

FINAL DRAFT

ANTI BULLYING POLICY

STATEMENT OF PRINCIPLE

Queen Elizabeth High School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them and have the right to be treated with respect and to be free from intimidation.

Queen Elizabeth High School seeks to protect these basic human rights by ensuring:

- We are proactive in setting up a range of preventative measures
- We actively listen to our students and where appropriate their parents/ carers
- We act appropriately on their behalf.

Our aims reflect the recent document Every Child Matters (DfES 2004) in that our students have the right to

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being.

Our commitment is to

- Ensure that students are aware of the anti bullying policy in the student planner and to enlist their support and raise their awareness in tutorials, in lessons and around the school. Our view is that it is essential that student voice activities inform our work. [See attached appendix 37-39 Student Planner.]
- Seek to bring about the situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action. Encourage students to talk to staff about their concerns and reassure them they will always be listened to and kept safe. We aim to ensure the whole school community works together towards shared goals on this issue.
- Ensure that staff are alert to the possibility of bullying taking place, e.g. via pastoral team meeting discussions, sending urgent memos to staff, making sure CPD opportunities are available to all staff.
- Ensure that students are not left unattended in corridors or classrooms.
- Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff.
- Whilst on duty ensure that staff are on time, that students are in allocated areas/rooms and that a positive presence is maintained. If staff know they are going to be away ensure they arrange to swap duties with someone else.
- Ensure that the teachers model non-bullying behaviour: methods of teaching and control do not endorse bullying tactics.

- Ensure that there is an emphasis on positive expectations of student behaviour. See behaviour policy, B4L section of Staff Handbook and Guidance Programme Scheme of Work.
- Ensure that staff are on time for lessons and are well prepared.
- Ensure that if students or parents report bullying the report is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place.
- Following investigations the outcome is made known to those involved and the situation monitored closely following the incident, e.g. this may include daily meetings if appropriate.
- Ensure that staff moving around the school regularly check the toilets, stairwells/ corridors and discourage students from congregating in these areas.

CONSULTATION PROCESS

We aim to consult with all stakeholders to ensure they can say what they think and feel. These include

- Students
- School staff – teaching and support staff
- Parents/ carers
- Governors.

The School Council provide feedback on our draft policy and with peer supporters provide relevant input into student planners on this important issue so the information is accessible and easy to understand for **all** students.

The draft policy also forms the basis for discussion at our multi agency meetings ensuring feedback from

- Social services
- Police
- Educational psychologist
- Connexions service
- Child and Adolescent Mental Health service
- Education welfare officer
- Community nurses
- Teaching and support staff

It is also presented for discussion at a full staff meeting. The draft policy is presented to a governors' meeting and feedback is received from all governors, including parent governors.

The draft policy is placed on the school website and parent comments are requested.

DEFINITION OF BULLYING

Bullying may be defined as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is

repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

Bullying should always be taken seriously. All bullying is unacceptable.

Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children.

In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

- **Bullying** is deliberately hurtful. It typically has seven elements:-
 1. *an initial desire to hurt*
 2. *the desire is expressed in action*
 3. *someone is hurt either physically or emotionally*
 4. *there is an imbalance of power*
 5. *it is without justification*
 6. *it is typically repeated*
 7. *there is evident enjoyment by those who bully*

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take three forms

1. Physical bullying *hitting, kicking, taking belongings*
2. Verbal bullying *name calling, insulting, making offensive remarks*
3. Indirect bullying *spreading nasty stories, exclusion from social groups.*

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation or some form of disability.

The use of mobile phones to text insulting, obscene or threatening messages is both verbal and indirect bullying. The use of phones/ the internet, including camera phones to harass or transmit derogatory text messages and or photographs must also be viewed as bullying.

Bullying is always significant to the person being bullied.

All these things affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied.

No case brought to our attention will be viewed as unimportant. In a school as large as Queen Elizabeth High School it would be unrealistic to think there is no bullying. We want everyone in our school community to view bullying as anti social behaviour which is unacceptable and which will not be tolerated.

