



EALING ALTERNATIVE PROVISION (EAP)

ANTI-BULLYING POLICY 2023/2024

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Introduction

'It is a basic entitlement of all children and young people in the United Kingdom that they receive their education free from humiliation, oppression and abuse. Education is compulsory in our society and therefore it is the responsibility of all adults to ensure that it takes place in an atmosphere which is caring and protective'

Tattum and Herbert: Bullying: A Positive Response

This policy is revised in the light of the Pupil Behaviour and School Discipline: Education & Inspection Act (2006) and Preventing and tackling bullying (DfE July 2017).

1. We recognise that bullying can be both physical and emotional, both of which are equally distressing. Students may experience bullying due to their physical appearance, racial background, culture, disability and/or sexual orientation. Name-calling, rude gesture, intimidation, threats and extortion are all forms of bullying which will not be tolerated at EAP.
 2. We are also conscious of the increasing significance cyber bullying and links are made to the EAP E-Safety Policy.
 3. We are aware that bullying can occur in many places and spaces including:
 - the journey to and from school
 - the local community
 - in school
 - In extracurricular activities linked to the school such as breakfast and after school clubs, sports, and school trips.
 - Online (both during and outside of the school day).
- EAP has powers to discipline for behaviour outside of school hours and will follow up on reported bullying during school hours and before and after school.
4. **The severity of bullying** – This can range from a practical joke gone wrong to severe and vicious assault. We are aware of the severity of a bullying matter and will deal with it accordingly.
 5. **The frequency of bullying** – Bullying can take place inside or outside of school, on a single occasion, several times a day, once and a week or continually for a long period. It may go on unhindered for months before the victim comes forward. When investigating a complaint we need to find out if there is any previous history.
 6. **The motivation of bullies** – Bullies get satisfaction from seeing their victims suffer. Often they have learned this behaviour from people around them and are unhappy themselves. The bullies themselves will often need support, which is offered.
 7. **The victims of bullies** – Victims are often either afraid to speak out or are ashamed that it is their fault that they are being bullied. We aim to get across the message that this is not the case and that support will be offered.

8. **The onlookers involved in bullying** – It is important to distinguish between direct and indirect bullying, between the instigators and the onlookers. Sometimes bullies operate in secret places but often they feel quite confident that no one will stop them and are prepared to bully others in public. The onlookers are part of the bullying. EAP endeavours to make students recognise that bullying can be both direct and indirect and will not be tolerated, and will be dealt with accordingly.
8. **Rights and Responsibilities** - All pupils and parents/carers are asked to sign a 'Rights and Responsibilities' Contract at interview. This gives pupils the right to 'work in a safe environment and not be bullied' and the responsibility to 'behave safely towards pupils and staff', 'to treat others with respect' and to act safe.

Prevention

The steps EAP take to prevent bullying:

- are a kind, caring and respectful community
- Share our understanding of the signs and symptoms that indicate someone may be experiencing bullying.
- have zero tolerance for offensive language or comments
- have clear guidance for staff and pupils on appropriate physical boundaries and education for all ages on consensual touch
- Create fully staffed safe spaces at lunch times and during the school day.
- educate staff, children, parents, and staff about bullying issues and the action they can take to stop bullying (e.g., curriculum content, parent and carer events, staff training, participation in Friendship Friday (Kidscape), Anti-Bullying Week (Anti-Bullying Alliance) and Safer Internet Day (UK Safer Internet Centre)
- include bullying issues in weekly circle time and tutor time
- use external support where needed (e.g., Kidscape ZAP assertiveness workshops and peer mentoring training for pupils)
- Celebrate difference and promote inclusion.

The role of staff at EAP

All teaching and non-teaching staff will take the following action:

- Watch for early signs of stress, deterioration of work, suspicious illnesses, isolation, the desire to remain with adults and erratic attendance.
- Give students opportunities to be involved in discussions about the nature of bullying and what it feels like to be bullied or to be a bully. This will ensure students recognise the reasons behind being a victim of bullying or being a bully.
- Listen carefully to any complaints of bullying and record any incidents. Tutors will offer opportunities to the pupils to report that they are being bullied and offer pastoral support.
- Offer the victim immediate support by putting EAP's procedures into operation.

Procedures

The following procedure should be put into operation when incidents of bullying are discovered:

- Always record any reported incident of bullying on the day on an incident report. Incident reports are kept electronically and available on the main computer system.

- Each bullying incident will be logged on SIMS database. The process of recording incidents will track and classify types of and incidents of bullying.
- Action should take place on the day. Record the action that has been taken. Senior leaders responsible for the site and pastoral leaders to check whether the number of reported incidents is increasing or decreasing will monitor the reports.
- Incidents of bullying will be reported once every half term to the local authority or the DfE as prescribed.
- Ensure that any serious incident or subsequent incident involving the same victim or bully is reported to a senior leader.
- Provide the victim with the means and opportunity of writing down their concerns from their perspective as soon as it is practical. Ask the victim if possible to record incidents on a daily basis for the following week or until the problem has been resolved.
- On the day, discuss the incident first with the pupils separately and then together, if possible, trying to help them to see the situation from each other's point of view.
- Ensure that other responsible adults are informed of the situation and asked to keep a look out for further problems.
- Ensure the pupils tutor is informed of any incident and the action, which has been taken.
- Make clear to the bully that such behaviour is not acceptable at EAP but also spend time trying to understand why they are behaving in such a way and provide support to control their bullying.
- In the first instance, if a member of staff sees bullying, they should intervene right away.
- Any serious incidents or repeated incidents that are reported should result in parents/carers being contacted. Parents should be informed that the incident has taken place and what action has been taken – both verbally and by letter.
- The teacher dealing with the incident should make a periodic check on a weekly basis with the victim to ensure that the problem has been resolved.
- Both parties should be engaged in 'restorative justice' discussions when appropriate.
- The Pastoral Support team leader should assess any need for victim or bully to be seen by a member of the support team either for a short term or for a longer-term intervention programme.
- Staff should ensure that EAP's positive behaviour policy is implemented to promote an ethos and atmosphere that is not conducive to bullying.
- The incident(s) of bullying should be discussed and explored at the Student Discussion Forum (SDF) so that staff are aware of the incident(s) and the outcomes of the intervention.
- An appropriate level of support should be provided for the victim depending on the individual circumstances and the level of need.

References

1. **Education and Inspection Act 2006, 2011:** This legislation outlines measures and actions for schools in response to bullying. [It emphasizes the importance of creating a safe and respectful environment for all students¹.](#)
2. **Equality Act 2010:** Schools are required to follow anti-discrimination law. Staff must actively prevent discrimination, harassment, and victimization within the school. [This applies to all schools in England and Wales, and most schools in Scotland².](#)
3. **Children Act 1989:** Although not specifically focused on bullying, this act emphasizes the welfare and protection of children. [Schools should consider its provisions when addressing bullying incidents¹.](#)