Slough and Eton Church of England Business and Enterprise College

A Member of Slough and East Berkshire C of E

Multi Academy Trust

Anti-Bullying Policy

Owner:	Mr Martin Culkeen
Ratified by Governing Body:	*[signature]*
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Contents

1. Vision and Ethos

Jesus said, "I have come in order that you might have life, life in all its fullness (John 10:10). In order for our students to achieve their best and thrive in line with our school mantra "Work Hard, Be Nice, No Excuses", it is of central importance that we strive to provide an environment for all that is safe both physically and emotionally and is free from bullying.

- The school will provide a safe and caring environment. All staff will be aware of their duty of care towards students and the need to promote well-being.
- Bullying is unacceptable and will not be tolerated. Students will understand through collective worship assemblies, bulletins and in activities delivered in PSHE and across the school curriculum that there is a swift and appropriate response to all forms of bullying.
- All reports of bullying will be taken seriously. Staff know that they must act on instances of bullying which are brought to them and must involve the HOY/DHOY and senior staff where necessary and appropriate.
- Everyone will be listened to, will know it is 'OK' to tell, who to tell and how.

It will be clear to all students who they are able to approach should they have a problem:
- All members of the school community will treat each other with respect. This underpins all interactions within the school and will be promoted though curriculum and all other activities.

1.1 Preventative Measures

The ethos of the school will discourage any form of bullying behaviour, part of the mantra is "Be Nice" and encourage good relations through the following measures:
- The use of CCTV cameras.
- The school's Code of Conduct.
- Student guidance and mentoring.
- Assemblies and other forms of collective worship.
- Display material in rooms/public spaces.
- Vigilance of all e.g. duties, on time to lessons, general presence.
- Staffed sanctuary at lunchtimes for vulnerable students.
- 1: 1 support as appropriate.
- Guidance to both students and parents in relation to the use of IT and mobile phones.

Within the PSHE curriculum, and other curriculum areas there will be a commitment to teaching and exploring the impact of bullying. This will help to:
- Raise awareness about bullying, its effect on emotional health and well-being, and how it will be combated.
- Develop personal and social skills through the promotion of friendship skills, assertiveness skills, conflict resolution and problem solving skills, communication skills and the exploration of spiritual and moral values.
- Build and maintain self-esteem.
- Promote positive role models and positive student/staff relationships.

2. The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

3. Definition
3.1 What is bullying?
Bullying is behaviour by an individual, or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
At Slough and Eton we believe everyone has the right to feel happy, safe and comfortable and therefore no one has the right to make someone else (student or member of staff) to feel unhappy, unsafe or uncomfortable.

Bullying may take many forms including the use of mobile phones or the internet (cyberbullying)
Incidents could fall in the following categories and **are repeated acts of behaviour:**
- Any kind of behaviour that the victim is frightened to report including the sending offensive or degrading images by phone or via the internet
- Bodily contact, which is aggressive and hurtful and is given without provocation.
- Persistent name-calling, taunting, mocking, making offensive comments
- Physical assault on persons and/or their property e.g. kicking, hitting, pushing.
- Persistent teasing.
- Any form of extortion e.g. taking belongings
- Persistent intimidation e.g. pushing and nudging, producing offensive graffiti, gossiping.
- Deliberate and malicious exclusion from friendship groups e.g. excluding people from groups and spreading hurtful and untruthful rumours

4. Specific Types of Bullying
4.1 Bullying related to special educational needs and disabilities (SEND)
Children and young people with SEND are more at risk of bullying than their peers. Public bodies have responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with SEND, whether in mainstream or special schools (e.g. the Hub), do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying.

4.2 Bullying related to appearance or health conditions
Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying. Perceived physical limitations, such as size and weight and other body image issues can result in bullying.

4.3 Bullying related to sexual orientation
Evidence of homophobic bullying suggests that children and young people who are gay, lesbian, bisexual, gender neutral or a transgendered (trans) person (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. People do not have to be lesbian, gay, bisexual, gender neutral or trans to suffer homophobic bullying. This bullying not only impacts on the individual person, but on their families and others perceived to be from that same group. It may be based on gender stereotyping.

4.4 Bullying of young carers or looked-after children, or otherwise linked to home circumstances
Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers

may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they're not living with their birth parents or because they have fallen behind in their studies. Some students are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

4.5 Sexist or Sexual bullying
Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

4.6 Bullying Related to Race, Religion or Culture
Some surveys across the UK have found that a high proportion of bullied students have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BAME) children experience bullying, it is more likely to be severe bullying.

4.7 Cyberbullying
Cyberbullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone including the school's own platforms. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc. Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Unlike other forms of bullying, cyberbullying can affect a child 24 hours a day and invade their personal space and can even enter the 'safe' home environment.

