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Europa School UK – New Anti-Bullying Policy

Version and Date		Action/Notes
V1	July 2025	New Policy
Review Date January 2029		

Europa School UK works to promote an ethos where students are reflective, resilient and responsible. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. The school recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

Europa School UK is aware of the statutory responsibility to discipline students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to discipline students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises.

This policy should be used alongside the school's Safeguarding Children Policy as peer-on-peer abuse must be considered as a potential source of significant harm.

Aims

- To work towards the elimination of bullying at Europa School UK
- To enhance the Behaviour Policy which confirms the school expectations.
- To involve all members of the school community in countering bullying.
- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities.
- To ensure that there are strategies to minimise the risk of peer-on-peer abuse and procedures.

- To enable parents to feel confident that bullying will be firmly dealt with by the school.
- To inform all members of the school community that bullying behaviour will not be tolerated.

Responsible Persons

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 Principal, Lynn Wood, has overall responsibility for Anti-Bullying at our school. The Principal is 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 Anthony Considine for the Primary school and Georgie Neville 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 school's pastoral teams investigate reported bullying. In the Primary School, the small pastoral team comprises the Deputy Heads Marie Gaillard, Anthony Considine and the pastoral support officer, Antoinette Powell. In the Secondary School the pastoral team comprises the Deputy Heads, Rosemary Butcher, Tanya Simpson and Georgine Neville and Sam Lewis. The school SENCO, Gill Hudson also has input to both teams particularly if children with SEN are involved.

The impact of bullying can need safeguarding input. The Designated Safeguarding Leads (DSL) and their Deputies in our school are Georgie Neville, Lynn Wood and Karen Marais. Safeguarding is the responsibility of all - 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

WHAT IS BULLYING?

‘Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else’

Bullying is often 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 however that is not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

It is important to consider the role that pupils may take on when bullying occurs.

Even if a child is not directly involved in bullying, they may be contributing to the behaviour. Witnessing the behaviour may also affect the child, so it is important for them to learn what they should do when they see bullying happen. Roles kids play when they witness bullying include:

- **Kids who Assist:** These children may not start the bullying or lead in the bullying behaviour but serve as an "assistant" to children who are bullying. These children may encourage the bullying behaviour and occasionally join in.
- **Kids who Reinforce:** These children are not directly involved in the bullying behaviour but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.
- **Outsiders:** These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the child being bullied. Some may watch what is going on but do not provide feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour.
- **Kids who Defend:** These children actively comfort the child being bullied and may come to the child's defence when bullying occurs.

Behaviour issues in schools are often very complex to unravel and the bullying incident might be an underlying and often hidden core issue. It is all too easy to jump to conclusions. Often school leaders have to address behaviours of the pupil(s) who are accused of bullying and the pupils who report the bullying.

This highlights the need to consider all pupils in responding to bullying behaviour, not just those who are known to be directly involved.

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 acknowledges that wherever bullying happens, 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.

There are different types of bullying:

- **Psychological** (being excluded from groups and rumours etc.)
- **Cyber** (abusive text messages, internet messages etc.)
- **Verbal** (threats, name calling, racism, homophobia etc.)
- **Physical** (punching, kicking, scratching, pushing, throwing objects at someone etc.)

Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Some forms of bullying may break the law and may be reported to the police by the school:

- Violence or assault.
- Theft.
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse.
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Prevention

“A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

(Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At Europa School UK, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

- The issue of bullying is included in the curriculum and classwork e.g. Drama, English, PHSE.
- Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.
- Class Time and Assembly programmes reinforce Community Values and the ethos of the school.
- Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.

- Supervision staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.
- Supervision points are considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.
- Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.
- The schools' pastoral teams regularly consider new ways to prevent bullying through their whole school projects.
- External speakers raise awareness of issues such as racism and homophobia.
- Posters around the school emphasise the importance of diversity in the school community.
- The Europa School UK values statement outlines the core responsibilities of students at Europa School UK including the responsibility to respect others.
- Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

Europa School UK recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

Tackling Bullying

Europa School has clear strategies for responding to bullying incidents. These are detailed below.

