

Easton Royal Academy: Bullying Prevention

Anti-Bullying Alliance

What is Bullying?

At Easton Royal Academy, we define bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online"

There are 4 key elements to this definition.

- Hurtful [the behaviour hurts either physically, emotionally or psychologically]
- Repeated [the behaviour happens repeatedly and this differentiates it from a one of aggressive event]
- Power imbalance [an individual or group uses their power to negatively impact upon another individual or group. Individuals may have more power because they are part of a larger group or because they are part of a majority group linked to gender, race, faith for example]
- Intentional [the behaviour is deliberate and intended to cause emotional/physical hurt/isolation/exclusion]

Bullying behaviour can be…

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- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion
- **Indirect** - Can include the exploitation of individuals.

What is cyberbullying?

Cyberbullying is any form of bullying (definition above) that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles

There are some things that make cyberbullying different to 'traditional' bullying:

- 24-7 nature - the nature of online activity means you can be in contact at any time.
- There is the potential for a wider audience and bullying incidents can stay online, for example: a photo that you can't remove
- Evidence - a lot of cyberbullying incidents allow those experiencing it to keep evidence - for example, take a screen shot - to show to school staff or police if needed.
- Potential to hide your identity - it is possible to hide your identity online which can make cyberbullying incidents very scary
- Degree of separation - people who cyberbully often don't see the reaction of those experiencing it so it can sometimes be harder for them to see the impact of their actions

What do we do at Easton Royal Academy to prevent bullying?

- Bullying can be fuelled by prejudice. We work hard to create a culture where prejudice and hatred are not accepted and we do this through our every-day teaching, communication and general curriculum; through school displays and assemblies that promote understanding of diversity through regular news stories and their link to our core values; through the texts and resources that we share with the children and through our PSHE curriculum.

- We actively challenge comments, actions or ideas that are homophobic, transphobic, racist, sexist and disablist. Children understand these terms at an age-appropriate level.

- We teach children about different kinds of bullying, reasons why bullies might behave in the way they do and what they can do to stop it.

- We actively promote gender equality through assemblies, texts, teaching and in day to day discussion with children.

- We teach children how to cope with conflict through assertive behaviour strategies, linked to our 'High 5s' strategy. This includes an emphasis on how to report issues when they are serious or repeated.

- We have 10 children in school who are trained as part of 'The Buddy Crew'. Their training involves understanding how to spot and report bullying and well as how to avoid being a bystander.

- We have a 'worry monster' in each classroom to help children report issues in writing if they are worried to do it in person.

- We meet as a staff team to discuss specific areas of conflict for children in our classes and how we will respond.

- We carry out an annual audit of our anti-bullying practices with our governing body.

- We have a clear bullying prevention pathway (attached). We log incidents of bullying digitally, linking incidents into chronologies and looking at them alongside other data on attendance, safeguarding, behaviour and safeguarding.

- We report incidences of bullying to the governing body 3 times a year and we have to account for how we have responded to these.

- Our governors conduct regular pupil voice sessions and create written reports and recommendations.

- We have clear reference to bullying and the precursors to bullying on our behaviour policy.



all together
united against bullying

What can I do if I'm worried that I am being bullied?



Ask your teacher if you can talk to them when everyone goes out to play. Tell them what's been going on. It doesn't matter if it's bullying or not, if it's making you feel bad then they will help.

Some children feel worried that telling a teacher will make things worse. Our teachers are trained to help you in a careful way and to keep an eye on you afterwards to check it's all over.

If you are not sure what to say or you feel nervous about asking to see your teacher, you can write down your worry and put it in the worry monster in your classroom. Your teacher will come and find you at a quiet and private time.

You could tell one of the children on the buddy crew. They have been trained to help give you advice about what to do next. They will offer to talk to a teacher for you or they will offer to come with you. It can make it feel easier to go with someone your own age.

You could talk to a grown-up at home about how you are feeling. They will be able to talk to school and help you sort it out.

Sometimes children are bullied by children out of school or on the internet or via mobile phones. We can still help with this in school, even if we don't know who the other children are. You can tell your teacher and they will know exactly what to do.

