**Anti-Bullying Policy (including EYFS)**

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| Date of Policy: | **September 2024** |
| Policy Approved By: | **Child Protection, Welfare and Boarding Committee** |
| Policy Owner: | **Deputy Head Pastoral (Elms)** |
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| Governor Committee(s): | **Child Protection, Welfare and Boarding Committee** |

*This policy has been reviewed prior to September 2024 but will be ratified by Governors at the Michaelmas meeting of the Child Protection, Welfare and Boarding Sub-Committee.*

**Introduction**
The Governing Body of Trent College and The Elms is determined to minimise the instances and the impact of bullying within school. Bullying affects everyone, not just the bullies and their victims. It is neither an inevitable part of school life nor a necessary part of growing up. No one person or group, whether staff or pupil, should have to accept this type of behaviour, the seriousness of which can cause considerable psychological damage and even drive individual to suicide.

*We are committed to promoting and supporting positive pupil mental health and wellbeing through our policies and practice. Our first consideration, as professional, adult practitioners, will be how our actions support and promote the wellbeing of every child.*

Our community is based upon respect, good manners, and fair play. 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 to their full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other, inside and outside of school.

The school prides itself on its commitment to creating a culture of respect, tolerance and understanding. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour both at school, online and at home, and that the school and parents co-operate closely together.

Bullying, cyberbullying, harassment, victimisation and discrimination of pupils or staff will not be tolerated by the school. We treat all of our pupils and their parents fairly, and with consideration, and we expect them to respect the staff, the school and each other, in return. All forms of bullying are unacceptable at the school (including cyberbullying, prejudice-based and discriminatory bullying) and any instances of bullying will be recorded and, where appropriate, will result in disciplinary action in accordance with the school's Behaviour Policy.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

**Aims**

The aims of this policy are to provide a framework which encourages positive behaviour, respect for individuals and minimises any instances of bullying.
The policy is also written up with regard to the principles within:


Child Protection and Safeguarding Policy
Safe to Learn: Embedding Anti-Bullying Work in schools
Preventing & Tackling Bullying– Advice for school Leaders, Staff and Governors
Teaching Online Safety in schools
Education for a Connected World
Keeping Children Safe in Education 2024


And the belief that:

- All pupils have the right to an education free from bullying within a supportive, safe and caring environment.
- All members of staff also have the right to work in an environment free from any harassment or bullying; whether this is from staff, pupils or parents.


**Definition**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Put another way, bullying is the intentional hurting, harming, or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including the sharing of nudes/semi-nudes), verbal (including cyberbullying via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video), and/or emotional (including by excluding, being sarcastic, name-calling, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone, or actions that fall short of direct participation, where someone encourages others to bully, or joins in with laughing at a victim. Bullying is often hidden and subtle. It can also be overt and intimidating, and often involves an imbalance of power between the perpetrator(s) and the victim(s) whether that be a physical, psychological (knowing what upsets someone), or intellectual imbalance, or by the perpetrator(s) having access to the support of a group, or the capacity to socially isolate the victim(s).

Bullying can sometimes amount to child on child abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information child on child abuse, including the procedures to follow when an incident on child on child abuse is reported can be found in the school's Child Protection & Safeguarding Policy.

Bullying is often motivated by prejudice against particular groups and may involve actions or comments regarding a person's race, religion, sex, gender, sexual orientation, special education needs or disabilities (SEND) or certain health conditions, or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Bullying can happen anywhere and at any time and can involve anyone - pupils, other young people, staff, and parents. Where an incident of bullying causes or is likely to cause significant harm to a pupil, the school will follow the procedures set out in the school's Child Protection and Safeguarding Policy.

Further information on some of the types and modes of bullying:

Modes of Bullying

1. Verbal bullying: This may involve name calling, may make use of written notes, e-mails, or mobile phone messages and/or may include threats of physical violence. Referring to an exchange as 'banter' is unacceptable in an attempt to excuse upset being caused to others
2. Physical bullying: This often consists of deliberate jostling, bumping or shoving and those responsible may easily maintain that it is accidental when detected for the first time. Physical bullying may also involve theft or damage to property. Not all theft or damage is bullying, but bullying occurs where the intention is to create fear and to use power improperly.
3. Manipulative (Social) bullying: This may involve manipulating social networks (including electronic networks) with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships. Manipulative bullying may also involve the spreading of rumours, posting of electronic images without the other persons consent or malicious accusations.

4. Cyberbullying (Online bullying): This is the use of information and communications technology, particularly mobile phones, social networking sites and the internet in general to deliberately upset someone else. [Childnet provides detailed and up to date advice]

Types of Bullying can relate to many different traits. This list highlights and defines some of the more common traits that can be subject to bullying behaviour. It is not a prescriptive list, the school will judge whether or not behaviour constitutes bullying on the basis of intent, impact and actions.

1. Homophobic Bullying: Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, transgender or bisexual people.
2. Racist bullying: The definition of race includes colour, nationality and ethnic or national origins. The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status.
3. Faith bullying: Relates to behaviour motivated by attitude to an individual's religious beliefs.
4. Socio-economic bullying: Relates to behaviour motivated by an individual's perceived socio-economic status.
5. Social bullying: Relates to inclusion or exclusion in social groups. (See manipulative bullying).
6. Physical appearance.
7. Disability.

The school recognises the increased vulnerability to bullying to those with any of the protected characteristics under the Equalities Act. Bullying frequently focuses on individual differences and anything that is implied to be different from the perspective of the instigator. In this respect it undermines the school's ethos of promoting equal opportunities and disregards the teaching of important social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-based lifestyle choices. It may dwell upon race, religion or nationality. It may also reflect parental lack of awareness and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it. The school recognises the additional vulnerability of SEND pupils and boarders, in particular junior boarders and is committed to providing them with the necessary care, support and engagement to enable them to flourish.

All pupils should be just as clear about what is expected of them online as offline.

**Bullying outside school premises**

Teachers have the power to discipline students for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town.

Staff are expected to act in response to suspected cases of bullying in line with the guidance which follows. Where bullying outside school is reported or witnessed, it should be investigated and acted on. The Head should also consider whether it is appropriate to notify external agencies of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

**Prevention**

We intend that the ethos of our school will help to instil mutual respect and civilised behaviour and encourage the avoidance of bullying. The school will provide pupils with the opportunity to discuss the topic whenever necessary. In the first half term of the Michaelmas term all pupils are reminded of the actions they should take if they are being bullied or think another pupil is being bullied. There are 'worry boxes' in each classroom where pupils can post any concerns, including those relating to bullying, these are checked on a weekly basis by staff. Assemblies and PSHE sessions highlight the procedures in place in school as well as addressing the issue of bullying and raising awareness of the need to tackle and eliminate it.

The Assistant Pastoral Lead will speak to the Year 6 prefects at the start of every term about bullying, how to prevent it and report it, so they too can be vigilant throughout the school especially when completing their duties. The Deputy Head Pastoral meets regularly with the schools Anti-Bullying ambassadors to discuss their responsibilities and to organise events to promote friendship and kindness throughout the school.

Staff awareness is raised through training, meetings and regular review of the policy to ensure that the principles of the school policy are understood, including the reporting and recording procedures. This includes awareness of cyber-bullying.

**WHAT YOU SHOULD DO IF YOU ARE BEING BULLIED**

**For pupils:**
Go straight to a member of staff and discuss the matter in private. Remember your silence is the bully's greatest weapon. If you do not feel you can tell a member of staff then tell a friend, a prefect or your parents/guardian.

1. Tell yourself that you do not deserve to be bullied and that it is wrong.
2. Be proud of who you are. It is good to be an individual.
3. Try not to show the bully that you are upset. A bully thrives on your fear.
4. Stay with a group of friends as much as you can.
5. Tell yourself that the bully will not feel good about their own behaviour and they need help. By informing a member of staff of the whole background, you can help the bully and yourself.
6. Childline offer confidential advice regarding bullying on 08001111

**For staff:**
Inform a member of the Elms Leadership Team, who will ensure the matter is treated sensitively and there are no repercussions for the member of staff making the allegation (further detail is given in the Whistleblowing policy). Alternatively, a formal complaint can be made in accordance with the Complaints Policy.

**WHAT YOU SHOULD DO IF YOU KNOW SOMEONE IS BEING BULLIED**

**Pupil action:**
Take Action! Tell someone, ideally, a member of staff immediately. If not a member of staff then a Prefect, an Anti-Bullying Ambassador your parents or a friend. Don't be a bystander and let bullying happen to someone else. Tell someone! All staff understand the seriousness of bullying and will provide support.

**Staff action:**
Create a school environment characterised by warmth, positive interest and involvement from adults. Monitor and supervise pupil activities to try to ensure that bullying does not occur. Be vigilant and look for any early signs of bullying in your classroom and around the school site, taking into particular consideration those pupils that may be most vulnerable and at risk from bullying. Early signs of bullying may include the sudden deterioration in a pupil's work; spurious illness and erratic attendance; arriving late for lessons; a desire to remain with adults; damaged or disappearing schoolbooks and other property; an appearance of isolation or a major mood change. Whilst such behaviour might be symptomatic of other problems, it might be the early signs of bullying, and the problem should be investigated and, where necessary, referred to the Class Teacher in the first instance and then on to the appropriate Assistant Head/Lead, Deputy Head Pastoral or Head as appropriate. All reports of bullying should be logged, even if the outcome is that it is believed bullying hasn't taken place. The central bullying log is used by the Assistant Head/Lead and the Deputy Head Pastoral to identify patterns of behaviour and plan corrective action.

