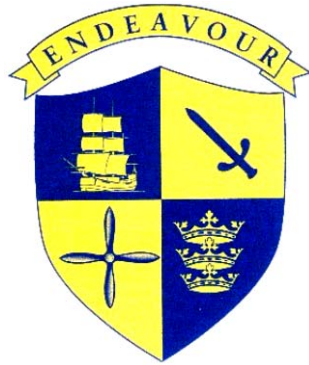


# ENDEAVOUR HIGH SCHOOL

## Anti – Bullying Policy



Headteacher: Mr C Straker

July 2010

The school has a 'duty of care' towards its pupils with regard to bullying in that the Head teacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm of bullying.

## **1. a) The National and Legal Context**

This policy takes full account of the school's legal obligations under the Education Inspections Act of 2006 to :

- promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying

This policy links to the Every Child Matters Outcomes of Stay Safe, Be Healthy and Make a Positive Contribution. It also links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing, safeguarding children's procedures and the current DCSF anti-bullying guidance, Safe to Learn.

## **1. b) How this Policy was Developed**

Consultation for this document has taken place through a series of discussion and recorded minutes through the following established school communication network:

- Staff circles
- MLT
- SLT
- RMG
- National Challenge committee meetings
- Governors Meetings
- Change group meetings
- IAG group meetings
- Line Management meetings
- Whole staff meetings

This consultation has been further supported through discussion with parents and carers via: link pastoral meetings, academic tutoring days, and induction events.

The school has a detailed programme of PSHE education for all pupils that is specifically linked to pupils' emotional health and well-being, further details of which can be obtained in the PSHE Policy and the curriculum plan for the delivery of the subject. This is further supported through reference to dealing with behaviour such as bullying in the school's Behaviour Policy.

## **2. a) Definition of Bullying**

Bullying can be defined in a number of ways. We follow the DCSF Safe to Learn (2007) guidance and have consulted the Every Child Matters: Change for Children guidance (2004), which defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Bullying can be direct or indirect and includes;

**Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing

**Physical bullying** – kicking, hitting, punching, pushing and pinching,

**Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

**Cyber bullying** – offensive text messaging and e-mailing and sending degrading images by phone or the internet

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers

#### **b) Inclusion**

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality (REGARDS.) This is to ensure that anti-bullying provision is provided in a sensitive and non judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices. In order to achieve this we have included as wide a cross section of the school community as possible in the consultation leading to the agreement of this school policy and we have tried to incorporate the specific needs of particular groups (e.g. EAL students) in this process.

### **3. Endeavour High School Statement of Intent**

This school believes that:

- bullying is undesirable and unacceptable
- bullying is a problem to which solutions can be found
- seeking help and openness are regarded as signs of strength not weakness
- all members of the school community will be listened to and taken seriously

- bullying prevents pupils achieving to their full potential and affects standards of achievement and aspirations
- everyone has the right to work and learn in an atmosphere that is free from fear
- all of us have a responsibility to ensure that we do not abuse or bully others
- young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- young people should be involved in decision making about matters that concern them
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

#### **4. Aims of the Policy**

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with pupils, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

#### **5. Intended Outcomes**

- That all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy
- That there are effective listening systems for pupils and staff within the school
- That parents have a point of contact for the anti-bullying lead in school if they are concerned about their child
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no child or young persons' educational opportunities and achievement is disadvantaged due to the experience of bullying
- That all staff are equipped with the skills necessary to deal with bullying
- That the wider school community (e.g. midday supervisors) is involved in dealing effectively with, reporting, recording, monitoring and if necessary referring bullying incidents
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters, parents meetings, academic tutoring days and Healthy Schools Road shows
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

## 6. Recording of Incidents

From September 2009 it has been a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- keep a record of individual incidents of bullying. ***(an incident recording sheet can be found in the appendix to this policy)***
- compile an annual record of bullying incidents which is returned to the Local Authority at the end of every academic year.
- ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body.

