

## Anti-Bullying Policy

### Executive Summary:

At Eastbourne College we promote a speak up culture.

It is everyone's responsibility to be aware of the signs of bullying and to be observant at all times.

Bullying is a deliberate act either as an isolated serious incident or repeated behaviour.

Bullying can be indirect (eg spreading rumours, exclusion).

Main types of bullying include verbal, physical, emotional and cyber.

Bullying is not tolerated or ignored.

Pupils are encouraged to respect each other, to work together, to build resilience and to show integrity.

Consequences and outcomes are clear and involve those pupils directly involved and the immediate team around them, both at school and at home.

### Policy Statement on Bullying Behaviour

We acknowledge that bullying is a problem that may be encountered in all areas of life, not just at school. We aim to be pro-active in our approach to tackling all forms of bullying as we do not consider it to be a normal part of growing up or acceptable.

This policy is applicable to all pupils throughout their whole time at school. It is relevant at all times of the day or night, seven days a week and transcends the term-holiday time divide. It is supported by and related to a series of other school policies which are stated at the end of the document.

This policy is readily available to parents via the website and parent portal. Additionally, it can be provided at any time, upon request.

### Statement of Intent

Eastbourne College is committed to providing a healthy climate for learning, where pupils feel safe, happy and where individual differences are appreciated, understood and accepted. It is the responsibility of all staff and pupils to develop and maintain this environment.

This community does not tolerate bullying or harassment in any form. Respect for others is expected from all members of the College community and is very much part of the school's ethos. It is unacceptable for pupils to be bullied, or for staff to be bullied whether by pupils, parents or colleagues.

At Eastbourne College, the school works very hard to develop in every pupil those values that we deem to be priceless and fundamental to success and happiness at every level - the pursuit of excellence, participation, integrity, courtesy and kindness - qualities that remain recognisable for a lifetime and the College will not tolerate behaviour that undermines these values. Fundamentally we pride ourselves on being a community which creates an

ethos of good behaviour, where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The policy is not only enforced explicitly as and when required but also implicitly, through the culture of the school and the educational opportunities we deliver, from lessons, to activities and sport, to chapel, to PSHE (Life and Learning), to year group assemblies, to routine “life” in the Houses shepherded by Hsms and tutors, and so forth.

### How do we Define Bullying?

Bullying is behaviour by an individual or group, **normally repeated over time**, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. Bullying might also be an isolated serious incident causing harm to another pupil and will be dealt with as a case of peer on peer abuse. It might be motivated by actual differences between children, or perceived differences.

Essentially bullying is when a person is:

- Tormented;
- Threatened;
- Harassed;
- Humiliated;
- Embarrassed;
- Physically injured; or, when possessions are:
  - Interfered with;
  - Damaged; or
  - Stolen.

Bullying represents an imbalance of power or the attempt to gain control over another person. It is deliberate, targeted and generally persistent over a period of time. In other words, saying something unkind to a person once (whilst wrong) is not classified as bullying. But when a pattern emerges and it happens several times, more regularly, over a period of time, then it crosses a threshold where it then becomes classified as bullying.

The College takes the view that there can be occasions and situations where a single act might be classified as bullying-type behaviour, if such an act was deemed to be sufficiently grave, unkind, or potentially dangerous. For example, a large number of pupils “ganging up” on another individual with the intent of hurting them in some way (either physically or psychologically) or a much older or larger pupil using their physical size and maturity to intimidate or cause real harm to another pupil. Such situations represent a sufficient imbalance and abuse of power which may (depending on severity) be classified as bullying-type behaviour under the terms of this policy. Our peer-on-peer abuse policy also deals with such incidents.

### **Pupils are Bullied because of:**

Appearance / family / financial status / life-style / abilities or lack of them / disability / skills or lack of them / personality / religion / belief / colour / culture / sexuality / gender / perceived weakness / loneliness.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

### **Examples of Bullying Include:**

#### **Emotional**

- Being unfriendly, excluding, tormenting (eg hiding books, threatening gestures);
- Manipulating social networks with the intention of excluding, ostracising or marginalising individuals from their friends and normal relationships;
- Spreading rumours or malicious accusations.

#### **Physical**

- Pushing, kicking, hitting, punching or any use of violence;
- Theft / damage to property (accompanied by the threat of violence) where the intention is to create fear.

#### **Racist**

Racial taunts, graffiti, gestures.

#### **Sexual**

Unwanted physical contact, harassment or sexually abusive comments.