BULLYING BY RACE, GENDER, SEXUAL ORIENTATION OR DISABILITY

1. Racist Bullying

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as “any incident which is perceived to be racist by the victim or any other person”

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
 - Physical aggression or threats
 - Wearing offensive or provocative badges or other insignia
 - Bringing racist leaflets, comics or magazines into the school or organisation's premises
 - Racist inciting of others
 - Racist graffiti or other written insults including against food, music, dress or customs
 - A refusal to associate with someone of other ethnic origin in work or play
- For further information and guidance consult the school anti-racism policy***

2. Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

Sexual Orientation

Students do not have to be lesbian, gay or bi-sexual to experience this type of bullying. In most cases being different can be enough. (In a survey 82% of teachers in 300 secondary schools in London were aware of verbal incidents. Only 6% of these schools referred to this type of bullying within their policy). Factors hindering schools in challenging homophobic bullying include staff inexperience and parental disapproval.

For further information and guidance consult the DfES publication on homophobic bullying "Stand Up for Us"

3. Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

MANIFESTATION OF BULLYING

Identifying those who bully, those who are bullied and witnesses: -

RECOGNISING BULLYING

A recent survey showed that bullying in schools is widespread. Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal.

Both boys and girls bully and can bully as individuals or as members of a group. Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health.

A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged.

Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

THOSE WHO ARE BEING BULLIED MAY EXPERIENCE:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

THOSE WHO ARE BEING BULLIED MAY EXHIBIT THE FOLLOWING:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions

- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

STRATEGIES

Dealing with bullying on school premises and outside the school premises.

Dealing with Bullying on the School Premises

Diane Harris, Deputy Headteacher, is responsible for the anti bullying strategy. She works on the strategy in liaison with the KS 3/4 co-ordinator and the learning and guidance co-ordinators.

All staff are made aware of the policy and it is printed in the staff handbook to ensure staff are aware of the procedures and strategies used.

There is effective monitoring, recording and analysing of the frequency and nature of bullying via the use of incident sheets being completed and recorded on SERCO. Termly analysis is completed and is the basis of discussion at Pastoral Team meetings. A regular whole school survey is undertaken to identify key issues in this area and an action plan is implemented to address the issues. Feedback on action taken is provided to stakeholders e.g. in assemblies, school council meetings.

Clearly staff and students need to be aware of how to deal with the incidents of bullying that occur. All students are issued with information and advice about bullying e.g. in their planners, in assemblies and within the guidance programme. Staff are aware incidents of bullying in classrooms e.g verbal abuse (including that with sexual, racist and homophobic content) must always be challenged and never ignored. They are aware that incidents of bullying must be reported as soon as possible to the learning and guidance co-ordinators and/or a learning mentor so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and well being of those being bullied – pastoral staff will assume responsibility for this following a referral (see Procedures section).

In addition at Queen Elizabeth High School we

- Regularly review and reinforce the school's approach to anti bullying at pastoral meetings, training days etc.
- Offer a confidential service and appropriate advice to lesbian, gay and bisexual students.
- Develop an understanding of gender relations and suitable strategies through staff training (Val Besag 2006).
- Explore students' understanding of the use of homophobic language, sexism, issues of difference/ diversity through the curriculum (including guidance programme)
- Ensure the environment is well supervised

- Ensure students are listened to and that there are opportunities for them to express their views and opinions – within the curriculum and e.g. in year/ school councils.
- Explore multi agency working to support the implementation of the policy.
- Use peer supporters to mediate to resolve conflict.
- Explore and celebrate differences and diversity through a wide range of events in/ out of the curriculum.

Procedures

When a member of staff is made aware that a student is being bullied they must report it IMMEDIATELY to the student's head of year or mentor. The relevant Head of Department must be informed if in a classroom. Mentors are contactable via mobile 'phone if the case is deemed urgent. Pastoral staff will provide a place of safety for students who have reported an incident of bullying/ or a member of staff has reported they have been bullied.

- The incident will then be investigated. The appropriate form (attached – Bullying Incident Report Form and the usual incident report form) will be completed by any staff and students involved – the bully, the victim, and witnesses – staff and students.
- Teaching and support staff will be informed to ensure support and close monitoring.
- Parents will be contacted in all cases and will be invited in where appropriate.
- The incident will be recorded on SERCO, using information provided on the appropriate forms.
- Appropriate support will be provided for the victim, the bully and witnesses if appropriate. The head of year/ mentor will discuss the most appropriate strategy to be used for the particular case (see strategies section).
- Following the incident both the victim and the bully will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident – daily in the first instance. This will include daily drop-ins to the year office to report any concerns with immediate follow up by the year team if any concerns are reported.
- A multi agency approach may be adopted if appropriate to the individual case e.g. with involvement of school counsellor, EWO, Primary mental health worker.
- Sanctions will be appropriate to the individual case and may include
 - Restriction of opportunities to socialise at break/ lunchtime i.e. supervised breaks/ lunchtimes
 - Detentions at lunchtime, after school (by prior notification)
 - Placing on daily report
 - Removal from parts of a timetabled curriculum for a fixed period of time
 - Group changes
 - Seclusion in Turning Point

In serious cases students can be expected to be excluded for a fixed term following the incident.

