

Eckington School

Anti-Bullying Procedure

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Author: Chris Power (Deputy Headteacher) & Laura Moor (DSL / Assistant Headteacher)

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Eckington School

Chorus Education Trust



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1. Aims

This procedure should be read in conjunction with the Eckington School Behaviour Procedure and the Chorus Trust Behaviour policy. The policy follows the guidance and legislation set out in: DfE guidance 'Preventing and Tackling Bullying: Advice for School Leaders and Governors'.

Equality and Protected Characteristics

We promote the values of our Eckington way which are built on mutual trust and respect for all, regardless of gender, race or ability. Our behaviour policy reflects this and this supports all protected characteristics set out in the Equalities Duty of 2010. Our behaviour policy is based on the principles of fairness, positivity, kindness and empathy.

The overall aim of this policy is the prevention of bullying. Should instances of bullying occur, this policy will help staff and students to deal with it effectively. In this respect the school seeks:

- To ensure that students learn in a supportive, calm and safe environment, without fear of being bullied
- To ensure that everyone connected with the school is aware of the nature and types of bullying that may occur, both in and out of school; their causes and effects
- To ensure high expectations of students' behaviour, as detailed in the school's Behaviour Procedure
- To ensure that everyone connected with the school is aware that bullying is totally unacceptable
- To ensure that everyone is aware of their responsibilities in addressing bullying issues
- To develop effective strategies to prevent bullying
- To provide a consistent school response to any bullying and have clear procedures for dealing with incidents
- To use all students, staff and parents as a positive resource in the elimination of any form of bullying, drawing on peer pressure as a means of preventing bullying
- To provide support for both victim and bully

2. Definition

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual, physically or emotionally, usually repeated over a period of time, where it is often difficult for those being bullied to defend themselves. It can happen anywhere, both in and out of school. Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives.

Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).



Bullying will not be tolerated at Eckington School. Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation.
- Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Cyber-bullying via technology for example, internet/mobile phones, email, social networks, text messages, photographs
- Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games.
- It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

3. Actions to prevent bullying

Staff have a range of appropriate strategies and opportunities to call upon to educate children on bullying. These may include:

- Skilled observation to recognise and respond to the symptoms noted above.
- Ready receipt of reports of bullying behavior, which are then acted upon and the information relating to the alleged bully and their victims reported as appropriate;
- The school curriculum, and enrichment days embrace the topic of bullying, including its dangers, how to prevent it and the steps to take when it occurs.
- Use, of other elements of school life, including assemblies, and tutor time.
- Focused training, for example in safe use of the internet (the school has an Online-Safety policy);
- Availability of this policy on the school's website to enable parents to understand the school's approach and work together with staff.
- Close parent/teacher liaison to ensure that both home and schoolwork together to help and support the victim and moderate the behavior of the bully.
- Where appropriate, and following discussion with the appropriate Headteacher, engagement with outside assistance, such as an educational psychologist, social worker or the police.
- Ensuring that staff are fully aware of times and places when bullying is most likely to occur; organisation of the school day and supervision arrangements reduce the likely incidence of



bullying. This includes supervision and always monitoring the use of toilets and the regular coverage of secluded areas at break times by duty staff.

- All children given the opportunity to speak to a member of staff, usually their Form Tutor and/or Head of Year.

This policy only works if it ensures that the whole school community understands that bullying is not to be tolerated and understands the steps that will be taken both to prevent and to respond to bullying.

4. Roles and responsibilities

All stakeholders of the school are expected to accept responsibility for the implementation of this policy and to uphold the school's efforts to eradicate bullying. It is essential that all members of staff contribute to create a school ethos which does not tolerate bullying and minimises the likelihood of incidents ever occurring. It is essential that all adults in the school community know what to do when they suspect that a child is being bullied.

4.1 The Headteacher

The Headteacher have a legal duty to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents and students.

Senior Leadership Team

- Manage and monitor practices to ensure alignment with the school anti-bullying policy and procedures;
- Maintaining a clear overview of the incidence of bullying and the school's anti-bullying prevention and response strategies;
- Ensuring that incident slips are completed by staff in all cases and that a copy is stored in the incident file;
- On a regular basis, analysis of data so that patterns and trends can be identified and used to improve policy and practice;
- Governors are made aware of the number and nature of bullying incidents (Community Committee);
- Promotion and co-ordination of anti-bullying initiatives and projects both within the curriculum and in the wider aspects of school life.

