ENDEAVOUR Federation

| **Anti-Bullying Policy** | |
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| **Date Completed** | *March 2023* |
| **Review Period** | *Every 3 Years* |

The aim of the Policy is to ensure that procedures are in place to challenge bullying effectively, to improve the safety and happiness of students, show the Federation cares and makes it clear to bullies that their behaviour is not acceptable. It is essential that students can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

**What is bullying?**

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms – both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

Bullying generally falls into one or a combination of the following categories:

- **Physical Bullying** – Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- **Psychological** – Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, religion, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound or humiliate them.
- **Social- Ostracism**/rejection by peer group.
- **Verbal** – The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, sexual innuendo, spreading rumours, etc.
- **Cyber bullying** – Using mobile phones or the internet to deliberately upset someone. This includes peer-on-peer abuse (see below). Being subjected to harmful online interaction with other users especially during remote learning in relation to COVID 19.
- **Homophobic/transphobic/biphobic** – Any hostile or offensive action against lesbians, gay males, bisexuals or trans-gender people, or those perceived to be lesbian, gay, bisexual or trans-gender.
- **Child- on -Child abuse -** any abusive behaviour that involves sexual harassment/violence, cyberbullying, physical abuse, 'upskirting', 'sexting', coercion or initiation/hazing (see Safeguarding and Child Protection, Online Safety policies).

**Signs and symptoms of bullying**
A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering

- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

**Objectives of this Policy**

- To ensure that everyone in the school community have an understanding of what bullying is and how the school will deal with incidences of bullying.
- To ensure staff understand their role in preventing and responding where a child is at risk. (Especially regarding child-on-child abuse).
- To develop a listening caring ethos where any form of bullying is not tolerated and dealt with in the appropriate and timely manner.
- To encourage discussion and not make premature assumptions and to foster a problem solving approach.
- The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE including elements of bullying, online bullying, e-safety, LGBT inclusion and support about relationships, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour – refer to our Behaviour regulation policy.
- There is appointed school governor who is responsible for a safeguarding which includes to bullying.

**Procedures**

- Children should report bullying incidents to available staff or someone who they can trust. In cases of serious bullying, the incidents will be recorded by staff on IRIS or CPOMs.
- It will be investigated initially by the class teacher and DSL in area the pupil(s) are based and followed up by discussing with the individuals.
- All staff are trained in emotion coaching and Hacking school discipline to be able to support our pupils during a bullying incident.
- Key staff are trained in conflict resolution and peer mediation.

- There is are designated leads for mental health in school which help staff to support pupils with their mental health.
- If an incident is not resolved in the first instance it will be passed onto the SLT, Assistant Head teacher, Deputy Headteacher and ultimately the Headteacher. Any incident will be logged and passed immediately to the team leader who will ensure this matter has been resolved.
- Parents must report any bullying incidences using the attached form – also available in the school office and website.
- In serious cases parents will be informed and be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying will be investigated and the bullying addressed.
- Appropriate feedback will be given to the parent reporting the bullying in a timely manner.
- The school accepts that any child could display bullying behaviour and as a school we have a moral imperative to help those doing so to change their behaviour.
- If necessary and appropriate, external agencies will be consulted to provide support.

## **Outcomes**

- The school will investigate the incident and recorded using school systems.
- The school will aim to sort out differences and encourage the pupils to reconcile through conflict resolution and peer medication.
- The outcome of the incident will be recorded. Pupils and parents/carers will be informed about the outcome.
- In serious cases, parents will be informed in writing about the outcome.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Prevention**

We will use various methods for helping children to prevent bullying. This will include:
- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem solving approach
- The staff are made aware of the anti-bullying policy by Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE including elements of bullying, online bullying, e-safety, LGBT inclusion and support about relationships, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour using emotion coaching, Hacking school discipline, conflict resolution and peer mediation
- Provide information through notice boards, posters and Child line.
- Provide support through friendship groups, peer support and staff supporting pupils during unstructured times e.g. lunch.
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures

- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create – refer to school's online safety policy.
- Encourage parents to check what their children are doing online and using parental controls on their computer so that they are comfortable that children are not wandering into dangerous territory - refer to school's online safety policy.

**Appendix 1 – REPORT ON A BULLYING INCIDENT BY PARENTS/CARERS.**

**PART ONE – to be completed by the person reporting the incident.**

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|---|---|
| **Full name and address of the person reporting the incident** | |
| **Date, time and place of the breach** | |
| **Please provide a full description of the incident (specific details rather than general comments are required in order to deal with the reported incident)** | |
| **Please use the other side or a separate sheet if required…** | |
| **Signature:** | **Date:** |

**PART TWO – To be completed by the person investigating the incident**

| | |
|---|---|
| **Names of investigator(s)** | **Date the investigation took place** |
| **Main finding(s)** | |
| **Actions taken and support for the subject** | |
| **Signature:** | **Date:** |

**Supporting Organisations and Guidance**

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Beat Bullying: www.beatbullying.org

- Childline: www.childline.org.uk

- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy

- Family Lives: www.familylives.org.uk

- Kidscape: www.kidscape.org.uk

- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk

- PSHE Association: www.pshe-association.org.uk

- Restorative Justice Council: www.restorativejustice.org.uk

- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk

- Young Minds: www.youngminds.org.uk

- Young Carers: www.youngcarers.net

**Cyberbullying**

- Childnet International: www.childnet.com

- Digizen: www.digizen.org

- Internet Watch Foundation: www.iwf.org.uk

- Think U Know: www.thinkuknow.co.uk

- UK Safer Internet Centre: www.saferinternet.org.uk

**LGBT**

- EACH: www.eachaction.org.uk

- Pace: www.pacehealth.org.uk

- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

**SEND**

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/

**Racism and Hate**

- Anne Frank Trust: www.annefrank.org.uk

- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational