Esher Church of England High School

Anti-bullying policy

Date of Next Review: Autumn Term 2024
Responsibility: Assistant Headteacher and DSL

Aims

At Esher Church of England High School, our Christian vision is rooted in creating a sense of belonging within a safe and nurturing environment. We believe that every individual deserves to feel that their uniqueness is celebrated. We strive to build strong connections and foster a community that embraces diversity. In our pursuit of cultivating a sense of belonging, we actively promote an atmosphere of respect, empathy and understanding, where everyone's voice is heard and appreciated.

Bullying is not acceptable under any circumstances. We believe that all pupils, whatever their ethnicity, culture, gender, faith, sexual orientation, physical or intellectual abilities have the right to:

- A safe and secure environment at school where they feel they belong.

- A safe and secure environment on the way to and from school.

- Concentrate on their educational progress, whilst being themselves, without fear of others.

Bullying can include emotional, physical, racist, homophobic/gender based, sexual harassment, verbal and cyber bullying.

1.0 - Preventative Action

1.1 The Christian vision of the school promotes co-operation and inclusion. Every member of the school should behave in a considerate way and respect the rights of others. Bullying is addressed within the curriculum with the view to teaching pupils to recognise bullying and to set in place preventative measures and procedures.

1.2 We adopt a number of proactive approaches to prevent incidents of bullying:

- Year 7 transition program.

- Training all staff to be vigilant for incidents of bullying and report using established procedures.

- The PSHCE curriculum directly addresses bullying and discrimination including discussions on language use (sexualised language, racist, homophobic, transphobic and biphobic).

- Tutor time culture curriculum promoting awareness and discussion.

- Assemblies promoting anti-bullying messages, friendship, trust and kindness and to shared responsibility in reporting bullying.

- Celebration for calendar dates such as Black History Month, Holocaust Memorial Day, Pride and Diversity Month.

- School wide Anti-bullying week.

- Staff supervision in playground, field, dining area and toilets during social times.

- Provision of alternative spaces (e.g., Hub and ISB) for students who find these areas difficult to manage.

- Staff supervision during dismissal at the end of the school day.

- Form tutors act as a first point of contact for pupils.

- Network monitoring software is used to detect inappropriate use of the ICT facilities, including cyberbullying.
- Designated staff are available to students for counselling, emotional wellbeing and pastoral advice, this is signposted throughout the year to students and displayed in corridors.

2.0 - Signs and Symptoms

Whilst there may be no noticeable signs of bullying, pupils who are being bullied may show changes in behaviour:

- becoming withdrawn and nervous, feigning illness.
- taking unusual absences or needing increased attention or support from adults.
- There may be evidence of changes in levels of engagement in learning.
- lacking concentration. Refusing to attend school or truanting from school.

3.0 Roles and Responsibilities including Statutory Duty of Schools

3.1 All members of the school have a responsibility to address bullying and discrimination incidents promptly.

3.2 If there is reasonable suspicion or likelihood of significant harm, bullying will be treated as a safeguarding concern under the Children Act 1989. School staff will discuss this with the school's Designated Safeguarding Lead and refer to the Children's Single Point of Access (CSPA) as required.

3.3 The senior leadership team oversee and review the operation of this policy throughout the school.

3.4a Senior Leadership Team Responsibilities

- To monitor and evaluate the effectiveness of the anti-bullying and anti-discrimination policy and guidance.
- To ensure action is taken to promptly address bullying issues arising.
- To ensure that all staff are skilled in following guidance and procedure.
- To ensure assemblies take place to address/highlight this policy.
- To monitor a log of reported cases, liaising with the DSL half termly.
- To report racist incidents to Surrey County Council termly as part of our exclusions reporting.

3.4b HOYs/SWC/Form Tutors' Responsibilities

- To reinforce the EHS Values and anti-bullying policy through tutor time/assemblies and the use of outside speakers.
- To intervene to deal with conflict between pupils as soon as they arise, concentrating on how to solve their differences in order that these do not escalate.
- To investigate/report incidents of bullying and put strategies in place in line with this policy.
- To keep a record/log of reported incidents of bullying on CPOMS or SIMS.
- To discuss all reported incidents of bullying half–termly with their SLT link and ensure that the appropriate action has been followed to promote a solution.

3.4c Staff Responsibilities

- To ensure that classrooms have an ethos in which bullying, and discrimination is unacceptable.

- To help pupils to acquire the knowledge, skills and values that contribute to the development of non-bullying behaviour.

- To report concerns immediately to HOD or HOY.