Educational elements such as Personal, Social and Health Education (PSHE) projects, drama, stories and literature to discuss differences between people and the importance of avoiding prejudice-based language can be very helpful and are adopted through planning and teaching of PSHE lessons and delivered through assemblies.

**School action:**

1. Pupils are made aware of what constitutes bullying, its outcomes and how it can be dealt with through our PSHE programme and assemblies.
2. Staff, through the regular Inset programme and briefings, are made aware of what constitutes bullying and how the school sets out to prevent and tackle instances.
3. To maintain a clear picture of bullying throughout the school and ensure that measures are in place to identify patterns and minimise instances. The school actively listens to pupils through a variety of channels including surveys, school councillors, Anti-Bullying ambassadors, so insights are provided into how pupils are feeling about their lives both inside and outside school.
4. To promote a 'mindful culture' in which pupils are encouraged to promote The Elms values of kindness, honesty, appreciation, courage and respect.
5. Pupils are encouraged to report bullying and not to join in or stand idly by. They must understand that bullying is not an acceptable part of life within our school and that everyone has the responsibility to ensure that it does not happen. To report is to help the bullied and the bully.
6. It is important that pupils reporting incidents of bullying are taken seriously and listened to and that positive action is seen to be taken. Staff who observe intimidatory behaviour or have it reported to them should log the incident on Isams under incident report, including a brief summary of the incident and ensure the Class Teacher and the relevant Assistant Head/Lead is informed.
7. All students holding any position of responsibility are given a briefing on the Anti-Bullying measures taken by the school and the Anti-Bullying policy.
8. Class teachers are to discuss and draw up class rules – these should be displayed at all times. Also displayed in the classroom and around school are 'What to do if you are being bullied' guidelines. These are reviewed with all pupils at the start of the academic year and revisited as needed.
9. Childline references displaying phone numbers and web addresses are posted throughout the school.

10. The school will work with the parents of the bully and the bullied, engaging with them promptly when issues of bullying come to light. This partnership will provide consistent guidance away from any bullying behaviour.
11. The bully and the bullied may be offered counselling to help them with coping strategies so they can be happy and feel safe in school.
12. Following any incident of bullying the situation will be formally monitored over a period of time to ensure behaviour improves and the pupils feel safe and supported. Patterns of conduct likely to cause unease to pupils will also be monitored as will places on the site where pupils feel vulnerable.
13. The school also covers Anti-Bullying as a core part of the staff induction programme and staff training so all staff are fully aware of their role in maintaining a safe & happy school and their legal responsibilities.
14. Carry out risk assessments with pupils and staff to identify the times, places and circumstances in which the risk of bullying is greatest. Resultant action will be taken to counteract the risk of bullying.
15. Maintain effective policies and procedures relating to Acceptable use of Technology, E-safety, Whistleblowing, Mobile Phones and Personal Devices, Behaviour Management, Photographs and Images of children and Child Protection and Safeguarding Policy
16. The results of the bullying surveys are discussed at a senior level and with class teachers, to review and identify action that may be required. Key features of the survey are shared with pupils through assemblies.

**Parent Action:**

Parents should report any anxieties they may have to the Class Teacher in the first instance. These would be passed on to the relevant Assistant Head/Lead, Deputy Head Pastoral or Head as necessary. Parents can be reassured that the school will treat their concerns seriously, and sensitively, and that they will be kept informed of any action taken.

**DEALING WITH INCIDENTS OF BULLYING**

Incidents of bullying are likely to be treated as a matter of serious misconduct within our school's sanction structure. Instances of staff being bullied will also be taken very seriously and such cases are likely to be dealt with according to the Staff Capability and Disciplinary Policy with respect to the Whistleblowing Policy.

