



Endon High School

POLICY ON:	Combating Bullying
Member of Staff Responsible for the Policy:	Deputy Headteacher
Date on which this Policy was last reviewed:	September 2022
Date by which this Policy is to be reviewed:	September 2025
Dissemination of the Policy:	Staff Parents and Carers, Governors

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2022.

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Child protection/Safeguarding policy
- Online safety and Acceptable use policies (AUP)
- Personal development

Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989, 2004
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997

- The Malicious Communications Act 1988
- Public Order Act 1986

Principles

“Bullying may be distinguished from other forms of unacceptable aggression in that it involves domination of one pupil by another, or a group of others, is premeditated and usually forms a pattern of behaviour rather than an isolated incident.”(DfE Circular 8/94)

It is important to distinguish between “alleged” bullying and “actual” bullying. According to an NFER research paper (“Topic” issue 26, Autumn 2001), “Bullying is the repeated (not just once) harming of another through words or physical attack on the school grounds or on the way to and from school. The act of bullying is unfair because the bully is either physically stronger or more verbally or socially skilled than the victim(s). An individual or group may carry out these actions.

The three primary characteristics, that:

- harm is done;
- the act is repeated; and
- there is an unfair match of participants

differentiate bullying from other forms of relationship issues, teasing or fighting. The harm that is being done can be identified as physical, verbal, social or emotional harassment, or a combination of these humiliating actions. The repeat aspect of bullying is particularly troubling because even low-level chronic harassment has significant negative psychological and physiological consequences for individuals. These repeated events are often more harmful than a single traumatic event that is more severe. Overall, the most common view of fairness or unfairness in a conflict is the size of the individuals, but there are other forms of mismatch that can create just as much unfairness. For example, some individuals are very good with words, while less verbal peers find only frustration and inadequacy in verbal conflicts. The particularly dangerous aspect of this unfair match factor is that one individual or group is in a desperate and hopeless situation in comparison to a fair conflict, where opponents both have hope for the future.

Bullying may take a variety of forms: physical; verbal; by gesture; by extortion. This can include (but is not limited to) bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals, race, religion, nationality or culture, SEND (Special Educational Needs or Disability, appearance or physical/mental health conditions, sexual orientation (homophobic bullying), transphobic, young carers, children in care or otherwise related to home circumstances. Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. (Keeping Children Safe In Education September 2022) In relation to pupils, it can take place anywhere within school, on trips or on journeys to and from school. It can spill over to or be generated by incidents outside school.

The values and beliefs underlying this Policy are:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on individuals who may be subjected to bullying and will work actively to minimise the risks.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than being regarded as a burden to staff and peer groups.
- The harmful effect on pupil and staff performance which can be occasioned by bullying is recognised and the school is committed to combating all bullying behaviour.

Many instances of bullying among pupils are difficult to detect until a crisis occurs. It is therefore necessary that staff are vigilant, are aware of the signs which indicate that a child may be the victim of bullying and are familiar with the procedures to prevent and to combat bullying. It is important that individuals themselves are aware that the school does not tolerate bullying or bullies, that victims feel support is available and that parents are reassured when concerns are raised.

Relationship issues vary considerably, depending on the nature of the relationship and the circumstances that have led to problems. We will endeavour to resolve such issues using a multitude of strategies. These will be reviewed and adapted over time as necessary.

It is the conviction of the staff and academy councillors of Endon High School that every member of the school community has the right to attend school without fear. This policy applies to the adult members of the school community as much as to the pupils. The school and Shaw Trust treat bullying among their employees as a potential disciplinary matter.

Aims

- 1.To provide a learning environment in which all members of the community feel safe and secure.
- 2.To ensure that all members of the school community (pupils, teaching and non-teaching staff, parents and governors) are aware that bullying will not be tolerated.
- 3.To prevent bullying from occurring wherever possible.
- 4.To punish bullies after thorough investigation of incidents.
- 5.To support victims of bullying.
- 6.To establish clearly for staff, pupils and parents the characteristics of bullying and differentiate bullying from other forms of teasing, fighting or relationship issues.
- 7.To equip individuals with the strategies for dealing with bullying successfully outside the school community.
- 8.To ensure that all pupils and staff are aware of this policy and fulfil their obligations to it.

