

# Ealing Anti-Bullying Strategy for Children and Young People in Education Settings maintained by Ealing Council

# EALING ANTI-BULLYING STRATEGY

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# EALING ANTI-BULLYING STRATEGY

## Foreword

We take great pleasure in welcoming you to this important document.

Ealing's anti-bullying strategy outlines our vision and commitment to addressing and reducing the incidence of bullying in Ealing. We want to make clear to our schools, our families and our communities that we will not accept bullying as a part of life for children and young people in Ealing.

We know, from the findings of consultations with students in schools, that the work in addressing bullying is important. Students gave us a strong message about how bullying continues to be a negative feature of school for many. They want to be confident that their fears are addressed and their ideas taken forward.

Already in place are some crucial elements of our approach to bullying prevention. We have appointed an anti-bullying co-ordinator and established an anti-bullying strategy group. Working with partners is an important part of this work and we value our close partnerships with colleagues in schools, the police service, health and many other services.

We plan to do much to progress the work. Following the launch of the strategy, we will be co-ordinating anti-bullying support and training for staff in schools. We are setting up new technologies to monitor the nature and extent of bullying in Ealing more accurately, which will help us establish appropriate interventions. We also know that we have much to learn from colleagues in school and look forward to continued collaboration to ensure bullying remains a high profile part of our work in Ealing.

We hope that you find this strategy a useful and purposeful tool and that it will help you in your work to make Ealing a great place for every child and young person to grow up.



Ian Gibb  
Councillor for Children's Services



David Archibald  
Executive Director for Children and Adults

# EALING ANTI-BULLYING STRATEGY

## 1. Introduction

**1.1** This anti-bullying strategy sets out Ealing Children's Services vision in relation to bullying prevention in education settings maintained by Ealing Council.

Ealing Council has a duty to ensure that each child in the borough is able to go to school and learn without fear, being intimidated, or being left out because of bullies. We do not tolerate bullying or harassment of any kind.

### 1.2 Strategic goals and objectives

Ealing Council's Corporate Plan sets out priorities and strategic goals for the next four years. In order to achieve these, the Council and its partners on the Local Strategic Partnership have agreed long term objectives. This extract from the Corporate Plan highlights the objectives most relevant to the anti-bullying strategy.

- Ensure that Ealing is a safe place for children and young people to grow up
- Create a voice for children and young people in the borough and increase the percentage of children who feel they can influence decisions made about their local area

## 2. Children's Services Commitment

**2.1** Ealing Council is committed to providing high quality education and to ensuring the safety of children in the borough.

The Ealing Children and Young People's Plan specifically identifies the need for an anti-bullying strategy to be developed to safeguard children and young people from bullying and harassment. This strategy builds on good practice already developed in Ealing to record and report incidents of racist behaviour but extends this to include all incidents of bullying.

### 2.2 How will we do it?

- Consult and agree on this strategy
- Raise awareness of our aims and vision
- Monitor and review the strategy
- Provide clear guidance on how to handle incidents
- Training of school staff and governors
- Creating a process of recording and reporting of incidents
- Appropriate monitoring of data
- Provide advice and support
- Share good practice

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### 3. Aims

As a result of this strategy we aim to:

- Identify the extent and nature of bullying that takes place in schools and other institutions maintained by Ealing Council
- Raise the profile of bullying and its effects on children and young people's emotional health and well-being, life chances and achievement
- Establish a culture where bullying is not acceptable through the promotion of policies and practices which prevent or reduce opportunities for bullying to occur and respond swiftly, fairly and sensitively when they do
- Involve parents, carers, children, young people and our partners in developing and implementing anti-bullying measures
- Embody equality of opportunity, celebrate diversity and be responsive to individual needs and differences
- Support community cohesion through our response to bullying

### 4. View of Ealing's children and young people

**4.1** The majority of schools in Ealing are carrying out excellent and innovative work in bullying prevention; however, it remains a source of concern for many parents, pupils and school staff.

**4.2** In the autumn term of 2005 over 7000 Ealing children and young people in years 4, 6, 8 and 10 completed the Health Related Behaviour Survey. Some of the results of the bullying survey are as follows and indicate that bullying is a matter of concern:

#### Primary

- 33% of pupils reported that they felt afraid to go to school because of bullying at least sometimes.
- Behaviour widely reported as causing distress included: being called nasty names, being teased or made fun of and being pushed or hit for no reason.
- When asked where it happened, 16% of pupils reported outside at break time, 15% said in the classroom at break time and 8% reported during a lesson.
- 22% of students reported that they thought they were bullied because of the way they looked, 17% because of their size or weight
- 15% thought they were bullied because of their race, colour or religion
- 5% of pupils reported that they thought others might fear going to school because of them

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### Secondary

- 17% of pupils reported a fear of going to school at least sometimes because of bullying
- 15% said they worried 'quite a lot' or 'a lot' about bullying

The Health Related Behaviour Survey will be repeated again in 2007, the longitudinal results from which will continue to inform our strategy.