## 7. Procedures and Dealing with Incidents – A Whole School Approach

### a) Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents. ***(See Appendix for Anti-Bullying Immediate Response Chart)***

### b) Guidance for pupils

#### **If you are being bullied;**

- Remember it is not your fault  
Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

#### **After you have been bullied:**

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

#### **When you are talking to an adult about bullying be clear about;**

- What has happened to you
- How often it has happened
- Who was involved.
- Who saw what was happening
- Where it happened.
- What you have done about it already

#### **If you experience bullying by mobile phone, text messages or e-mail;**

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to

- Make a note of exactly when a threatening message was sent.

**For contacts and details of where to seek help outside school please see appendix.**

### **c) Guidance for parents/carers**

#### **If your child has been bullied:**

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see your child's class or form teacher
- Explain to the teacher the problems your child is experiencing

#### **When talking with members of staff about bullying:**

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

#### **If you are not satisfied:**

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening
- If you require any further support then please contact the Local Authority

#### **If your child is displaying bullying behaviour towards others:**

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

#### **If your child is experiencing any form of cyber bullying:**

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages

- If the bullying involves a pupil from school contact the school to report this.
- Contact the service provider to report the incidents
- If the cyber bullying is serious and a potential criminal offence has been committed, you should consider contacting the police

#### **d) Guidance for adults experiencing bullying**

The responses may be broadly similar or vary greatly to the response chart if it is an adult being bullied. If you are experiencing bullying as an adult:

- Seek advice and information from your union
- Share your concerns with a trusted colleague
- Make a record of all incidents and date them
- If you feel your situation is not being resolved then you should follow the school's formal procedures as adopted by the governing body

#### **e) Sanctions**

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This schools has set procedures to follow in implementing sanctions where a bullying incident has occurred. **(See school Behaviour Policy for further details)**. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DCSF Revised Guidance of September 2007, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, (Section 17) states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)....the Secretary of State would not normally expect the governors' Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

***This statement may be revised in light of the new coalition government and the changes to the newly established Department of Education.***

### **8. Strategies to Reduce Bullying**

The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Circle Time
- Circle of Friends
- The support group approach/No Blame Approach
- Peer mediation
- Anti-bullying box/Pupil comment box
- Peer counselling
- Student Council
- Friends Against Bullying
- Buddy systems

- PSHE programme.
- Self esteem workshops
- Restorative Practice resolution
- Anti-bullying Week
- Friendship stops
- Social and Emotional Aspects of Learning - SEAL
- Leading the Way
- Massage in Schools
- Together Against Bullying – Healthy School Enhancement
- Engagement with awards such as Learning for Living, and Show Racism the Red Card
- Effective and engaging teaching and learning
- Training for all members of staff on anti-bullying policy and strategy

## **9. Confidentiality**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local help lines, if appropriate, where confidentiality can be maintained.

***For further information please refer to the school's Safeguarding Policy.***

## **10. Monitoring Arrangements**

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis.

The senior leadership team and governors will, on an annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

**Date of policy: July 2010**

**Member of staff responsible: Mr M. West**

**Link Governor: Mr. J. Ranby**

**Review date: July 2011**

## Appendices

- Ensuring Ownership of Your School's Anti-Bullying Policy
- Anti-Bullying Immediate Response Chart
- School Bullying Incident Form
- Organisations Offering Support

### **Ensuring Ownership of the school's Anti-Bullying Policy**

It is essential that all schools do not only have an anti-bullying policy in place, but they ensure all relevant members of the school community are consulted before it is implemented.

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on the most effective practice.

Awareness raising helps people understand the problem and agree a definition of bullying which can be owned by the whole school.