#### **Homophobic**

Because of, or focussing on the issue of sexuality.

#### **Verbal**

Name-calling, sarcasm, spreading rumours, teasing and threats.

#### **Relational**

Social manipulation, isolating an individual, decreasing an individual's social status.

#### **Cyber**

- All forms of social media such as facebook, apps, email, messaging;
- Mobile threats by text messaging and calls;
- Misuse of associated technology, ie camera and video facilities.

NB: Under the terms of the College Search and Confiscation (and associated) policies, staff (as listed on the policy) are able to confiscate and search data on personal electronic storage equipment if a pupil is suspected of using such equipment inappropriately.

## Signs and Symptoms

A friend of yours or another pupil may indicate by signs or behaviour that he or she is being bullied. These are some possible signs the pupil is a victim of bullying:

- frightened of walking to or from school alone or around the campus
- doesn't want to go on the school bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- academic performance starts to slide
- comes home with clothes torn or books damaged without explanation
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money (to pay bully)
- has pocket money or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous or anxious when a message is received

If you are worried about another pupil and think they might be a victim of bullying, you must talk to an adult, a prefect or a senior pupil. This is important on a number of levels. Firstly, by observing and doing nothing, you are, in effect, actually **contributing to the climate of isolation and fear that the perpetrator is able to exert on the victim**. Secondly, we are a community which prides itself on its core values which include kindness. Helping the victim is the kind thing to do - doing something about the situation will stop the behaviour and therefore make the victim feel better. The need to **SPEAK UP** is also morally the **right thing to do** and ensures that the community within the College knows that our culture will not tolerate this kind of behaviour; that staff will find out and that importantly, something **will always be done promptly** to stop the behaviour from happening.

## Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

At Eastbourne College everyone has rights and responsibilities.

<b>Rights</b>	<b>Responsibilities</b>
To feel safe	To respect yourself
To learn to grow	To respect others
To be respected	To use common sense
To be valued	To support others

As a pupil of Eastbourne College it is your right and responsibility to report any incident of bullying, whether it happens to you or someone else. We are a **SPEAKING UP** school. Your report will be taken seriously.

Remember that a culture of **SILENCE** and “sitting on one’s hands” is a bully’s greatest weapon. Only with the information can staff do anything about it. Bullies can be quite clever, and will seldom demonstrate bullying “out in the open”.

Bullying-type behaviour can sometimes be masked under a lazy stereotype of “banter”. Banter can easily be used as a mask by people to do or say unkind things to others and to make such behaviour “seem” acceptable almost on any level. It is generally not a word used by victims / those on the receiving end. Sometimes the victim may be a magnet for “banter” from many separate sources where events taken individually may be relatively insignificant, but taken together, the events combine to create an effect of genuine harm (either psychological or physical or both). Individuals who engage in this “banter” in such situations may be unaware of their part in the collective harm they are creating to an individual.

It is very important that the community is alert to these issues and we need to be prepared to do something about it as opposed to either doing nothing or joining in.

### **What can you do if you are a Witness to Bullying?**

- You should care enough to want to do something.
- Take action when bullying occurs by saying “leave him / her alone”.
- Report the incident as soon as you can.
- Use the school online ‘bully box’ to pass on the information.
- Offer support to the pupil being bullied. Make suggestions about handling it. Encourage them to get help through an adult, a prefect, a senior pupil or their family.
- If they do not seek help, tell an adult so that they can broach the subject with the victim and investigate.

### **What can you do if you are being bullied?**

Recognise that you can take positive action. Seek assistance and be assured that there are people who will help. Have faith that the College will take the situation very seriously and will be determined, prompt, focused and resolute in its aim of making sure the bullying behaviour stops. A solution can take time but doing nothing is very unlikely to solve the

problem - indeed the problem could potentially get worse. Bullying left unchecked can leave people in a potentially very serious state indeed.

There are a range of options:

- Be assertive, you have rights.
- Do not retaliate with physical or verbal aggression.
- Ignore it if possible - if you show that you are not upset, the harassment may stop.
- Laugh it off, use humour.
- Build your own protection by establishing friends.
- Talk to people with whom you feel comfortable. These may be friends, family, older pupils, staff, Hsm, School counsellor, the School Chaplain, the Deputy Head (Pastoral), the Second Master, the Headmaster.
- Be smart about avoiding high-risk places and times.
- Use the school online 'bully box.'
- Don't accept it.