Practice

- 1.The school seeks to raise awareness of bullying among all members of its community. This will be addressed in school assemblies, as part of the Learning for life lessons, through class discussions in specific lessons and during tutor time.
- 2.The school will ensure that all individuals are aware of the standards of behaviour, care and consideration expected within the school environment and encouraged within the wider community. These standards are described within the Behaviour and Discipline Policy Form tutors should take at least one opportunity per year to discuss these and the rationale behind them with their tutor group.
- 3.Pupils and parents are made aware of their respective responsibilities to combat bullying. (See Appendix 2.)
- 4.Victims of bullying are encouraged to report any incidents of bullying, either to a member of staff, to a member of the prefect team or a buddy or to a friend who will refer the matter to a member of staff. Pupils can also report incidents of bullying through the school website and firefly using Speak out. All staff, academy councillors, pupils and parents understand Speak out. In the case of staff, they should report their feelings to their line-manager either directly or through a colleague whom they trust.
- 5.All staff, both teaching and non-teaching, should be aware of the areas, times and situations when bullying is most likely to occur (see Appendix 1).
- 6.Staff will respond promptly and proactively to incidents of suspected or alleged bullying, or relationship issues. This may take the form of investigating the incident themselves and taking appropriate action or, in serious or repeated offences, referring the matter to the Progress Manager or Key Stage pastoral lead, who will take appropriate action either alone or in conjunction with the deputy head teacher. Staff concerned will record the incident and any action taken, in the file of both alleged "victim" and "bully".

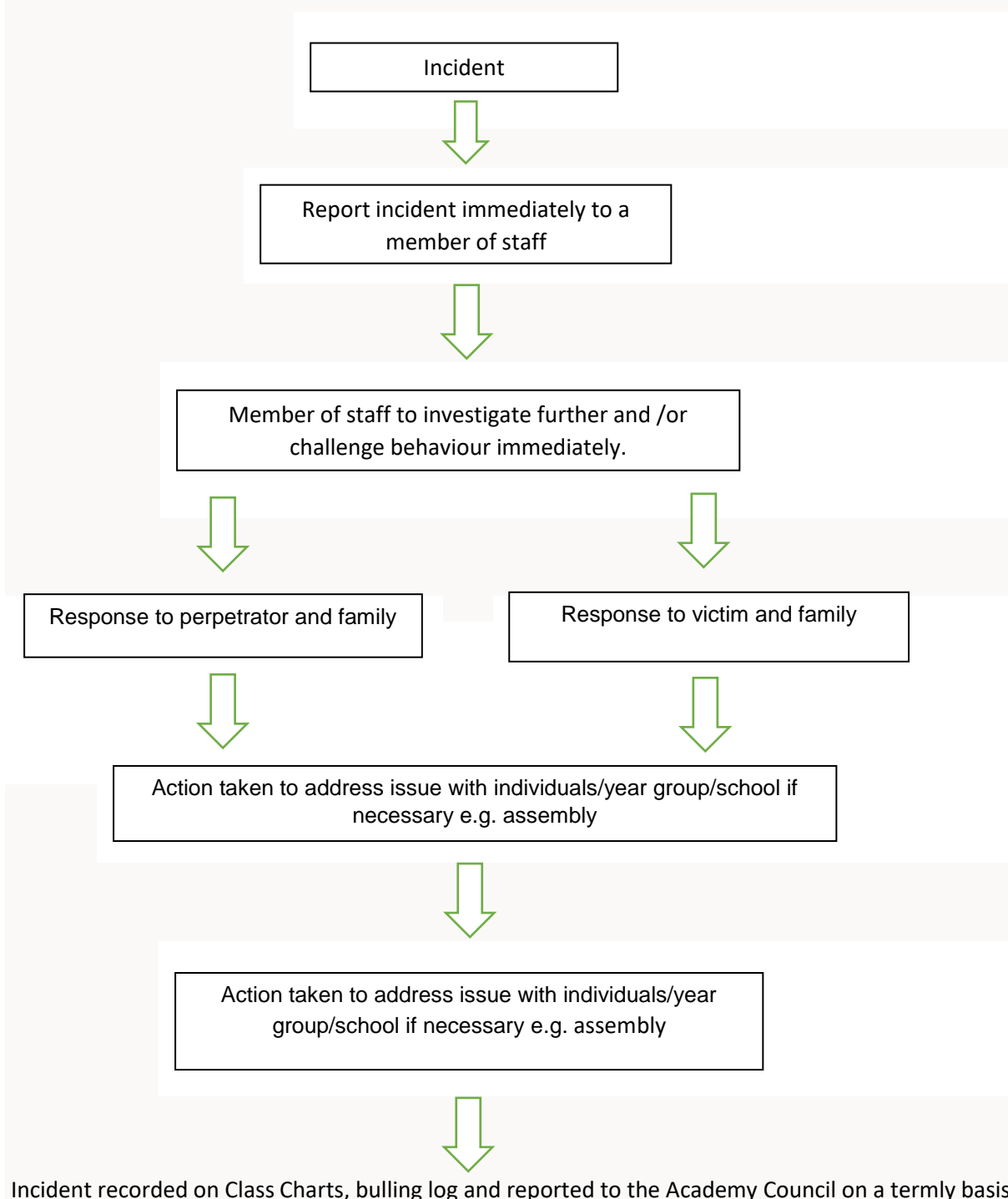
7. "Appropriate action" will consist not only of sanctions for the offender/s but support for the victim.