Sometimes children are bullied by a grown-up and this can even be a teacher or a parent. If this happens to you, you can talk to another adult in school such as your headteacher or a teaching assistant. They will listen to you and help to keep you safe.

You could call childline on 0800 1111. They will listen to your worry and they are trained to help.

What can I do if I'm worried my child is being bullied?



If you have concerns about your child in school, out of school or online, please do pop in and talk to you child's teacher. You will normally be able to do this informally after school or by asking them for a formal appointment. Your child's teacher will be able to work with you to establish whether your child might be experiencing bullying or has experienced a one-off negative event or on-going friendship issues. Whether it's bullying or not, if it is upsetting your child they will want to help resolve it quickly.

If your child's teacher feels that your concern might meet the definition of bullying, they will refer the matter to the Principal and the bullying prevention pathway will be followed.
Your child's teacher may feel that your concern doesn't meet the definition of bullying but they will still be able to help resolve the matter and will still take action on your child's behalf. You should continue to communicate with the school until you feel the matter is resolved.

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Easton Royal Academy: Anti-Bullying Pathway

A bullying concern can be raised by the child who is the victim of negative behaviour, another child (including the child displaying the negative behaviour), a parent or a membe of staff. All concerns will be dealt with swiftly, even if they do not meet the definition of bullying. Please read this document in conjunction with the Easton Royal Academy 'Bullying Prevention' document.

1. A concern is brought to the attention of the school. If the issue is reported by a child, staff will contact parents (unless doing so would put the child at risk). Staff may decide to:

   - Observe/investigate the situation more closely and book a follow-up appointment with parents (or refer to Principal).
   - Deal with the concern as a single incident or friendship/social issue, in which case it will be dealt with using the behaviour policy rather than the Anti-Bullying pathway.
   - Refer the matter to the Principal.

2. The Principal will establish what has taken place and put together a list of key incidents/issues, talking to key children involved and any other children who may have observed.

3. The child(ren) displaying the bullying behaviour will be spoken to and informed about the concern. In cases where there is clear evidence, this will also involve a sanction from the behaviour policy. The parents of the child(ren) displaying the bullying behaviour will also be informed of the concern by telephone and the consequences if the behaviour were to continue.

4. The issue will be raised at staff meeting and with midday staff and key staff will be nominated to observe and monitor the situation in lessons and at break and lunch. Details from this monitoring will be shared with the Principal, who will continue to 'check-in' on the child who raised the concern.

5. If continued incidents are reported or witnessed though additional monitoring and observation, higher level sanctions will be issued from the behaviour policy and the child(ren) displaying the bullying behaviour will be invited to a formal meeting with their parents to address the matter. At this point, the concern will be logged as a formal case of bullying and reported to the governing body. A note will be made on the children's files.

6. The child(ren) displaying the bullying behaviour will be offered an Emotional Literacy Support Intervention where they will be able to access some support in unpicking the motivation behind their behaviour and different strategies they can use to make a change. Parents will be consulted.

   Emotional Literacy Support may also be offered to the child who has been on the receiving end of the bullying behaviour to help them unpick their feelings and/or help to restore any confidence they may have lost.

7. If bullying continues after additional support and warnings, this will result in internal exclusion although we would try to avoid this course of action if at all possible by working with the child(ren) and parents to stop the bullying behaviour.

8. Several internal exclusions may result in a permanent exclusion.

There are a number of issues that need to be taken into account when considering bullying:

- It is imperative that concerns are dealt with in a fair and even manner. All children concerned will need to feel that they have been listened to and staff need to feel sure of the situation before issuing sanctions. This can take time.
- Some children have a special educational need related to social skills/awareness, communication or behaviour and this may mean that, although their behaviour may be hurtful and repeated, it may not involve the same degree of power or intent. In these cases, they will need different support to change their behaviour and school would employ strategies through a Special Educational Needs (SEN) route rather than the Anti-bullying pathway.
- Children who display bullying behaviour are still children. Although we want to support them to change their behaviour, we must recognise that it is their behaviour we dislike, not them. Any kind of exclusion would be a last-resort.
- There are some situations where concerns would need to be escalated to police or children's services (for example if a child is being bullied/abused by an adult or if peer bullying involved inappropriate sexual behaviour, explicit images/video or extreme violence).