### 4.3 Other consultations

Nearly 300 students across 10 primary, secondary and special schools were consulted during anti-bullying week in 2006 through an anti-bullying questionnaire. The purpose of this consultation was to establish the views of children and young people about bullying incidents, recording and reporting in their school. Five follow up focus groups have also been held to expand and consolidate these views and influence future monitoring and management of bullying in Ealing schools. The main findings from the anti-bullying questionnaires and focus groups were:

- The majority of all pupils (91%) agreed that their school believes that bullying is wrong and 84% knew what to do if they were being bullied at school
- Over half of pupils thought bullying was a problem in their schools and should be dealt with more effectively
- Over half of all pupils thought bullying would 'carry on' or 'get worse' after the teacher had 'dealt' with the bully

*'I told the teacher about an incident that keeps happening, but they didn't do anything..... and I felt ignored and this made me feel bad..... I didn't tell anyone else'*

*Student view*

## 5. The Legal Context

### 5.1 The following is the legal framework for bullying prevention in schools:

- Under Article 28 of the United Nations Convention on the Rights of the Child, (ratified by the UK in December 1991) schools should have a bullying policy and each child should be informed of what to do if they find themselves being bullied.
- Head teachers must have a policy to prevent bullying among pupils and will need to satisfy themselves that it complies with the Human Rights Act 1998.

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- Under the School Standards and Framework Act 1998, s.61 (4) b, schools have certain statutory responsibilities regarding behaviour: 'the head teacher shall determine measures (which may include the making of rules and provisions for enforcing them) to be taken with a view to ..... b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.
- Section 88(2) of the Education and Inspections Act 2006 (EIA 2006), requires a governing body to: 'make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour'.
- Pupil Behaviour and School Discipline: Education and Inspections Act 2006 (part 7 sec. 91). In force from 1st April 2007. Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. The key features are:
  - All teachers and other staff in charge of pupils have the power to discipline
  - The Head teacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers
  - Disciplinary penalties must be 'reasonable'. They must be explicit within the school's Behaviour Policy. This must be reviewed and publicised annually to include all parents.
  - Penalties & policies must reflect legislation on SEN, DDA, race & other equalities and human rights
- DCSF 'Safe to Learn: Embedding anti-bullying work in schools' 2007. A resource pack available to schools. It includes advice on establishing a whole school policy against bullying as well as details of the practical intervention methods schools can adopt
- By 2009, the Government wants every school to be working towards achieving the National Healthy School Standard (NHSS). To meet the NHSS, a school must consider the emotional health and well-being of pupils; specifically, 'have a clear policy on bullying, which is owned, understood and implemented by the whole school community' (NHSS A Guide for Schools, DfES and DoH, 2005)

### 5.2 The benefits of a high standard anti-bullying practice and ethos in every establishment are:

- Congruence with the 5 outcomes of Every Child Matters
- Fulfilment in the responsibility for duty of care to children, young people and employees.
- Protection from the risk of litigation
- Improved morale, relationships and atmosphere within schools
- Improved community cohesion
- Increase in measurable achievement
- Improved attendance

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## 6. Definition of bullying

*Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. The behaviour is based upon an imbalance of power.*

*'Safe to Learn: embedding anti-bullying work in schools' DCSF 2007*

### 6.1 Types of bullying

Type of bullying	Aspects
<b>Physical</b>	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
<b>Psychological</b>	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
<b>Social</b>	Ostracism or rejection by a peer group.
<b>Verbal</b>	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, spreading rumours, persistent teasing, ignoring or not communicating.
<b>Homophobic</b>	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimisation. It can also affect anyone who is perceived to be homosexual.
<b>Racist</b>	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
<b>Sexual</b>	Sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.
<b>Cyber</b>	The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else.
<b>Others</b>	For example bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

### 6.2 When it is not Bullying

Two or more children or young people of a similar age and size involved in verbal or physical contact, including name-calling and fighting where there is no imbalance or power. Such instances can escalate to bullying and need to be addressed through the school's behaviour code.

