

ETON ACADEMY
Anti-Bullying Policy
Version 2

Version Control	
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1. Introduction

- 1.1. At Eton Academy, our foremost priority is to foster a universally positive environment that ensures the safety, confidence, and mutual respect of every individual within our community. We firmly believe in celebrating and respecting individual differences and in alignment with these values, we are dedicated to the complete eradication of bullying in our school.
- 1.2. This policy is crafted in alignment with the obligations set forth by The Equality Act 2010. Under this legislation, it is illegal in England and Wales for a school's responsible body to discriminate against, harass, victimise, exclude, or otherwise detrimentally affect a pupil. Our policy is a reflection of our adherence to these legal requirements, ensuring an environment of equality and respect.
- 1.3. In instances where bullying is suspected to pose a significant risk to a child/young person's/young person's well-being, such incidents will be treated as a matter of child/young person protection. In these cases, our actions will be in accordance with Eton Academy's child/young person Protection and Safeguarding child/young person Policy. It is our duty to ensure that every child/young person is protected from harm and that their welfare is a paramount concern.

- 1.4. We recognize that bullying may be a symptom of deeper issues. Therefore, when necessary, we will seek the support of external services to address and resolve the underlying factors contributing to a child/young person's involvement in bullying. Our approach is holistic, focusing not only on the prevention of bullying but also on the root causes and long-term well-being of our students.

2. Defining Bullying

- 2.1. Bullying is characterised by a power imbalance that renders the victim unable to defend themselves effectively. Manifesting physically, online, psychologically, or through social intimidation and isolation, bullying encompasses deliberately hurtful behaviour and behaviour that is repetitive over time.
- 2.2. The forms of bullying are diverse, often fueled by prejudicial attitudes. They include:
 - 2.2.1. Cyber Bullying: Misuse of electronic communication such as emails, mobile phones, social media, and instant messaging to intimidate, embarrass, or harass.
 - 2.2.2. Disability Bullying: Targeting individuals based on disability.
 - 2.2.3. Emotional Bullying: Actions such as exclusion, unfriendliness, and tormenting behaviours.
 - 2.2.4. Homophobic/Transphobic Bullying: Targeting individuals based on their sexuality or gender identity.
 - 2.2.5. Physical Bullying: Acts of violence like pushing, hitting, or punching.
 - 2.2.6. Racist/Cultural/Religious Bullying: Taunts or gestures based on race, culture, or religion.
 - 2.2.7. Sexual Bullying: Involving sexually abusive comments or gestures.
 - 2.2.8. Verbal Bullying: Name-calling, sarcasm, and spreading rumours.
 - 2.2.9. We acknowledge that bullying is a choice of behaviour and believe in the potential for change in individuals and groups.

- 2.3. Our school values diversity and respects differences in children/young people, staff, and society. We strive for inclusivity.
 - 2.4. We assert that pupils and staff have the right to a safe, secure, and respectful environment. Creating such an environment and addressing bullying is a collective responsibility.
 - 2.5. To combat bullying, we employ positive strategies and oppose the use of humiliation, fear, ridicule, and other similar methods.
 - 2.6. Recognizing the long-term psychological harm and the potential for extreme consequences like suicide, we understand bullying is often motivated by prejudice. This can be based on race, religion, gender, sexual orientation, special educational needs, disability, or social circumstances. Any form of prejudiced language is unacceptable.
 - 2.7. While bullying itself is not a criminal offence in the UK, certain aspects of bullying behaviour may fall under criminal law, such as harassment and threatening behaviour. In cases where a criminal offence is suspected, our staff will liaise with the police.
 - 2.8. Bullying that is considered illegal must be reported to the police.
3. Policy Objectives
- 3.1. This policy is active whenever Eton Academy is responsible for the conduct and welfare of children/young people and young people. Its implementation is the collective responsibility of the Management Team, Department Leaders and all staff members.

The objectives of our anti-bullying policy are as follows:

- 3.1.1. Educational Awareness: To ensure that pupils clearly understand the definition of bullying and recognize that any form of bullying is unacceptable within our school community.
- 3.1.2. Open Reporting: To provide a supportive environment where pupils can easily report instances of bullying, confident in the knowledge that they will be heard and that appropriate action will be taken.
- 3.1.3. Parental Confidence: To assure parents that the school will address bullying incidents with firmness and effectiveness.