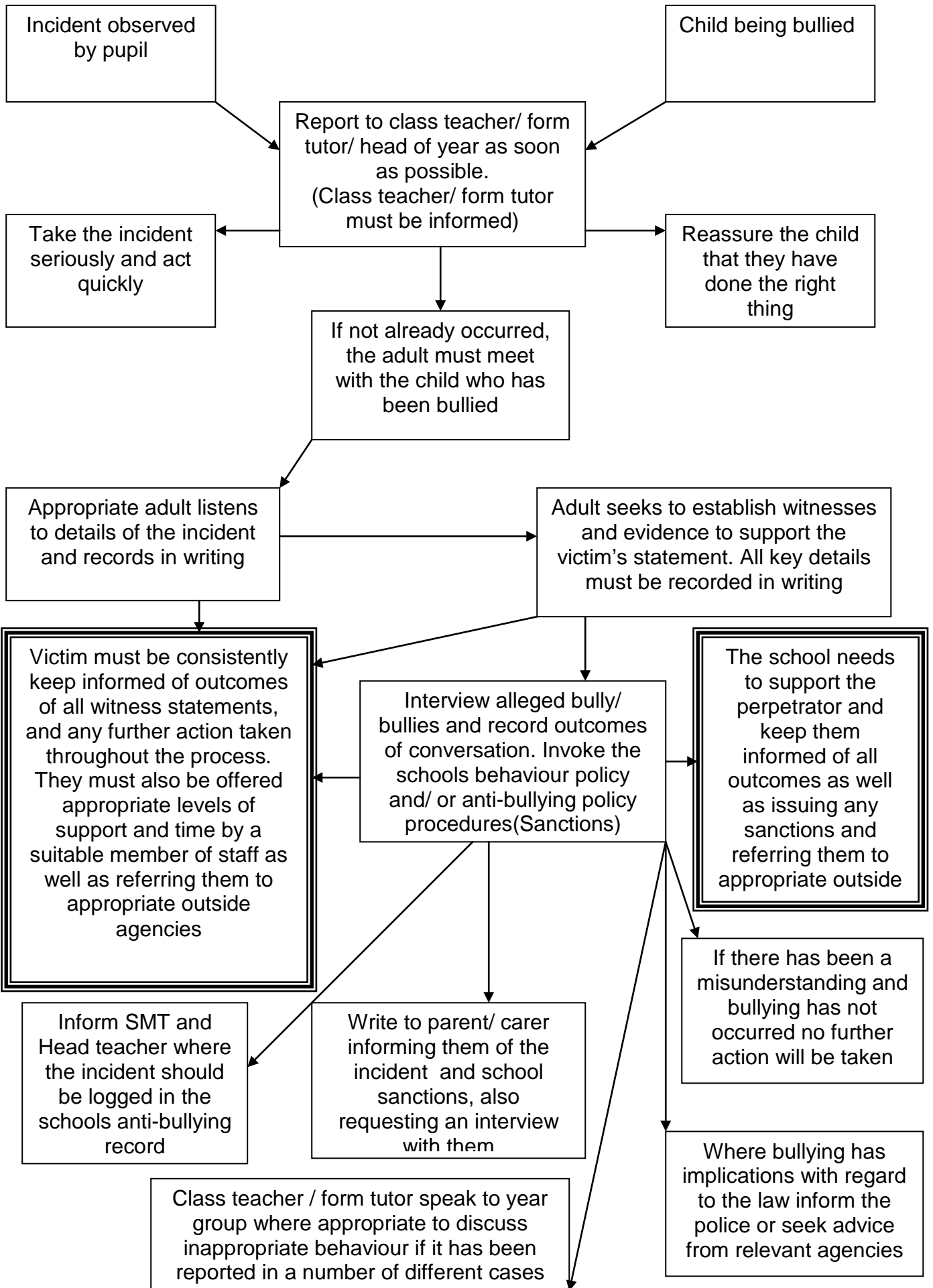
Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Pupils may be provided with a draft policy to discuss at home or within school.

A working party can help with formulating the draft policy including governors, midday supervisors, pupils, teachers, teaching assistants, learning mentors, parents and members of the wider community.

Schools which involve pupil representatives have found their suggestions practical and sensitive to the schools positive ethos. Support is also available through the Healthy Schools programme to develop a whole school approach to bullying.

The DCSF Safe to Learn Guidance (2007) contains useful information on how to create an effective anti-bullying policy through a whole school approach.