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### 6.3 The Effects of Bullying

Bullying can have a damaging effect on young people, on their self-esteem and, ultimately, their school attendance and achievement; these effects can be long lasting. Victims of bullying often feel responsible for what has happened, adding to their feelings of helplessness and isolation

Others associated with incidents of bullying such as the perpetrator, school staff and families can also suffer from short and long-term negative feelings and impacts such as frustration, anger and loss of self-esteem

## 7. Partnership Working and Community Involvement

**7.1** There are partner organisations and agencies that schools will find helpful to liaise with to support anti-bullying work and develop as part of extended schools' partnerships. Key agencies will include the Police, Youth and Connexions Service, Social Services, Youth Offending Service, Housing Services, community and voluntary groups.

### 7.2 Examples of working in partnership and with the community:

- Working with other agencies, such as the police, voluntary groups and across departments to prevent bullying and other anti social behaviour through regular liaison, information sharing, joint approaches and training
- Addressing safety outside the school through the School Travel Plan in collaboration with the school travel plan team
- Developing innovative practice that is relevant to the context in Ealing
- Sharing best practice with others through training and on-going communication
- Liaison with anti-bullying organisations, such as the Anti-Bullying Alliance, to ensure our practice reflects current guidance

## 8. Guidance for schools

- Promote anti-bullying policies which have involved children and young people, staff and parents in the development and implementation as well as its review.
- Accurately record and report all incidents of bullying
- Promote an understanding of the causes of bullying
- Have clear links between the anti-bullying policy and other policies such as child protection, equal opportunities, behaviour and attendance.

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- Ensure that the policy covers all types of bullying related to race, sex, age, religion, appearance and homophobia as required for reporting
- Ensure that the policy covers the whole school day including incidents on the journey to and from school where reported
- Ensure training for all staff to enhance skill and confidence levels and use of communication and reporting channels
- Ensure wide knowledge of the policy through staff training, school council, curriculum work, parent and community events and other channels
- Develop partnerships with agencies that can support the school on bullying issues.

## 8.1 Developing a Whole School Community Approach

An anti-bullying policy must reflect expectations of appropriate pupil behaviours as made explicit in the school's behaviour and discipline policy and all members of the school community should have the opportunity to be involved in the creation and operation of the policy. This whole school approach will aim to develop a shared awareness and understanding so that a consistent and appropriate approach to bullying behaviour will be taken.

Effective Anti-bullying policies will ensure that:

- The school is working with staff, pupils, parents/carers and governors to create a school community where bullying is not tolerated between any parties in the school
- Children and young people understand how the school deals with incidents of bullying
- Children and young people feel safe, supported and able to report incidents concerning themselves and others.
- Parents/carers feel safe and are encouraged to discuss concerns with staff
- School staff have the skills and confidence to respond when bullying is reported and are encouraged to act appropriately and know that they are not working in isolation

## 8.2 Developing an anti-bullying prevention policy

A school's anti-bullying policy sets out what the school will do to prevent and combat bullying. The DCSF pack, 'Safe to Learn' contains most of the information that schools will need to develop an anti-bullying policy.

Schools are advised to follow four stages:

1. Awareness raising and consultation
2. Implementation, including training
3. Monitoring
4. Evaluation



*Creating a great place for every child  
& young person to grow up*



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### 9. Key Outcomes

- There is a reduction of bullying in schools
- Bullying incidents in schools will be monitored to inform strategic action
- School staff, children and young people and parents are confident to report incidents of bullying and are satisfied with the outcome
- Schools review their anti-bullying policies to bring them in line with the strategy

### 10. Monitoring, Review and Evaluation

The initial monitoring of the effectiveness of this strategy will be by the Anti-Bullying strategy group which will inform the Ealing Safeguarding Board. The monitoring will be done through regular scrutiny of the key outcomes by whole school consultation, analysing the reported statistics and regular reviews of school policies.

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## Appendix 1

### Contact lines and Helpful Agencies

Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>
Kidscape (Bullying Counsellor available)	0207 7303 300 <a href="http://www.kidscape.org.uk">http://www.kidscape.org.uk</a>
Childline (Confidential free phone line for children in trouble or danger)	0800 1111 <a href="http://www.childline.org.uk">http://www.childline.org.uk</a>
Educational Action Challenging Homophobia	Free phone 0808 1000 143 <a href="http://www.eachaction.org.uk">www.eachaction.org.uk</a>
Victim Support Scheme	0117 963 1114
NSPCC and Child Protection Helpline	0800 800 500 <a href="http://www.nspcc.org.uk">http://www.nspcc.org.uk</a>
Parentline Plus	0808 800 2222 <a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
Beat Bullying	0845 338 5060 <a href="http://www.beatbullying.org">www.beatbullying.org</a>
Childnet (Help make the Internet a great and safe place for children)	<a href="http://www.childnet-int.org">http://www.childnet-int.org</a>
Young Minds (Issues relating to the mental health of children and young people)	<a href="http://www.youngminds.org.uk">http://www.youngminds.org.uk</a>
CEOP – Child Exploitation and Online Protection Centre	<a href="http://www.ceop.gov.uk">http://www.ceop.gov.uk</a>
Miss Dorothy – website for children and young people	<a href="http://www.missdorothy.com">http://www.missdorothy.com</a>
Ealing Borough Police Safer Neighbourhoods	<a href="http://www.met.police.uk/saferneighbourhoods">www.met.police.uk/saferneighbourhoods</a>
Youth2Youth (Local helpline for young people run by Young people)	<a href="http://www.youth2youth.co.uk">http://www.youth2youth.co.uk</a> Helpline: 020 8896 3675
Restorative Justice Consortium	<a href="http://www.restorativejustice.org.uk">http://www.restorativejustice.org.uk</a>