Parents may be the first people to be aware of their child being a victim. They may choose to encourage their child to raise the matter with a member of staff in the first instance and this can be beneficial in developing self-help and resilience in their child. However, they are advised to follow up and check directly with their child's Hsm after a few days, particularly if they become aware of a worsening situation or if they suspect their child has not communicated with the Hsm.

### **What will the College do to Respond to Bullying**

Stopping violence and ensuring immediate physical safety is obviously the College's first priority but staff are very aware that emotional bullying can be more damaging than physical. Staff carefully investigate all cases of alleged bullying and have a duty to pass all possible cases on to the Head, Second Master and Deputy Head (Pastoral) as a matter of course.

All cases will be taken extremely seriously and dealt with promptly. To this end they will be properly investigated through talking to the pupils involved as well as witnesses to build up an accurate picture. Senior pastoral staff will be involved in order to discuss and agree on the best course of action, based on the benefit of experience whereby judgements can be made about each specific case.

Some cases of bullying can be trickier to solve than others, for example because the victim is socially unaware of some of the impact of their own behaviour, or because witnesses are hard to find. Some witnesses may be reluctant to pass on information during an investigation although this, in itself, constitutes the wrong type of behaviour. All pupils have a duty to tell the truth in such disciplinary investigations and a failure to do so would be treated seriously. All that said, the good news is that in the vast majority of cases, owing to the nature of the community in which we live and work, an investigation normally leads to a clear and positive outcome for all concerned.

The response of the College will always depend on individual circumstances and situations. The aim is to change and improve behaviour over the short-medium term. With this aim in

mind, a progressive range of sanctions would be typically employed until such times as lessons are learned. The progression of sanctions is focused on the perpetrator's behaviour. A perpetrator could progress up our sanctions system through a series of unrelated incidences involving different pupils.

The annexed diagram to this policy shows how bullying is dealt with in the initial stages. Consequences are progressive and clear. As a general rule, the following progressive disciplinary response will be invoked in a situation where an investigation leads to a clear conclusion of bullying having taken place, and fails to cease between stages. **Importantly, the Hsm must be made aware of the continuing bullying behaviour before each stage is progressed.** Further investigations may be necessary between stages. Senior staff will be aware of all steps but will only be involved directly in latter stages as the situation escalates:

- a. Hsm has a formal disciplinary meeting with the pupil and tells them that the unkind behaviour must stop, or it will be classified as bullying. This will be logged and parents will be informed by phone or sometimes, email. The response will also obviously attempt to examine why the behaviour is happening in an attempt to stop it. A typical sanction at this stage might be a 1 hour SND.
- b. Hsm has a formal disciplinary meeting with the pupil and their parents in an effort to engender behavioural change. The situation is formally recorded as bullying on the Bullying Register. The meeting is followed up with a formal letter from the Hsm, retained on file. Again, a serious attempt will be made to examine why the behaviour is happening and do something about this. A typical response at this stage might be a 2 hour SND.
- c. Hsm and Deputy Head (Pastoral) has a meeting with the pupil and parents. Otherwise similar to stage b. but with an Internal Suspension as a sanction.
- d. Hsm and Second Master have a meeting with the pupil and parents. Otherwise similar to stage b./c. but with a Suspension as a sanction - typically between 3 days and a full week.
- e. A situation which thereafter continued would result in meetings with the Head, which could lead to a longer period of suspension or dismissal from the College.

Particularly unkind behaviour and / or in situations where there is a significant age gap between victim and perpetrator, could result in any stage(s) being skipped. In extreme cases, the Police and / or Social Services could also be involved either formally or consulted informally. In any situation where a child is suffering or likely to suffer from significant harm, it will additionally be treated as a child protection concern (Peer or Peer abuse).

## Recording

All incidences of poor behaviour are recorded on PUPIL as part of the College's approach to pastoral care and discipline working as one. Additionally, as with all schools, the College has a duty to record all significant incidences of bullying-type behaviour. This recording process will work in tandem with the approach stated above - a series of escalated responses to engender behavioural change. As stated under the terms of this policy, the logging of this behaviour could be one significant act or a collection of unkind acts over time. If it was decided to record and / or escalate a pupil under the terms stated above, the pupil and parent would be informed at the time.

Importantly, the recording and escalation system is not a label to the pupil, but a clear statement of how seriously their behaviour choices are viewed and classified by the College. Incidences of bullying-type behaviour remain on a pupil's file throughout their time at College and have no "currency" or anniversary where they can be wiped clear. That said, in supporting the perpetrator of any such incident, they are afforded every means of support and encouragement to amend their behaviour choices. To this end, the fact that they have got something wrong in the past does not affect their working relationship with key staff they need to support them, going forward.

