

Anti-Bullying

Table of Contents

1	Policy Statement	2
2	The Nature of Bullying	2
3	Signs of Bullying	3
4	Preventative Measures	4
4.1	General Measures	4
4.2	Cyberbullying Measures.....	5
5	Procedures for Dealing with Reported Bullying.....	5
5.1	The Preparatory School.....	5
5.2	The Senior School.....	6
6	Sanctions.....	6
7	Responsibilities	7
8	Record Keeping, Monitoring and Evaluation of Preventative Measures.....	8
9	Review and Development.....	8

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1 Policy Statement

At Ewell Castle School, our community is based upon mutual respect. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly, atmosphere. All pupils should care for and support each other.

Ewell Castle School prides itself on its respect and tolerance. Parents/guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together.

Bullying, harassment and victimisation will not be tolerated. We treat all pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the School treats any instances of bullying behaviour, whether it is physical, emotional, psychological or cyber, extremely seriously.

We are proud at Ewell Castle of the time and effort we invest in the pastoral care of our pupils. (The sizes of classes and indeed of the whole School are factors that enable us to focus on individual needs).

Our aim is to enable every pupil to realise his or her full potential, whether in the classroom or in any other aspect of school life. Our systems of rewards is aimed at establishing a sense of worth and self-esteem. Equally, the standards of behaviour set foster a community spirit and a sense of good will towards others. As part of our attention to pupil behaviour, we feel that it is important that everyone involved in the School is aware of the School's-policy towards bullying.

The philosophy behind this policy is:

- The victim, his/her feelings and well-being are paramount
- None of our pupils are incapable of understanding the distress caused once they are made aware of it
- None of our pupils are incapable of kind and sympathetic behaviour
- We wish to foster good behaviour and we are unlikely to achieve this by increasing the anxiety and sense of alienation of the bully

2 The Nature of Bullying

Regrettably bullying behaviour exists in all schools, and indeed in many other walks of life, including the workplace. This behaviour is, however, totally unacceptable. The manner in which such incidents are addressed and the measures taken to prevent bullying determine the success of a policy and these aspects are outlined in this document.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can involve physical or verbal attacks, name-calling, malicious gossip, malicious text messages/emails/comments on social websites (cyber-bullying), photographs, deliberate isolation, interfering with/stealing the property of the victim, or coercing the victim into acts in which they do not wish to participate. Bullying may involve reference to race, religion, culture, gender, disability, sexual orientation and Special Educational Needs and Disabilities (SEND). Bystanders are culpable if they do not act when seeing bullying.

At Ewell Castle we are aware that “bullying” may take the form of incitement towards radicalisation, either within families, from individuals and/or via electronic equipment and the internet. At this school we aim to prevent and reduce the risks of radicalisation and to help our children to build resilience towards such practices (refer to the school’s Safeguarding Policy).

All staff must be alert to the signs of bullying and should actively identify children who may be vulnerable or at risk from bullying. Both victims and perpetrators of bullying need our support and there may well be instances when there is cause to suspect that a child is suffering or is likely to suffer significant harm. In such cases, this should be treated as a Safeguarding concern and the DSL should be informed (refer to the school’s Safeguarding Policy).

3 Signs of Bullying

Staff members take a pro-active approach to the care and safeguarding of the pupils, and it is their responsibility to raise any concerns. Changes in behaviour that may indicate that a pupil is being bullied may include, but is not exclusive to, the following:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags, clothing and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self-confidence
- Frequent visits to members of staff with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away
- Poor performance
- Recurring illness/injuries
- Lateness for lessons
- Lowered self-esteem
- Lack of confidence

Although there may be other causes for some of the above symptoms, a repetition or a combination of these possible signs of bullying should be investigated by parents and teachers.

Child-on-child Abuse

We recognise that child-on-child abuse can occur both inside and outside of school (including online) and that all staff are trained to recognise the indicators and signs of child-on-child abuse; know how to identify and report appropriately on it through the safeguarding team.

Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of

unacceptable behaviour, which will not be tolerated at Ewell Castle. We aim to provide a safe and secure environment for all pupils and encourage an open culture of reporting incidents.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying – including Cyber bullying and discriminatory bullying
- Abuse in intimate personal relationships between pupils
- Physical abuse – hitting, kicking, shaking, biting, hair pulling etc.
- Sexual violence
- Sexual harassment
- Engaging in sexual activity without consent, such as encouraging someone to touch themselves sexually
- Consensual and non-consensual sharing of nude videos or images (sexting)
- Up-skirting
- Initiation/hazing type violence - Violent hazing is the intentional infliction of physical or psychological harm. Examples of violent hazing include coercing members to use alcohol or drugs, assault, public nudity, and participation in illegal activity.