Bullying be it verbal, physical or indirect is unacceptable and will not be tolerated. It is everyone's responsibility to attempt to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying can be brought to the attention of staff either by the students who are affected, their friend(s), their parent(s) or other interested parties.

4.8 Generative artificial intelligence (AI)

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

The school recognises that AI has many uses to help children 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.

The school will treat any use of AI to bully children in line with our Behaviour for Learning Policy

4.9 Action to be taken if bullying has occurred
- Action will be reported and dealt with using the school's systems outlined in the Behaviour for Learning Policy.
- Each case will be dealt with on an individual basis. Depending on the severity of the case various forms of action may be taken. The victim may need support and strategies need to be used to rebuild their self-esteem.
- In some cases of bullying a restorative justice meeting may be held between the victim and perpetrator.
- The Head of Year will normally be the best person to deal with cases of bullying but more serious cases may be dealt with by a senior member of staff.
- The student who is bullied will be offered help within the pastoral structure of the school. Each case must be dealt with discreetly and sensitively. Interviews with parties may take place.
- The bullied student, bully or bullies should all record the events in writing.
- The parents of all the students involved should be contacted. Discussion of action strategies must take place hopefully with parental co-operation.
- The student who bullies others may also need careful counselling on reasons for bullying, aspects and consequences of this sort of anti-social behaviour. Counselling is available via the Student Support Unit and the school counsellor. Bullying others can also be a sign that someone has been bullied themselves.
- If a member of staff thinks a student is suffering or at risk of suffering significant harm, treat a bullying incident as a child protection concern and report to safeguarding@slougheton.com
- Governors must be kept fully informed of cases of bullying and in the more severe cases Governors may need to be involved with any disciplinary action taken e.g. exclusion.

4.10 Student Guidelines
What to do if you think you are being bullied:
- Tell a teacher or any other adult in school you trust;
- Tell a parent/carer or other reliable adult.
- Tell them again if the bullying does not stop in school or if it continues outside school;
- Try not to show you are upset, which although difficult, will help discourage the bully; try to appear confident; just walk past if people call you unpleasant names; tell yourself you don't deserve to be bullied;
- If you feel threatened walk away;
- Ensure social networking sites are only accessible to invited friends; block individuals who upset you.
- If you think yourself or another student is suffering or at risk of suffering significant harm, treat a bullying incident as a child protection concern and report to safeguarding@slougheton.com

4. 11 Parent / Carer Guidelines
What to do if you think your child is being bullied:
- Watch for signs – not wanting to go to school, regular minor illnesses, headaches, other pointers, avoiding friends, coming home with bruises or torn clothing, possessions disappearing, becoming upset after using the internet or mobile phone, decrease in quality of school work and engagement;
- Listen to what your child says; try to establish that the problem really is bullying and not something else;

- Learn how your child uses information and communication technology and familiarise yourself with safe practice;
- Help your child to deal with the problem by him or herself. Be tactful; do not encourage retaliation. This rarely helps and may only make things worse for your child;
- Inform your child's Head of Year or form tutor.
- If you think a child is suffering or at risk of suffering significant harm, treat a bullying incident as a child protection concern and report to safeguarding@slougheton.com

4.12 Limits of the Policy

Where bullying occurs in school and on school trips, this policy will be applied. If bullying takes place out of school but there is a school connection, the school will, if it is in our power, take action. If the bullying takes place out of school and there is no school connection, this policy cannot be invoked but the school may offer support where appropriate for example working with the police.

Appendix

Appendix 1: Useful websites

- childline.org.uk – contains tips and resources for victims
- nspcc.org.uk – help and advice for parents and families
- https://www.nationalbullyinghelpline.co.uk/ help and advice for children, parents and families

Appendix 2: Section in planner

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<div align="center">**Anti-Bullying**</div>

<div align="center">**Everyone has the right to feel happy, safe, and comfortable.**</div>

If anyone is making you feel unhappy, unsafe or uncomfortable then report it to a member of staff.

The word "bullying" means different things to different people. However, everyone has the right to feel happy, safe and comfortable and if anyone makes you feel unhappy, unsafe or uncomfortable you need to let people know about it. Look at the diagram below to find out where you can go for help.

Form Tutor $\Rightarrow$ Head of Year $\Rightarrow$ Senior Member of Staff $\Rightarrow$ Headteacher

Additionally, students can see a Prefect attached to their year group.

It is unacceptable for any member of the school to make another person feel unhappy, unsafe or uncomfortable. There are many ways to make someone feel unhappy, unsafe and uncomfortable and this includes: face to face issues, fighting, swearing, insulting language and cyber- bullying.

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