It is the responsibility of all members of staff to deal with incidents of pupils bullying other pupils. Indeed, the member of staff "on the scene" is often best placed to take prompt action and to deal with each individual incident in an appropriate manner. There is no one way of dealing with incidents; however, the following guidelines should be followed:

1. It is important, in the first instance, to reassure the victim of bullying that they were right in coming forward. Staff should liaise with the relevant Assistant Head, Assistant Pastoral Lead, Deputy Head Pastoral or Head where appropriate to determine the most appropriate course of action.
2. Where practicable, the pupil(s) involved should write down their version of the incidents. If this is not possible (due to the age or ability of the child involved) an older child or adult should write down their version of events. Find out the facts, talk to the bullies and the victims individually and any pupils that may have witnessed the incident.
3. Staff are to complete the Bullying log which can be found in SharePoint and inform a member of the leadership team. This log will be discussed periodically by the leadership team and can be used if bullying is continued over a longer than usual period of time. The bullying log will note suitable actions that have been taken by the school to reduce the incidence of bullying.
4. Guidance and support will be given to both the victim and the bully. Pupils may be referred to the School Counsellor.

5. Depending upon the seriousness of the incident the school may call a meeting with the parents, the pupil may receive a formal or final written warning, or, in the most serious cases, the pupil may be required to be withdrawn from the school or excluded. The resultant action will always be consistent with the school Behaviour Management Policy.
6. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm', and the DSL should be informed and the appropriate action taken. (See child Protection Policy)
7. The school will make clear its expectations to any pupil who has bullied someone. In line with our zero tolerance approach, persistent bullying behaviour can jeopardise a pupil's place at the school. Policy to be read in conjunction with Behaviour Policy and Acceptable Use of Policy.

Incidents of bullying are summarised by report and reviewed in each meeting of the Child Protection, Welfare and Boarding Sub-Committee of the Governing Body.

### CYBER BULLYING
The Elms embraces the advantages of modern technology in terms of the educational benefits it brings, however the school is mindful of the potential for bullying to occur. All pupils have a right not to be bullied and bullying is always unacceptable. The school also recognises that it must take note of bullying that occurs outside school which spills over into school.

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or

2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or

3. Has the effect of substantially disrupting the orderly operation of the school.

The Elms educates its pupils both in the proper use of telecommunications and about the serious consequences of cyber-bullying and will through PSHEE, ICT lessons and assemblies continue to inform and educate its pupils in these fast changing times. The Elms, in partnership with Trent College, has systems in place to block access to inappropriate websites, using firewalls, antivirus protection and filtering systems and no pupil is allowed to work on the internet unsupervised.

### Mobile Phones
The Elms believes that children do not need a mobile phone at school unless they travel to and from school on the bus. In this instance children should hand their mobile phone to their teacher at the start of the day and collect it before going home.

### Guidance for Staff
If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below. (Before looking at an image on a phone, laptop, tablet or other device, staff should check with the child that there are no images of child nudity/semi-nudity.  Staff must not look at images showing child nudity or semi-nudity. If this is the case please seek guidance from a senior member of the pastoral team.) :

**Mobile Phones**
- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include date, time and names
- Make a transcript of a spoken message, recording date, times and names
- Tell the pupil to save the message/image
- Go with the pupil to a member of the Leadership Team.
- Once the matter has been dealt with ask the child/parent to remove/delete the message/image

**Computers**
- Ask the pupil to get up on screen the material in question
- Ask the pupil to save the material
- Print off the offending material
- Go with the pupil to a member of the Leadership Team
- Once the matter has been dealt with ask the child/parent to remove/delete the message/image

**Guidance for pupils**
- If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be your parent, your tutor, teacher, school nurse or House Master/Mistress.
- Do not answer abusive message but log and report them.
- Do not delete anything until it has been shown to an adult (even if it is upsetting, the material is evidence of cyber-bullying.)
- Do not give out personal details online.
- Never reply to abusive emails.
- Never reply to someone you do not know.
- Stay in public areas in chat rooms/social media sites.

**Guidance for parents**
- It is vital that parents and the schoolwork together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. The Elms informs parents of the cyber-bullying policy and procedures in place to deal with cyber-bullying.
- Parents can help by making sure their child understands the school policy and how seriously The Elms takes incidents of cyber-bullying.
- Parents should also explain to their child legal issues surrounding cyber-bullying.
- If parents believe their child is a victim of cyber-bullying, they should save the offending material and make sure they have all relevant information before deleting anything.
- Parents should contact a member of the Leadership Team as soon as possible. A meeting can then be arranged with relevant members of staff.
- If the incident falls during the holidays The Elms still reserves the right to take action against bullying perpetrated outside of school which spills over into school

**E-safety at home**
Several sites offer helpful advice to parents with respect to how they can best monitor their child's use of the computer at home.
www.childnet.com
www.kidsmart.org.uk
www.ceop.gov.uk
www.thinkuknow.co.uk
www.nspcc.org.uk/keeping-children-safe/online-safety

Policy to be read in conjunction with Acceptable Use of Technology Agreement.