Any decision over whether to escalate sanctions and the level of "seriousness" on the pupil record will depend on a range of factors which might include:

- The seriousness of the incident / series of incidents being investigated
- The level of integrity displayed through the investigation
- The date-gap between one event and another
- The type of incident

### Why is it so important to SPEAK UP?

**Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving; they need to be made aware of their actions so that attempts can be made to help them change their behaviour.**

### Support

The College's main aim, through dealing with cases of bullying, or cases which could lead to bullying if unaddressed, is to educate pupils how to behave responsibly and kindly. Sanctions are used, to make a response unambiguously clear and to encourage a correction. Disciplinary measures are always applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have, and taking into account the needs of vulnerable pupils. We always consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

Throughout any particular response and process, the victim and perpetrator will be supported, in order to achieve a sustainable solution. Bullies act in the way they do most often because they are unhappy themselves - they choose to bully to try and make themselves feel stronger or better. The root of any support here will be to address the cause of that unhappiness. In terms of supporting the victim, they will need the reassurance and tangible reality of the bullying behaviour ceasing and steps will obviously need to be taken to build them back up. Others involved on the periphery of the situation will also need to be taught how their behaviour could have avoided the situation arising in the first place.

### Further Help

If you wish to talk to someone, here are some contact numbers:

- The Chaplain *Rev Ibbotson* 01323 452317
- The Medical Centre 01323 452345
- The School Counsellor *Sue Duffell* 07703 174 795
- Headmaster *Mr Lawson* 01323 452320
- Second Master *Mr Symes* 07506 692 799
- Deputy Head (Pastoral) *Mrs Taylor-Hall* 07841 432 141
- Child Line 0800 1111
- Youth Access 020 8772 9900

Parents may also find the following sources useful:

- Bullying Online [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape [www.kidscape.org.uk](http://www.kidscape.org.uk)

See Hackett annexed model for a useful classification of behaviour

See also annexed materials which have been used on a year-group / house basis

- No Bystanders Pledge
- No Bystanders Pledge with register

This policy has been constructed with guidance from 'Safe to Learn: embedding anti-bullying work in schools' DfE; advice from 'Preventing and tackling bullying' DfE July2012 and Keeping Children Safe in Education (2018) amongst other references shown below.

Date of this policy:	November 2018
Policy drawn up by:	GETH
Date of next policy review:	January 2019
Date for publication of revised policy:	January 2019