4 Preventative Measures

The prevention of bullying behaviour and early action to stop such behaviour is vital. Staff are made aware of the procedures for reporting and recording instances of bullying behaviour and of their individual and corporate responsibilities. Regular training updates take place to ensure that all staff are supported helping to resolve and prevent problems and to support pupils with protected characteristics (disability, gender, race, religion/beliefs and sexual orientation).

4.1 General Measures

We take the following preventative measures:

- We use appropriate assemblies to explain the school policy on bullying. Our Pastoral and PSHE content (Prep and Senior) provides pupils with an awareness of their social and moral responsibilities as they progress through the school. We emphasise the message that community involvement and taking care of each other are important.
- Other lessons, particularly Religious Studies, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- Notice Boards display advice on where pupils can seek help, including details of confidential help lines and websites connecting to external specialists, such as Childline.
- We reserve the right to investigate incidents that take place outside school hours, on School visits and trips that occur in the vicinity of the school, involving our pupils.
- We act on feedback from parents and guardians on the effectiveness of our preventative measures as appropriate.

4.2 Cyberbullying Measures

In addition to the preventative measures above, Ewell Castle School:

- Fosters relationships of trust, mutual support and effective communication with parents/guardians, who might be the first responders to problems that occur outside of school such as cyber bullying.
- Offers guidance to parents on the safe use of IT at, for example, Pupil and Parent Information Evenings, or PSHE parental engagement sessions with outside speakers.
- Expects all pupils to adhere to the School's Rules for the Use of ICT. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse or attempted misuse of the internet.
- Issues all pupils with their own personal school email address and expects them to be used for school correspondence.
- Follows the advice of the UK Safer Internet Centre regarding e-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in ICT lessons as well as Pastoral and PSHE provision, which covers blocking and removing contacts from friends lists.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Ensures that all pupils in the Senior School, and their parents, have signed the School's Acceptable use of ICT document.
- Does not permit mobile phones to be used in classrooms, public areas of the school, or where they may cause annoyance to others (without explicit consent of the teacher in circumstances where use of a device may benefit learning). If a mobile is brought into school, it must be given in to the school office at the Prep School for safe keeping. Senior pupils may keep their phone on their person but may not use them during the school day. If a call home is necessary, pupils must come to School Reception and use their phone in the presence of the Receptionist, or use the land line. Any pupils seen making a call during the school day will have their phone removed and handed in to the Principal's Executive Assistant.

5 Procedures for Dealing with Reported Bullying

5.1 The Preparatory School

If bullying behaviour is reported or identified, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will reassure and support the pupils involved.
- He/she will complete an entry to the behaviour log and share with Head of Pastoral Care.
- All allegedly involved in this behaviour will be interviewed individually (or with a friend if appropriate) and their accounts recorded in the incident report.
- After a thorough investigation, which may also involve speaking with other children and staff, a conclusion will be drawn as to the whether the incident is 'bullying' or something more minor.
- The range of measures/actions that are potentially involved will be carefully explained to the identified bully/bullies. The identified victim will be supported, and the parents/guardians of the victim and the bully will be informed of any actions taken and any further actions to be taken.
- Class Teachers will be made aware immediately of the investigation, and all members of staff, will be informed in the 'pupil concerns' session at the next staff meeting.
- The victim will be interviewed at a later stage by a senior member of staff, and separately from the perpetrator. He/she will be offered support to develop a strategy to help him or herself. It will be made clear to him/her why revenge is inappropriate.

- The alleged bully will be spoken with at a later stage, separately from the victim. It will be made clear why his/her behaviour was inappropriate and caused distress. He/she will also be offered guidance on modifying his or her behaviour, together with any appropriate actions.
- A way forward, including any further disciplinary sanctions and counselling, will be agreed. It is recognised that suitable support is needed for children who are being bullied, for pupils who bully others, and for others potentially affected. This may take the form of regular counselling sessions, as agreed with the parents.
- The relationship between victim and bully will be constantly monitored.

5.2 The Senior School

The same principles apply at the Senior School but at a higher/more mature level and with slight differences as below:

- An account will be taken from the victim, concentrating on the effects to the victim and to identifying people involved. This will be undertaken by the Form Tutor in the first instance who will then bring the matter to the attention of the Head of Year who will in turn inform the Head of the Senior School.
- The Head of Year will meet with those involved, with or without the victim, which includes the bullies, onlookers and friends of the victim.
- They will explain the problem, the feeling experienced and the distress caused in a simple and clear way.
- They will encourage suggestions of ways in which the victim could be supported, to make him feel happier, and to assign responsibilities where appropriate.
- They will pass responsibility for resolving the situation to all concerned – no blame is attached to any individual at this stage, but rather a mediated response focussing on understanding and resolution is the first response.
- The Head of Year will meet after about a week with the victim and the group to measure progress.
- They will take appropriate further action if necessary – further cycle of interviews with pupils and the parents of those immediately concerned, i.e. victim and bully. This might include disciplinary action if required. Depending on the severity of the situation the Head of the Senior School or indeed the Principal may become involved.
- In addition to any sanction recorded on the School MIS system (ISAMs) for the perpetrator, all instances of bullying are recorded on the 'Bullying, Child-on-Child Abuse, and Sexual Harassment or Violence Register.' This record includes details of everything that has taken place, all pupils involved, all staff who dealt with the incident and any follow up with both victim and perpetrator.