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## Appendix 2

### Example anti-bullying Policy

*(Adapted from Beat Bullying, the UK's first children's charity to devise anti-bullying strategies for young people by young people.)*

This is an example of an anti-bullying policy that a school might use. It should be adapted to reflect the context in which you and your staff work with children and young people

#### Mission Statement

This school is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers.

We believe that all pupils, staff and parents/carers have the right to be protected from bullying and abusive behaviour.

#### Who the policy applies to

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of that community. Members of the school community are:

- Pupils
- Teachers (both permanent and supply teachers, and specialist teachers)
- All school staff
- Parents/carers
- School Governors

#### Aims and Objectives

- To ensure that all those connected with the school are protected from bullying behaviour.
- To reduce the number of pupils who experience bullying through increasing awareness of this behaviour
- To help pupils find out about and put into practice a series of solutions to the problem of bullying
- To ensure that individual cases of bullying will be dealt with consistently and in a constructive and fair manner when they occur

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### What is bullying?

It is a good idea to use a definition that has been developed in consultation with representatives of all sectors of the school community. Below is an example of how such a definition might read.

*Bullying is when one or more people physically, emotionally or psychologically hurt or cause harm to a person who is in a weaker position than him/her/them, and so is less able to defend himself/herself. Bullying usually happens over a period of time, and consists of a series of different incidents.*

### Different types of bullying include:

- Physical
- Emotional/psychological
- Social
- Verbal
- Homophobic
- Racist
- Sexual
- Cyber
- Other e.g. outside school or of vulnerable groups

### How we handle bullying at school

- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and find responses to bullying that work.
- Staff will work with the young person or people who are bullying to change the bullying behaviour.
- Wherever possible, staff will work with the parents/carers of any student who is involved in bullying to support and encourage that student in finding solutions
- Staff will try to involve staff from outside agencies
- Excluding pupils from school will be undertaken, but as a last resort, when appropriate

### Responsibilities

#### All pupils

- As part of the school community, you have a responsibility to help combat bullying by supporting other pupils when they are vulnerable
- Don't gang up against another pupil in a vulnerable position; try to help him/her feel less vulnerable

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- Don't join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself
- Don't turn a blind eye to bullying and victimisation.

### Here's what to do if you know that another pupil is being bullied

- Let a member of staff know about the bullying
- Fill out a bullying report form
- Tell a peer supporter
- Find a quiet moment to speak to a member of staff.

### Pupils who are being bullied

- You will be listened to and taken seriously.
- Action will be taken to help you stop the bullying

### Pupils who are bullying

- Your bullying behaviour **will** be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:
- You will be expected to work with staff to look at the reasons why you have been bullying and to find and put into practice other ways of behaving.

### Staff

All staff can expect to be properly trained and supported in dealing with bullying. All staff will be expected to:

- Promote an environment that is constructive and safe for all pupils through their own teaching and actions.
- Follow the procedures set out in this policy when they are dealing with bullying.
- Work in co-operation with colleagues, pupils, parents/carers, staff from other organisations in the local community and the school governors to combat bullying.

### Parents/carers

All parents and carers can expect to be kept informed of the school's anti-bullying work throughout the school year. Staff will do their best to address any concerns that you may have about bullying: and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

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## Governors

School Governors can expect to be kept up -to -date on the progress of the school's anti-bullying work, and to receive a comprehensive annual report on the anti-bullying work. School Governors will be expected to:

- Give feedback on the monitoring and evaluation of the anti-bullying policy and practices in the school;
- Publicly support the school's anti-bullying message.

## Monitoring

The school will monitor incidences of bullying and check that the policy is being followed through observations and sample checks. Students will be involved in the monitoring process through consultation with others. Results of the analysis of data will inform the ongoing development of the policy.

## Review

The policy will be reviewed on an annual basis to ensure it continues to meet the needs of the school and its community.