- 3.1.4. Safe and Inclusive Environment: To cultivate a safe and inclusive atmosphere where pupils can openly discuss the causes and effects of bullying without the fear of reprisal or discrimination.
- 3.1.5. Staff Awareness and Training: To increase staff awareness of the various types of bullying, particularly focusing on groups who are disproportionately affected by bullying, and to ensure they are equipped to recognize and address such issues.
- 3.1.6. Guideline Establishment: To set clear guidelines for responding to incidents of bullying.
- 3.1.7. Development of Moral and Social Learning: To develop a comprehensive range of strategies through which pupils can engage with moral and social issues, enhancing their understanding and empathy.
- 3.1.8. Behavioural Expectations: To ensure that pupils can articulate the expected standards of behaviour in our school community.
- 3.1.9. Celebration of Success: To recognize and celebrate successes in creating a positive school ethos surrounding anti-bullying, reinforcing our commitment to a bullying-free environment.

4. Implementing Anti-Bullying Procedures

- 4.1. Training for staff is crucial in our efforts to prevent and address bullying, encompassing its various forms. All staff members receive relevant training to fully grasp the importance of this policy. Our Management team plays a pivotal role in ensuring that every staff member is well-versed in the policy's principles, legal responsibilities, problem resolution techniques, and available support systems. Special attention is given to equip our staff with the skills needed to understand the diverse needs of pupils, including those with special educational needs and/or disabilities, as well as LGBTQIA+ pupils.
- 4.2. We strive to foster confidence among staff to consistently confront all forms of bullying. Simultaneously, we empower our pupils to assertively reject bullying behaviours.
- 4.3. If a staff member suspects or is informed of online bullying, whether during or outside of lessons, they must consult with a senior staff member. Following this, an age-appropriate investigation is conducted under senior staff guidance. This involves holding separate,

documented meetings with involved parties to understand each perspective and ensure a sensitive yet firm resolution.

- 4.4. We maintain transparency with the parents of all involved parties, keeping them fully informed about the handling of any alleged bullying incident.
 - 4.5. Counselling is provided as the primary response to bullying behaviour. In cases of severe bullying, measures like suspension or exclusion may be taken, with potential police involvement. A senior staff member will oversee the follow-up, ensuring no recurrence of bullying and maintaining regular communication with the involved teacher.
 - 4.6. We encourage parents to inform the school of any concerns and urge pupils to report incidents promptly to a suitable staff member. The Management Team ensures that all incidents and subsequent actions are formally logged in the behaviour incident record.
5. Proactive Prevention Measure
- 5.1. At Eton Academy, we prioritise establishing an environment where bullying is unlikely to become a significant issue. Our digital learning platform is equipped with safeguarding features like recorded lessons and chat transcripts, supporting our anti-bullying initiatives and ensuring a safe online educational space.
 - 5.2. We proactively identify potential conflict triggers among pupils and devise strategies to prevent bullying from occurring. This involves engaging pupils in discussions about diversity and differences as part of our curriculum, utilising special projects, assemblies, and open communication channels to foster inclusion and understanding.
 - 5.3. We recognize that successful anti-bullying efforts are rooted in a school culture where respect for peers and staff is the norm. This ethos is underpinned by values such as respect for others, appreciation for education, adherence to British values, and an understanding of how our actions impact others. This culture permeates our entire school, reinforced by staff behaviour and attitudes, serving as role models for our students.
 - 5.4. Additionally, we actively promote a culture of kindness and acceptance. This is achieved through dedicated lessons in Personal, Social, Health and Economic (PSHE) education and Wellbeing, which are integral parts of our curriculum. These lessons are designed to instil values like tolerance, diversity acceptance, and global awareness, ensuring these principles are woven into the very fabric of our school's ethos and expected behaviours of our pupils.