Preventative Work

To ensure the anti bullying policy is successfully implemented we will

- Consult young people and adults in the development of the strategy.
- Review and reflect on the policy and its effectiveness regularly.
- Specify in the policy the types of behaviours considered to be bullying and therefore unacceptable so all adults/ students are fully aware and make explicit reference to bullying by race, gender, sexual orientation or disability.
- Keep students and adults informed of the development with the strategy through a variety of means – especially via the school website.
- Raise awareness of the effects of bullying on the victim.
- Encourage peer support and provide peer support training.
- Provide support to those being bullied and to those alleged to be bullies.
- Provide a means for concerns to be voiced anonymously.
- Provide staff training on bullying.
- Ensure that there is adequate supervision in identified high risk areas.
- Identify hot spots in the physical environment and make the necessary changes.
- Use a wide range of intervention methods within the strategy.

Specific Support Strategies Used by Staff at Queen Elizabeth High School to Support Students

- Self Esteem and Conflict resolution Groups (run by mentors).
- Allocation to caseload of mentor for future support.
- Use of peer supporters (training provided for peer supporters).
- Use of circle of friends strategy in which students are asked to befriend the victim
- Student discussions/ mediation so that the perpetrator can identify with/ empathise with the victim.
- Very close monitoring following an initial incident e.g. daily drop into a year office to sign in to indicate they are safe or to indicate another incident. Incidents identified to be followed up immediately.
- Use of other organisations to provide specific support (and to inform our work).
- Teaching students specific techniques to deal with incidents if they arise, to enable victims to be more assertive/ less affected
Including
 - o saying no
 - o broken record exercise
 - o fogging
 - o creative responses
 - o posture issues (see details in '*Bully Free Be safe! Be Smart*', *Kidscape*)

Dealing with Bullying Outside the School Premises

It must be noted that a Headteacher's duty of care to prevent bullying is applied only within the precincts of the school (Leah Bradford-Smart vs west Sussex County Council).

We are aware of the possibility of bullying taking place outside the school gates and on journeys to and from school. Incidents occurring outside school/ on school transport deemed to have a serious impact on the school community will be dealt with using this policy.

Bullying outside school may involve young people from the school, young people from other schools or young people not at school at all. We actively encourage all

our students to tell and to share their concerns. A multi agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported.

Where a student reports bullying off the school premises, it may be appropriate to:

- Talk to the transport company about bullying on buses;
- Talk to the headteachers of other schools, where students from these schools are bullying off the premises;
- Plan safe routes to school with the students;
- Talk to students about how to avoid or handle bullying outside school premises;
- Talk to the local police about specific problem groups and problem areas

MONITORING AND EVALUATION

Monitoring is essential to help assess progress and evaluate the impact of the anti bullying policy.

Monitoring will include

- Regular analysis of SERCO information incident logs to provide details of types of bullying, frequency, action taken etc. This information to be shared/ discussed at pastoral team meetings and practice reviewed.
- Surveys – these will be undertaken biennially again to provide information on
 - Safety of students
 - Areas of school where students feel unsafe and why
 - Types of bullying
 - Frequency
 - Who students tell
 - Actions taken and by whom
 - Gaining information from students about what else they feel we can do, what we do now which is valuable etc.

Again such information to be used to review/reflect on current practice and to inform future work.

THIS POLICY LINKS WITH OTHER POLICIES AND SHOULD BE READ IN CONJUNCTION WITH THEM:

Behaviour Policy
Child Protection Policy
Confidentiality Policy
Mobile Phone Policy
Inclusion Policy – Mentoring and Turning Point
PSHE Policy/ Schemes of work

Review Date: _____

Signed _____ Chair of Governors

Signed _____ Named Person for Anti Bullying Strategy

Signed _____ Headteacher