in potential problem areas across the school.
- Peer mentoring and Buddy Schemes.
- Assertiveness training.
- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.
- Involvement in student-led conferences within and between local schools.
- Being a member school of the Anti-Bullying alliance with access to training and resources.
- Using the school website to provide anti-bullying message
- Ensuring that students are able to report bullying behaviour easily and confidentially.

Development, Monitoring and Review

We plan to:

Monitor, evaluate and review our anti-bullying policy on a regular basis led by the senior leadership team.

Support staff to identify and tackle bullying appropriately.

Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.

To learn from anti-bullying good practices elsewhere and consult relevant statutory/voluntary organisations when appropriate.