# Anti-Bullying Immediate Response Chart



# School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from \_\_\_\_\_ School name \_\_\_\_\_

Date of incident \_\_\_\_\_ Time of incident \_\_\_\_\_

Ethnic origin of victim \_\_\_\_\_ Ethnic origin of perpetrator \_\_\_\_\_

Male  Female

Male  Female

### Indicate type of incident – please tick

Verbal		Physical	
Name-calling	<input type="checkbox"/>	Kicking	<input type="checkbox"/>
Taunting	<input type="checkbox"/>	Hitting	<input type="checkbox"/>
Mocking	<input type="checkbox"/>	Punching	<input type="checkbox"/>
Making offensive comments	<input type="checkbox"/>	Pushing	<input type="checkbox"/>
Teasing	<input type="checkbox"/>	Pinching	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Emotional		Cyber	
Offensive graffiti	<input type="checkbox"/>	Offensive text messages	<input type="checkbox"/>
Excluding from group	<input type="checkbox"/>	Offensive e-mails	<input type="checkbox"/>
Spreading rumours	<input type="checkbox"/>	Sending degrading images	<input type="checkbox"/>
Being forced to do something against own will	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>
Taking possessions/money	<input type="checkbox"/>		<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>		<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

Appearance  Disability  Home circumstances   
 Gender  Race/ethnic origin  Medical condition   
 Religion  Sexuality

### Brief description of incident

### Action taken



## Organisations That Can Offer Support

### Local Organisations

#### Children and young people's service

##### Hull City Council

Tel: 01482 300 300

Email: [childrenandyoungpeople@hullcc.gov.uk](mailto:childrenandyoungpeople@hullcc.gov.uk)

#### Hull Children's Trust

By email: [hullchildrenstrust@hullcc.gov.uk](mailto:hullchildrenstrust@hullcc.gov.uk)

By telephone: +44 (0)1482 300300

#### Youth development service

##### Hull City Council

Tel: 01482 300 300

Email: [youthdevelopmentservice@hullcc.gov.uk](mailto:youthdevelopmentservice@hullcc.gov.uk)

#### Hull Youth Justice Service

Tel: 01482 609 991

#### The Young People's Support Service (YPSS)

Tel: (01482) 300 300

#### Community Anti Bullying Project

Tel: 0800 9154545 / 214124

### National Organisations

#### Anti-Bullying Alliance - ABA

Tel: 020 7843 1901

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### National Healthy Schools Programme

[www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

#### 11 Million – the Office of the Children's Commissioner

Tel: 0844 8009113

[www.11million.org.uk](http://www.11million.org.uk)

#### Act Against Bullying

Tel: 0845 230 2560

[www.actagainstbullying.com](http://www.actagainstbullying.com)

#### Beatbullying

Tel: 0845 338 5060

[www.beatbullying.org](http://www.beatbullying.org)

#### Bully Free Zone

Tel: 01204 454958

[www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

#### Bullying Online

[www.bullying.co.uk](http://www.bullying.co.uk)

#### ChildLine

Tel: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

**Children's Legal Centre**

Tel: 0800 7832 187

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

**Educational Action Challenging Homophobia – EACH**

Tel: 0808 1000143

[www.eachaction.org.uk](http://www.eachaction.org.uk)

**Kidscape**

Tel: 020 7730 3300

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Leap Confronting Conflict**

Tel: 0207 272 5630

[www.leaplinx.com](http://www.leaplinx.com)

**National Children's Bureau**

Tel: 020 7843 6000

[www.ncb.org.uk](http://www.ncb.org.uk)

**National Society for the Prevention of Cruelty to Children – NSPCC**

Tel: 0207 825 2500

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Parentline Plus**

Tel: 0808 800 2222

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

**School's Out! (LGBT)**

Tel: 01273 298299

[www.schools-out.org.uk](http://www.schools-out.org.uk)

**The Samaritans**

Tel: 08457 909090

[www.samaritans.org](http://www.samaritans.org)

**Victim Support**

Tel: 0845 3030900

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

**Youth Justice Board for England and Wales**

Tel: 020 7271 3031

[www.youth-justice-board.gov.uk](http://www.youth-justice-board.gov.uk)