The school will support the victim upon finding out about bullying but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

Reporting Bullying

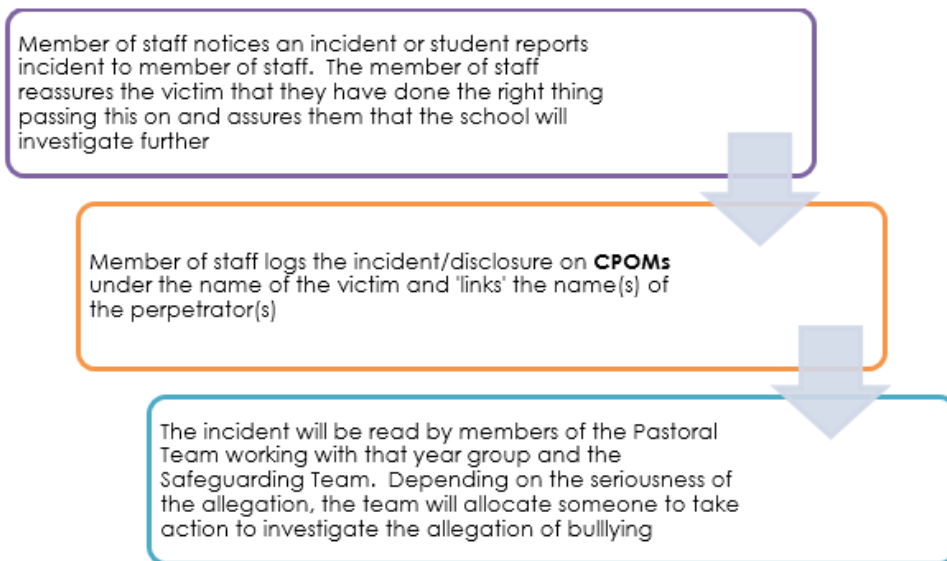
Students can report bullying of themselves or someone else in the following ways:

- Speaking to their Class Teacher
- Speaking to a member of the schools 'pastoral teams
- Speaking to the appropriate Deputy Heads of the Primary and Secondary Schools
- S6/S7: contacting the IB Coordinator
- Speaking to the Designated (or Deputy) Safeguarding Lead
- Posting a message in the Pastoral team's letterbox near the main reception
- Importantly, students are reminded that they can speak to **any** member of staff in school they trust
- Speaking to their parent and asking them to pass on the information to the school.

Parents/Carers can report bullying of their child or someone else's in the following ways:

- Contacting their child's Class Teacher by email, telephone, meeting
- Contacting the schools' Pastoral teams
- Contacting the appropriate Deputy Heads of Primary/ Secondary
- S6/S6: contacting the IB coordinator
- Importantly, parents/carers are reminded that they can speak to **any** member of staff in school regarding this. Staff will pass this on to the Pastoral Team.

Staff



Investigation

The investigation into the bullying incident(s) will be conducted by the most appropriate member of staff, depending on the severity of the allegation. This may include the Deputy Headteacher or Pastoral teams or may include external agencies such as the Police.

We understand that bullying is often 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.

Any investigation into alleged bullying will be discreet, sensitive, timely and thorough. The exact timeline of investigations will vary depending on the scenario but will usually include:

What will happen if bullying is reported?

- The victims will be talked to along with other witnesses
- The pupil accused of being a “Bully” will be talked to also, to get their version of events
- Everything said will be kept confidential, where possible
- Other staff, students and parents will be involved, where needed

- Parents/carers will be kept informed of the investigation
- A record of the incident and their role/involvement will be placed in all the involved students' files
- All students will be made aware that such behaviour will not be tolerated
- Pupils who have been found to have engaged in bullying will receive sanctions according to the school's Behaviour Policy.

Outcomes

- The student who has been bullied will be offered support if they feel they need it. This may depend on the nature and severity of the incident and may include counselling or in more extreme cases, referral to external agencies such as CAMHS.
- Students who have displayed bullying behaviour will be issued sanctions in line with the school behaviour policy. These sanctions range from detentions to fixed and even permanent exclusion where it is deemed bullying has been extreme and particularly damaging.
- Sanctions will reflect the seriousness of the incident and taking into account previous behaviour incidents.
- All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.
- Parents of those bullied and bullying will be notified of the outcomes of the investigation.
- A 'Repair and Restore' meeting will be set up to take place as soon as possible. This is the process where both parties get an opportunity to achieve closure through mediation by trained staff and/or students.

Cyberbullying

It is essential that students, staff and parents understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse.

“Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.” (Department for Education)

Many young people and adults find using the Internet and mobile phones a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobiles phones, gaming or the Internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety. Promoting a culture of confident users will support innovation and safety.

Cyberbullying can have a serious impact because of a number of factors including:

- invasion of home and personal space (it is not possible to ‘walk away’).
- the anonymity (at least initially) of the bully.
- the ability to broadcast upsetting messages and images rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time. Forms of cyberbullying.

Cyberbullying may take a number of different forms including:

- threats and intimidation via electronic means.
- harassment or ‘cyberstalking’.
- sending nudes and semi-nudes (sexting).
- vilification/defamation.
- setting up website pages to invite others to post derogatory comment about someone;
- the sending of insulting and vicious text messages.
- exclusion or peer rejection;
- impersonation, identity theft or unauthorised access.
- Publicly posting, sending, forwarding or manipulating personal or private information or images.

Whilst some cyberbullying is clearly deliberate and aggressive, it must be recognised that some incidents of cyberbullying may be unintentional and the result of simply not thinking about the consequences.

Students may need reminding that under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Europa School UK recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Europa School UK will treat any use of AI to bully pupils in line with our [anti-bullying/behaviour] policy.

Prevention of cyberbullying

Cyberbullying (along with all forms of bullying) will not be tolerated at Europa School UK, whether the bullying originates inside or outside school. Cyber-bullying and e-safety fall within the broader context of safeguarding and are therefore the responsibility of the Designated Safeguarding Lead and her team.

Education around safe and effective use of the internet (including privacy settings etc) is key prevention of cyberbullying and will be promoted through discussion and student activities around what cyberbullying is and how it differs from other forms of bullying. The aim is to provide students with the ability to deal confidently and effectively with any problems that might arise in their use of the internet.

Cyberbullying education will be delivered through PHSE, assemblies, and special e-safety events for students and parents as well as through the curriculum as a whole. The idea is to embed this awareness as part of daily life at school so everyone can avoid, recognise and, above all, to manage such activity through a confident awareness of who to approach in such a situation. This includes external reporting routes (contacting service providers directly), advice about not retaliating or replying, 'blocking' and removing 'friends', thinking carefully about what private information they might have in the public domain.

Staff safeguarding training and other staff professional development includes training about e-safety and the management of personal data in line with statutory requirements.

Responses to cyberbullying

Activities conducted outside of school premises and outside of school hours that in our opinion constitute cyberbullying are also covered by this policy. The school will take reasonable steps to identify the person(s) responsible for any instances of cyberbullying such as examining system logs, identifying and interviewing possible witnesses and contacting the service provider and the Police if necessary. Students are encouraged to save any evidence (e.g., to take a screenshot) of any examples of texts, images, posts or emails etc which may aid an investigation. Where students are found responsible for cyberbullying, parents/guardians will be informed, and sanctions may include:

- the withdrawal of privileges, e.g., the privilege of bringing a phone into school or using the school internet facilities.
- the person(s) responsible being instructed to remove any material deemed to be inappropriate.
- temporary or permanent exclusion in the most serious cases.
- the Police being contacted if a criminal offence is suspected. Steps will also be taken to change the attitude and behaviour of the bully as well as ensuring access to any help that they may need.

Links

The websites listed below offer direct links to other sources of information for parents and young people.

Stonewall: www.stonewall.org.uk

Useful information and links on LGBTQ issues.

Advisory Centre for Education: www.ace-ed.org.uk

Registered charity independent of central or local government giving free advice and support to parents of children in state schools.

Anti-Bullying Network: www.antibullying.net

Established by the Scottish Executive. Useful links and reviews for teachers, parents and students on bullying and related issues.

BBC Schools: www.bbc.co.uk/schools

Includes information about bullying.

Bully On-line: www.bullyonline.org

Information on bullying for teachers, children and schools which details the legal procedures available. This site also lists support groups for teachers.

Bullying Online: www.bullying.co.uk

Useful information and links on bullying and related issues for parents, children and teachers.

ChildLine: www.childline.org.uk

Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.

The Children's Society: www-the-childrens-society.org.uk

'Bullying! Information for parents on how to help your child' – leaflet giving information and practical guidance.

Kidscape: www.kidscape.org.uk

Advice for children, parents and teachers as well as training and sample policies.

Schools Out!: www.schools-out.org.uk

Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.

Topmarks: www.topmarks.co.uk