6. Implementing Intervention Measures

- 6.1. To clearly communicate that bullying is unacceptable, we impose disciplinary measures on pupils who engage in such behaviour. These actions, in line with our Behaviour and Acceptable Use Policy, are applied consistently, fairly, and reasonably, taking into account any specific learning needs, disabilities, or vulnerabilities of the pupils.
- 6.2. We carefully assess the factors that might have contributed to the bullying behaviour, including any safety concerns for the perpetrator. In cases where the aggressor may also need support, appropriate measures are taken.
- 6.3. We actively involve parents, ensuring they understand that bullying is intolerable at our school and are aware of the steps to take if they suspect their child/young person is being bullied. We aim to instil confidence in parents that all bullying complaints will be addressed seriously and resolved protectively.
- 6.4. We engage with pupils to make them understand our anti-bullying stance and their role in preventing bullying, including their responsibilities as bystanders.
- 6.5. We regularly review and update our approach and policies to ensure their relevance and effectiveness.
- 6.6. The consequences for bullying are designed to reflect the gravity of the incident, sending a clear message that bullying is not tolerated.
- 6.7. We educate pupils about the unacceptability of prejudice-based language. This education is integral to our curriculum, including global citizenship and personal development, and is taught from Primary through to specific PSHE, mindfulness, and wellbeing lessons.
- 6.8. In cases of severe or persistent bullying, especially where legal offences may be involved, we collaborate with external agencies such as the police, child services, and local authorities for international students.
- 6.9. We ensure that pupils have easy and accessible ways to report bullying, assuring them that their concerns will be taken seriously and acted upon.
- 6.10. We consult with organisations that specialise in bullying prevention to ensure our practices are effective and safeguard our students.

- 6.11. We listen attentively to our students' voices, including feedback from our students, parents and annual surveys. We encourage student participation in our changemaker initiatives.
- 6.12. We adopt restorative methods focused on reconciliation with those affected by bullying. This approach allows everyone involved to contribute to resolving the harm and finding a positive way forward, fostering conflict prevention and relationship building.
- 7. Zero Tolerance and Legal Protection
- 8. Eton Academy applies a zero tolerance approach to all forms of bullying and harassment, particularly those based on the nine Protected Characteristics set out in the Equality Act 2010. Any behaviour that discriminates based on age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation will be treated seriously and dealt with under our disciplinary procedures.
- 9. Addressing Bullying Incidents
 - 9.1. Our primary goal is to stop bullying swiftly. We approach most bullying incidents with the understanding that the intent to cause significant harm is often not present. Initially, the teacher will counsel the student who has been bullied, appealing to their better nature and securing a commitment to change their behaviour. An apology from the bully to the victim is expected.
 - 9.2. It's crucial to comprehend the motivations behind bullying to assess any safety concerns regarding the perpetrator. In some cases, the student exhibiting bullying behaviour may also require support.
 - 9.3. In serious or persistent bullying cases, parents will be informed and involved in virtual meetings to discuss the issue. If necessary, police consultation may occur. We aim to assist the bully in changing their behaviour, potentially involving external agencies or specialist support programs.
 - 9.4. Our school employs restorative practices, which may include facilitated meetings to improve understanding and collectively determine the best way forward. This approach varies in formality depending on the incident and emphasises mutual responsibility in preventing harm and conflict.
 - 9.5. Bullying incidents are documented by class teachers, allowing for the identification of patterns and effectiveness of strategies. This record-keeping facilitates:

- 9.5.1. Effective case management;
- 9.5.2. Monitoring the success of anti-bullying strategies;
- 9.5.3. Recognizing the school's efforts in combating bullying;
- 9.5.4. Swiftly addressing parental concerns.
- 9.6. Disciplinary Sanctions and Learning Programs: Disciplinary actions serve to:
 - 9.6.1. Convey to the perpetrator the unacceptability of their actions;
 - 9.6.2. Deter repetition of such behaviour;
 - 9.6.3. Discourage others from bullying.
- 9.7. These measures align with our Behaviour Policy and are applied fairly and considerately, particularly for vulnerable pupils.
- 9.8. Sanctions aim to hold bullies accountable, encouraging them to acknowledge and learn from the harm caused. The range of sanctions, detailed in our Behaviour Policy, includes up to expulsion in extreme cases, as decided by the Principal following appropriate procedures.
- 9.9. Under the Education Act 2011, we have the authority to tackle cyber-bullying, including deleting inappropriate digital content. This power is exercised judiciously, under the Principal's authority, and is not applied indiscriminately.
- 9.10. This policy also extends to parents participating in online lessons with their child/young person. Parents are expected to uphold the same behavioural standards and are subject to similar sanctions for any unacceptable behaviour.