## References

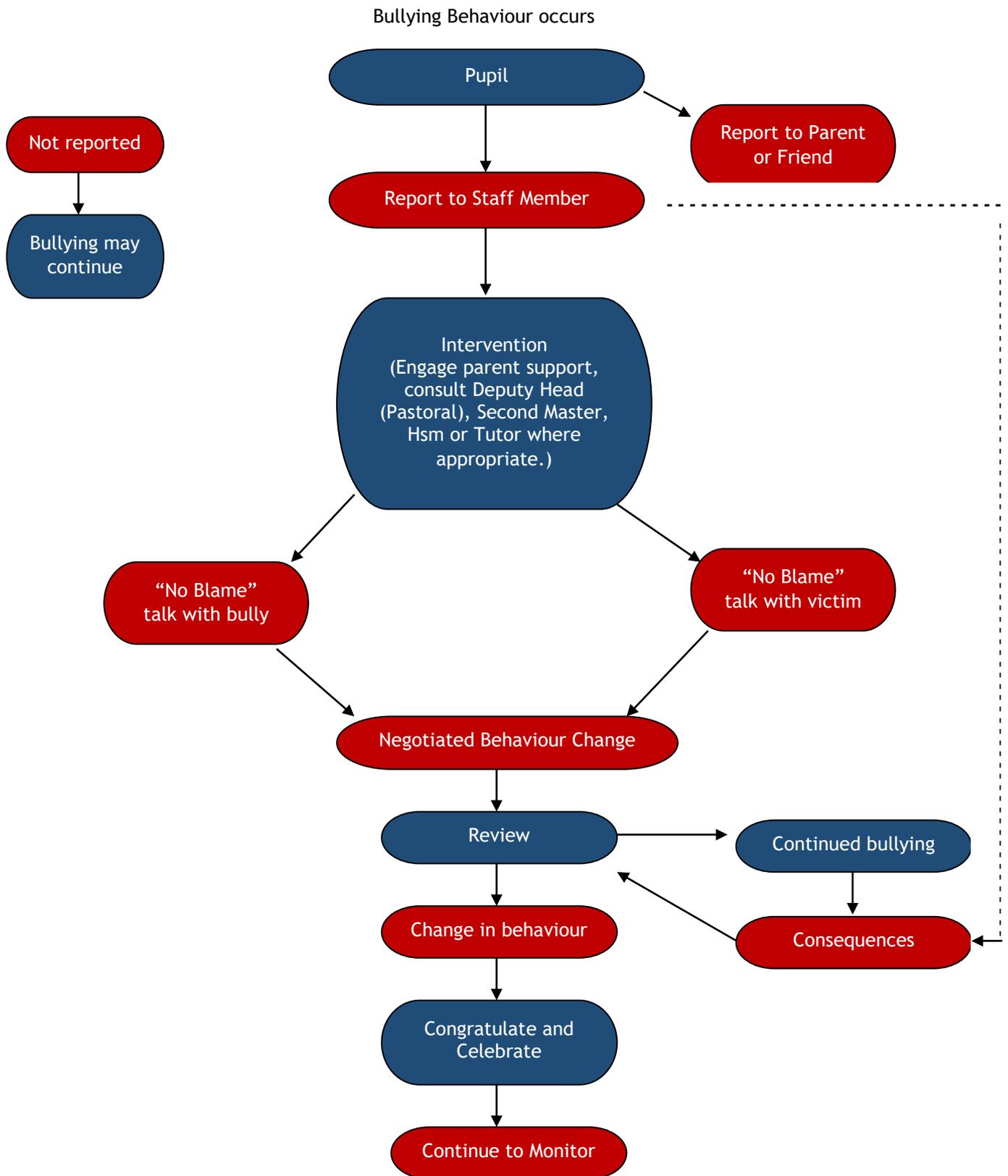
### Internal

- Code of Behaviour Policy
- Eastbourne College Rules
- Peer on Peer Abuse Policy
- Cyber-Bullying Policy
- Discipline and Exclusions Policy
- ICT Acceptable Use Policy for Pupils
- Mobile Phone and Mobile Devices Policy
- Restraints Policy
- Searching and Confiscation Policy
- Sexting Policy

- White Book

**External**

- Behaviour and discipline in schools - Advice for headteachers and school staff Jan 2016:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- Preventing Bullying; July 2017:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- The Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Special Educational Needs and Disability Act 2001:  
<http://www.legislation.gov.uk/ukpga/2001/10>
- ISI Handbook for the Inspection of Schools - The Regulatory Requirements Sept 2017



**A continuum of behaviours**

It is vital for professionals to distinguish normal from abnormal sexual behaviours. Chaffin et al (2002, p208) suggest a child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers.

**Hackett (2010) has proposed a continuum model to demonstrate the range of sexual behaviours presented by children and young people, from those that are normal, to those that are highly deviant:**

**Normal**

- Developmentally expected
- Socially acceptable
- Consensual, mutual, reciprocal
- Shared decision making

**Inappropriate**

- Single instances of inappropriate sexual behaviour
- Socially acceptable behaviour within peer group
- Context for behaviour may be inappropriate
- Generally consensual and reciprocal

**Problematic**

- Problematic and concerning behaviours
- Developmentally unusual and socially unexpected
- No overt elements of victimisation
- Consent issues may be unclear
- May lack reciprocity or equal power
- May include levels of compulsivity

**Abusive**

- Victimising intent or outcome
- Includes misuse of power
- Coercion and force to ensure victim compliance
- Intrusive
- Informed consent lacking, or not able to be freely given by victim
- May include elements of expressive violence

**Violent**

- Physically violent sexual abuse
- Highly intrusive
- Instrumental violence which is physiologically and/or sexually arousing to the perpetrator
- Sadism

1

Responses

2

Prevention

3

Assessment

4

Interventions

5

Developments



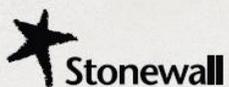
**HEAR IT.**

**STOP IT.**

**#NOBYSTANDERS**

**I WILL NEVER BE A BYSTANDER TO BULLYING AND TEASING LANGUAGE. IF I HEAR IT, I WILL CALL IT OUT AND IF I CAN, I WILL STOP IT. BY ADDING MY NAME I PROMISE TO STAND UP FOR FAIRNESS, KINDNESS AND NEVER BE A BYSTANDER.**

**SIGN HERE x**



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