6 Sanctions

Although the school operates a no-blame approach to bullying behaviour in the first instance, there will be instances when specific sanctions against bullies or pupils displaying bullying behaviour are appropriate. The School makes every effort to counsel, support and educate individuals in order to stamp out bullying behaviour. When specific sanctions are deemed necessary, they will include:

- Detentions
- Community service (e.g. picking up litter)
- Friday after school detentions
- Saturday detentions
- Internal exclusion
- Temporary exclusion
- Permanent exclusion

7 Responsibilities

Pupils

- Appreciation of what is meant by bullying
- Display disapproval of such behaviour, never condone it
- Support the victims of bullying
- Report instances of bullying, including instances of cyber or online bullying, to your Form Teacher/Head of Year/Head of School or any member of staff with whom you can communicate
- Trust in staff and parents to help and support the victim and the bully
- Pupils can play a role as bystanders by intervening or seeking assistance

Prefects and Senior Pupils

- As above and
- Be attuned to the possibility of bullying in areas of school life
- Act as role models
- Intervene and report instances of bullying including cyber or online bullying, with names of witnesses, to any member of staff

Parents

- Awareness of this policy
- Reporting any concerns in respect of bullying behaviour to the School
- Support and communication with School
- When a bystander to bullying behaviour, intervening by informing the School and by giving names of witnesses and/or other individuals concerned to the School

All Staff

- Awareness of this policy and procedures to be followed
- Ensure that clearly defined “ground rules” apply to your teaching area
- Attuned to the possibility of bullying in all areas of school life
- Sensitivity to the reasons for apparent emotional or physical distress
- Promote anti-bullying strategies
- Identify examples of bullying, take appropriate and immediate action
- Arrest situation
- See to the wellbeing of the victim
- Report to a senior member of staff (Prep School) or Head of Year (Senior School), otherwise to the Head of Prep School or the Deputy Head of Senior School, with names of witnesses, as soon as possible
- In extreme cases remove bully/bullies immediately to a Deputy Head (Prep School) or Head of Year or the Head of Senior School
- Instances of serious physical assault to any member of the Senior Management Team immediately
- To recognise that bullying behaviour may be a form of abuse and may need to be reported to the appropriate authorities (see Safeguarding Policy)

Heads of Year (Senior School)

- Promote anti-bullying strategies through/in liaison with PSHEE staff, Heads of Departments
- Oversee implementation of policy
- Liaise with other Heads of Year & Deputy Head of Senior School as appropriate
- Raising awareness through Assemblies and Tutor programme

- To ensure up to date records of any bullying incident are recorded on the Bullying, Child-on-Child Abuse, and Sexual Harassment or Violence Register.

Heads of Department

- Promote anti-bullying strategies through delivery of the curriculum whenever possible

Deputy Head of Prep School/ Head of Senior School

- Oversee implementation of policy
- Ensure appropriate pastoral care and support is provided to the victim
- Ensure appropriate guidance and support is given in order to modify the behaviour of the perpetrator
- Authorise any disciplinary sanctions when appropriate
- Training and support of all staff
- Oversee parental awareness/involvement
- Advise Principal and Governing body as deemed appropriate
- Coordinate with the Heads of Department regarding the Curriculum response
- Devise appropriate INSET with staff
- Publicity/promotion of the Policy
- Contact with Social Services as appropriate (see Safeguarding Policy)
- Maintain and review records (including the Bullying, Child-on-Child Abuse, and Sexual Harassment or Violence Register), as well as evaluating / adapting procedures

8 Record Keeping, Monitoring and Evaluation of Preventative Measures

The Deputy Head of Prep School and Head of Senior School maintain records of instances of bullying (including cyber-bullying) and racial abuse – victims and perpetrators. As part of this responsibility they ensure a Bullying, Child-on-Child Abuse, and Sexual Harassment or Violence Register is in place and maintained by relevant staff).

The Principal organises regular surveys of pupils and parents in respect of the above behaviours to assess the effectiveness of procedures.

9 Review and Development

9.1 Procedure

This document, together with the effectiveness of its procedures, will be reviewed annually by the Executive Leadership Team and Governing Body and as events or legislation change requires.

9.2 Links with other Policies

This policy should be read in conjunction with the following documents:

- Behaviour for Learning Policy
- Acceptable use of ICT Policy
- Safeguarding Policy
- SEND Policy