4.2 All teaching and support staff

All Eckington School staff are expected to be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If bullying is suspected or reported, the incident must be treated with the appropriate degree of urgency by the member of staff who has been approached. Any suspicion or reports of bullying should be recorded in detail, logged using the school's incident reporting system and passed on to the appropriate Head of Year. In his or her absence, report the matter to the Senior Leadership Team.



4.3 Pastoral Team

It is the responsibility of the Pastoral Team to investigate all reported incidents and/or suspicions of bullying, being mindful of the need to do so in a sensitive manner. In most cases this will be the Head of Year or the Pastoral Support Assistant. In some instances, a member of the Senior Leadership Team may lead an investigation. The Deputy Headteacher for culture should be made aware of any investigation. The Deputy Headteacher must inform the appropriate Headteacher of any pending investigation.

5. Investigating Bullying Incidents

The following points need to be considered when conducting an investigation:

- Where along the Bullying Thresholds the incident sits. (See appendix A)
- The victim of bullying should be interviewed without undue publicity ensuring that dates and actual incidents are recorded accurately;
- The alleged perpetrator(s) should be interviewed as soon as possible after a report is received, without undue reference to the source of information already held if at all possible;
- During any investigation involving students there is a possibility that some students may be interviewed who actually have nothing to do with the situation;
- Where there is more than one alleged perpetrator, every reasonable effort should be made to ensure that they are interviewed separately without having the opportunity to confer first;
- Statements should be written ensuring that factual evidence is recorded accurately;
- When an investigation has reached a conclusion, all notes of meetings and communications must be filed and records placed on appropriate student records. It is the responsibility of a designated member of the Pastoral Team to keep appropriate staff and parents or carers informed of the progress of the investigation through to its conclusion.

6. Monitoring and evaluation

The School will review this procedure annually and assess its implementation and effectiveness. The procedure will be promoted and implemented throughout the school. The effectiveness of this procedure will be evaluated through;

- Student voice;
- Termly analyses of reported data;
- An annual review by Governors of the recorded incidents of bullying.






7. Links to other policies

This policy is linked to our:



- Eckington School Behaviour for learning procedure
- Chorus Education Trust Behaviour policy
- Equality information and objectives statement
- Anti-bullying policy
- Complaints policy

8. Appendix A – Anti-Bullying Thresholds

Threshold	Threshold 1	Threshold 2	Threshold 3	Threshold 4	Threshold 5
					
Person responsible	Form Tutor	Pastoral Support Assistant / Head of Year	Senior Leadership Team Link / Safeguarding Team	Designated Safeguarding Lead / Deputy Headteacher	Headteacher
Type of issue	<ul style="list-style-type: none"> Friendship issues 1:1 falling out 	Group friendship issues including: <ul style="list-style-type: none"> The isolation of individuals The targeting of individuals with physical or verbal abuse Online bullying Incidents that happen at social time External incidents that impact negatively on the students' wellbeing and attendance where there is no police involvement 	<ul style="list-style-type: none"> Hate crime (racist, homophobic, transphobic, biphobic, misogynistic behaviours) Any incident against protected characteristics Any bullying incident out of school involving the police Sharing of inappropriate images 	<ul style="list-style-type: none"> Sexual harassment / violence External threats of violence Coercive or controlling behaviours Child-on-Child abuse cases Behaviour that brings the school into disrepute Parental complaint about bullying 	<ul style="list-style-type: none"> Persistent or repeated incidences of bullying by a perpetrator Exploitation of other pupils. CCE and CSE. Pre-meditated physical violence. Carrying an offensive weapon Sustained patterns of harmful sexual behaviours Serious physical harm to students or staff
Action	<ul style="list-style-type: none"> Mediation Use of after school detentions if needed 	<ul style="list-style-type: none"> Mediation Use of after school detentions if needed School sanctions as needed 	<ul style="list-style-type: none"> Parental meeting with SLT Suspensions and school sanctions as needed Restorative work around understanding the protected characteristics 	<ul style="list-style-type: none"> Referral to external agencies as needed Child-on-Child risk assessment to be put in place School sanctions as needed Parental meetings with the DSL / DHT 	<ul style="list-style-type: none"> Consideration of managed move Consideration of off-site direction Consideration of permanent exclusion Referral to external agencies as needed

8.1 In-School Actions

- **Contact with parents at all stages. Recorded on CPOMS with follow up actions.**
- **Alleged Victims and Perpetrators informed of outcomes, as appropriate.**
- **CPOMS logs for all incidents and actions logged in a timely way.**
- **CPOMS logs reviewed and audited by safeguarding team.**
- **Students identified as perpetrators included on the bullying log.**
- **Escalated through the Phases as needed.**
- **Use multi-agency services as needed.**