- To follow school procedures once an incident is witnessed by or reported to them.

- Being aware of the vulnerability of vulnerable groups or individual pupils and the need to take proactive action e.g., those with SEND who may not recognise interactions as unkind, inappropriate and unacceptable.

- To make pupils aware that the school cannot offer confidentiality following any disclosures as pupils may disclose information which could relate to Safeguarding concerns.

- All staff to be aware of the need to remain alert for signs of such changes in pupil behaviour.

3.4d Pupils' Responsibilities

- To understand that the school takes a firm stance on all forms of bullying and discrimination.

- To be courteous to each other, staff and visitors, and support each other as part of a caring community to ensure that all feel a sense of belonging.

- To take their part as a responsible member of the school community in reporting concerns immediately.

- To tell staff of any incidents of bullying whether directly involved or witnessed.

- To make suggestions for improvement or additional measures to promote good relationships amongst peers via School Council/Pupil Leader representatives.

3.4e Parent(s)/Carer(s)' Responsibilities

- To approach the school with any concerns regarding bullying or discrimination (or indeed any other concern) immediately.

- To contact the school immediately if they suspect pupils are being bullied.

- To work with and support the school if an incident arises.

Parents/carers should report any advised any threatening situations (including online) during weekends, evenings, holidays etc. to Police. For online bullying, report to the specific social media platform and support your child in blocking those responsible.

4.0 Dealing with Incidents

4.1 All reported incidents are treated very seriously and fully investigated by the Head of Year and a member of the Safeguarding Team. Suspected reports of bullying or discrimination are recorded on SIMs and logged on our Safeguarding reporting system CPOMS if multiple incidents occur for an individual.

4.2 Analysis of reported bullying incidents is conducted on a regular basis to ensure that appropriate action has been taken for a positive resolution.

Our school approach to responding to bullying is outlined below. This shows that if bullying continues, there will be an increase in severity to the actions of the person bullying.

	Actions for the person responsible	Lead	Actions to support the person bullied	Lead
Stage 1	Warning, Contact home, Restorative, Educate (log as Serious Incident)	Tutor/HoY/ SWC	Signposting Pastoral 1:1 support Access to safe space	Tutor/HoY/ SWC
Stage 2	Detentions, Contact home, Behaviour contract written and agreed	HoY	Signposting Peer mentor/Youth Minister Pastoral support 1:1 Access to safe space	SWC/HoY
Stage 3	Focus Room, Meeting with parents	HoY/AHT	Key person assigned	HoY/ASL
Stage 4	Student Support Plan	HoY/AHT	Wellbeing intervention from external professional Key person	HoY/ASL
Stage 5	Suspension(s), PSP with clear target	AHT/DHT	School Counsellor support	ASL/AHT

4.1 Out of School Incidents

The school encourages parents/carers to let them know of any out of school incidents so that any situation in school can be monitored. School will pass on concerns to the police as appropriate.

Parents/guardians should report any threatening situations (including online) during weekends, evenings, holidays etc. to Police. For any online bullying, report to the specific social media platform and or Police if appropriate.

5.0 Support and Intervention

 This may be provided through a number of different channels where necessary:

- Pastoral support from Wellbeing Coordinator.
- Referral for additional wellbeing intervention such as ELSA, Relational Support or Therapeutic Counselling.
- Peer mentor - older pupils provide a 'listening ear' through the mentor system.
- Youth Minister Mentor – Support offered through our local church representatives.
- Access to safe space - where a pupil can go during break and lunch times.
- Signposting information.

6.0 Monitoring, Evaluation and Review

6.1 The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6.2 Student surveys will be conducted to elicit pupil views on any bullying related concerns and school policies and procedures to address them. Results from related pupil questionnaires will be analysed and action taken to address any issues raised.

6.3 Statistics about bullying incidents will be analysed through the Behaviour module of the school's Management Information System (SIMS) and School Safeguarding Reporting System CPOMS.

7.0 Links with Other Policies/Documents

This policy should be read in conjunction with the following:

- Behaviour Policy
- Safeguarding Policy
- IT acceptable use Policy

Other policies which may be linked include:

- RSE Policy

Signposting information

Esher Church of England High School - Student Wellbeing & Safeguarding (esherhigh.surrey.sch.uk)

Bullying Online   www.bullying.co.uk

Child Exploitation and Online Protection Command (CEOP): www.thinkuknow.co.uk

NSPCC Helping Children Deal with Bullying & Cyberbullying | NSPCC

EACH Homophobic Transphobic Helpline - EACH | EACH

Victim Support Children and young people - Victim Support