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Esland Doncaster School Anti-Bullying and Cyber-Bullying Policy

Introduction

This policy sets out Esland Doncaster School's whole-school approach to preventing, identifying, and responding to bullying, including cyber-bullying and child-on-child abuse. It should be read alongside the Child Protection and Safeguarding Policy, Positive Behaviour, Relationships and Engagement Policy, E-safety Policy, and Acceptable Use Agreements.

Purpose

All children and young people have the right to an education free from humiliation, harassment, oppression, abuse, and discrimination. We aim to create and maintain a safe, inclusive environment where pupils, staff, and visitors are protected from bullying and where early intervention, support, and proportionate consequences are applied.

Esland Doncaster School is proud to have signed the **Doncaster Choose Kindness Pledge**, committing to promote kindness, respect, and inclusion across our school community. This pledge underpins our preventative approach to bullying and is reflected across our curriculum and pupil-led initiatives.

Scope

This policy applies to all pupils and staff, and to any behaviour occurring on-site, off-site, or online that affects members of our community. All incidents, actual or alleged, must be taken seriously, recorded promptly, and escalated in line with this policy.

Principles

We adopt a preventative, educational, and restorative stance. Our approach emphasises pupil voice, parental partnership, staff modelling of positive behaviours, and a curriculum that promotes respect, equality, and digital citizenship. Responses prioritise stopping harm, supporting those affected, and addressing underlying needs.

Roles and Responsibilities

- **All staff:** Identify, report, and record concerns; follow safeguarding and behaviour procedures; model respectful conduct.
- **Designated Safeguarding Lead (DSL):** Review reports within 24 hours; lead risk assessments; coordinate investigations; liaise with parents and external agencies.
- **Senior Leadership Team (SLT):** Monitor data; ensure training; oversee curriculum and policy implementation.
- **Governors/Proprietor:** Receive anonymised termly reports; provide challenge and oversight; ensure statutory compliance.
- **Pupils:** Contribute to prevention; report concerns; participate in restorative processes where appropriate.
- **Parents/Carers/external agencies:** Engage with the school; support agreed actions; promote safe online practices.

Definitions

Bullying is behaviour that intentionally hurts another physically or emotionally, often repeated over time and sometimes motivated by prejudice. It includes physical, verbal, and indirect forms, and may occur face-to-face or online.

Prejudice-based Bullying

Bullying related to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex,

sexual orientation) is categorised and monitored. Staff challenge prejudice-based language and behaviours consistently.

Cyber-Bullying

Cyber-bullying can occur at any time and reach wide audiences. It includes malicious use of mobile devices, messaging platforms, social networks, gaming, and image/video sharing. All incidents will be investigated; evidence preserved; and steps taken to prevent further circulation.

Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Child-on-child abuse includes bullying, physical abuse, sexual violence, sexual harassment (including online), harmful sexual behaviour, upskirting, image-based abuse (sexting), and initiation/hazing. All reports are treated as safeguarding concerns. Immediate actions include: ensuring the victim's safety and wellbeing, securing DSL involvement, conducting a timely risk assessment, preserving evidence, and considering referrals to Children's Social Care and/or the police where a crime may have been committed.

Sexual violence and harassment are never acceptable. The school will take a trauma-informed, victim-centred approach, avoid minimising language, and provide support for all parties. Decisions on discipline and support will be made case-by-case, referencing safeguarding and behaviour policies and statutory guidance.

Reporting and Recording

- Multiple reporting routes: Speak to any trusted adult; email the safeguarding team, or contact the DSL or DDSL directly.
- Timeliness: DSL reviews all reports within 24 hours; urgent safeguarding risks are escalated immediately.
- Recording: Incidents are recorded on CPOMS with categorisation (including protected characteristics), victim/perpetrator/bystander details, actions, and outcomes. Monthly statements and evidence are retained per data protection requirements.

Prevention and Education

The curriculum (PSHE, Citizenship, RSHE, computing/digital literacy) explicitly teaches respect, consent, online safety, and how to seek help. Pupil voice is embedded through student council, surveys, and assemblies. Parents receive guidance on digital safety and how to report concerns.

Intervention and Support

We provide proportionate, need-led support: safety planning; restorative meetings; targeted interventions; and referrals to external services. Where bullying has impacted mental health, pupils may be referred to in-school support from the clinical team and/or CAMHS, with multi-agency collaboration as required.

Responses and Restorative Approaches

Our responses aim to improve behaviour and protect the community (loss of privileges, limited device/internet access, fixed-term exclusion as a last resort). Restorative practice is used where appropriate to repair harm and rebuild trust. Due to the varying needs and experiences of our pupils, decisions are made on a case by case basis and recorded.

Data Monitoring and Governance Oversight

Bullying and child-on-child incidents are monitored weekly by SLT/DSL and analysed termly for trends (location, time, type, characteristics). Anonymised termly reports are presented to governors/proprietor to inform strategy and resourcing.

Staff Training

All staff receive induction and annual refresher training on bullying, cyber-bullying, child-on-child abuse, sexual violence and harassment, and reporting/recording processes. Specialised external training is provided to understand the needs of pupils with SEND and LGBTQ+ pupils.

Policy Review, Communication and Publication

This policy is reviewed annually or following significant changes in statutory guidance. It is published on the school website, shared with staff and parents and

carers, and explained to pupils. Implementation is monitored through learning walks, pupil voice, and data analysis.

Legal and Guidance References

- Education (Independent School Standards) Regulations 2014.
- Keeping Children Safe in Education (current edition).
- Preventing and Tackling Bullying (DfE, 2017).
- Equality Act 2010 and EHRC Technical Guidance for Schools.
- Positive Behaviour, Relationship and Engagement Policy;
- Child Protection and Safeguarding Policy;
- E-safety and Acceptable Use Policies.