8. The Deputy Head, the relevant Progress Manager, Key stage pastoral lead and Form Tutor/s should be informed of all incidents of bullying so that they have an overall picture of persistent offenders and victims. A log of all bullying incidents will be maintained by the Deputy head teacher, so that regular monitoring can be undertaken.

9. The school will consider whether and when it is appropriate to involve the parents of both victim and aggressor in trying to effect a remedy for the problem, in most cases, parents will be contacted.

10. In the case of staff allegations of bullying, the Headteacher, the Deputy Head and/or the Assistant Head will undertake to investigate and address the issues, in close liaison with the "victim". In such instances the school will follow the procedures set out in the Harrassment and Bullying Policy.

Responding to and reporting incidents



Appendix 1

Bullying

Issues to consider

1. The main agent for preventing bullying is an adult presence.
2. Bullying takes place at unstructured times of the school day, often at lunch times and breaks.
3. Bullying may also occur during lessons, and whilst waiting for lessons to start.
4. Bullying occurs along the corridors at lesson change over.

Action

If you come across bullying:

DO:

1. remain calm;
2. take the incident or report seriously;
3. take action as quickly as possible;
4. consider carefully whether your action needs to be in private or in public;
5. reassure the victim/s, don't make them feel inadequate or foolish;
6. offer concrete support and help to the victim/s;
7. make your disapproval plain to the bully;
8. encourage the bully to see the victim's point of view;
9. punish the bully if appropriate but consider carefully how you do this;
10. explain clearly why the punishment is being given;
11. inform colleagues (Form Tutor, Progress Manager, Key Stage Pastoral Lead).

DON'T

1. keep the incident alive once it has been dealt with;
2. assume the bully is bad through and through. Try to discuss the incident objectively with the bully;
3. keep the incident to yourself just because you have dealt with it successfully;
4. hide the incident from parents of victim or bully;
5. call in parents of victim or bully without strategies and a constructive plan to offer either side.

Appendix 2

Individual Responsibilities

It is important that pupils and parents recognise the difficulties which staff may encounter in ensuring that the purpose and intent of the anti-Bullying Policy can be effectively introduced and enforced. In this regard, pupils are expected to

- report all incidents of bullying using the procedures in place;
- act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents which the victim may be afraid to report;
- adhere to and promote the aims and objectives of this statement;
- refrain at all times from behaviour which would constitute bullying of fellow pupils.

Parents too can play a vital role by

- stressing to their children the importance of sociable behaviour;
- reporting any misgivings they have concerning bullying to relevant school staff;
- actively endorsing and supporting the Anti-Bullying Policy;
- noting that it is never appropriate to use physical violence against, or in any other way seek to bully, a bully.
- To support the school to resolve issues by not contributing to a situation through social media or challenging an individual student.