

Anti-Bullying Policy

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Role:	Safeguarding Lead, Board of Trustees
Authorised:	September 2025

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September 2025

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September 2025

Monitoring and evaluation of the policy

To ensure the effectiveness of this policy, we will implement regular monitoring and evaluation. This will encompass the analysis of bullying reports, as well as the use of questionnaires, surveys, focus group discussions, and feedback from all stakeholders. The trustee responsible for safeguarding will oversee the monitoring of bullying incidents and provide feedback to the Trustees. Following our annual review of monitoring efforts, we will evaluate our policy and introduce any necessary improvements to enhance our anti-bullying initiatives. We will communicate these changes to the Endeavour staff team and young people.

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Note: this policy falls within our broader behaviour management policy, and references procedures and the glossary contained therein.

Statement of intent

We see the core mission of Endeavour is to enrich the lives of young people, and we think that involves developing social skills. As part of this, we expect everyone to be treated with respect, and that they also treat everyone else considerately.

Endeavour considers that bullying of any kind is unacceptable. Neither do we accept that it is a phase which young people go through, that it is part of growing up or that it teaches young people to stand up for themselves.

Endeavour acknowledges however that bullying does happen from time to time, and we will deal with incidents as promptly and effectively as possible.

Endeavour wants to uphold a caring ethos within its environment where everyone can work, play and express themselves, free from the fear of being bullied.

Through the implementation of our policy, we seek to ensure that:

- Learners are treated, and treat each other, considerately, and with respect. Where incidents happen between young people, we will intervene to challenge and correct and later to repair and reflect.

There is a shared understanding of what constitutes bullying, how we prevent bullying and how we respond to reports of bullying.

- Learners know how to report actual and perceived bullying incidents and have the confidence to do so.

- Our curriculum equips learners with opportunities to be able to talk about anything that worries them in any area of their lives.

- Reported bullying incidents are monitored so that the effectiveness of Endeavour anti-bullying work can be evaluated and adapted where necessary.

Trauma Informed Practice

At Endeavour we have high expectations of behaviour and engagement with our programmes, and support is offered to those who have difficulty in meeting those expectations.

A trauma informed approach depends upon relationships, and it is vital that all staff are mindful of the trauma that some children and young people may have experienced. Through positive relationship we can support young people to understand and to manage their emotions appropriately. We can do this by using these key elements from the Trauma Informed Schools UK model (TISUK): **Protect, Relate, Regulate, and Reflect**, using these elements throughout interactions with young people will build resilience, help to repair trauma, and build relationships.

A Trauma Informed Approach is based on recognising that all behaviour is communication. Access to an emotionally available adult can help children and young people move from 'behaving' their trauma, to reflecting on those experiences. As this is embedded in our behaviour policy, it is a key consideration in how we deal with incidents of bullying.

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Outlined below are the ways that Endeavour will meet the key elements of **Protect**, **Relate**, **Regulate** and **Reflect** specifically around incidents of bullying:

Protect

Protect is the feeling of safety, being able to learn without fear and the fear of being shamed. This applies to anti-bullying to offer a safe space for children and young people to share their concerns. This requires an emotionally available adult who can support a young person to feel calm when they become overwhelmed by an incident of bullying. A young person who has experienced Trauma can be triggered by something that may be minor to one young person but for a young person who has experienced trauma it can cause them to go into fight-flight-or-freeze response. We also acknowledge that some bullying behaviours are a result of trauma, so we will work with those young people following a trauma informed approach.

- Increase in 'safety cues' at Endeavour to ease transition and ensuring that children and young people feel psychologically safe.
- Interventions that create opportunities for the emotionally available adults to be alongside learners across the day, and provide access for learners to reach these emotionally available adults at other points.
- The role of the adult should be to focus on building a relationship with the young person using PACE as guidance (Hughes, 2015) – This means that learners are met with a warm empathic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust. This will help young people to be more open during discussions around their behaviour, and interrogating their behaviour to find root causes.
- We ensure that interactions with learners, their families/carers, other agencies, and each other are socially engaging not socially defensive, especially when talking around incidents of bullying to find the root causes of behaviours, and in meetings arranged with families.
- Staff may remove vulnerable and traumatised learners in a kind and non-judgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.
- Our trauma-informed practice extends to everyone at Endeavour, not just young people. Staff have access to check ins with a member of SLT about any feelings they may be having.

Relate

Our brains are wired to be sociable. Having meaningful relationships is essential for happiness and mental health. Positive relationships and experiences with young people mean meeting them in both pain and joy. This is an essential step in the Relate – Regulate – Reflect cycle.

- Key staff at Endeavour are trained in delivering interventions to vulnerable young people to support them in making a shift from 'blocked trust' to trust, so that they feel comfortable bringing their concerns around bullying.
- A whole organisation commitment to enabling young people, families / carers, and staff to see themselves, their relationships, and the world more positively, rather than through a lens of threat, danger, or self-blame. This will help turn conversations around bullying behaviour away from lectures on blame, to empathy for others and making positive impacts.
- Staff are committed to getting to know our young people better on an individual basis.

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Regulate

Supporting a young person to regulate their feelings and behaviour will help them feel understood. This reduces stress levels, specifically around incidents of bullying.

- Key staff in the organisation are trained in delivering evidence-based interventions designed to reduce stress levels in vulnerable young people from toxic to tolerable, through emotionally regulating, playful and enriched interactions.
- At Endeavour the emotional well-being of and emotional regulation of staff is treated as highly important to prevent stress-related absence or leaving the profession through stress-related illness. This includes access to reflective practice and supervision when and if required.

Reflect

Reflecting is having conversations with a young person to support their emotional and mental health. It helps a young person to make sense of their life, to develop language for their emotions. This will help to get to the root causes of behaviours, and so allow perpetrators to understand why they may carry out acts of bullying, and enable them to take positive steps to end those behaviours.

- Within the context of an established and trusted relationship with a member of staff, young people are to be provided with the means to symbolise painful life experiences through images rather than solely everyday words, should they wish to do so (Big Empathy, puppets, clay, art, emotions worksheets).
- Staff are trained to help young people move from 'behaving' their trauma, to reflecting on those experiences through empathic conversation to help them to develop coherent narratives about their lives.
- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).
- Through conversations and interventions young people can make sense of their memories and experiences "The healthier relationships a young person has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change, and the most powerful therapy is human love" (Dr Bruce Perry).

What is bullying?

Bullying includes a range of abusive behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.

This can be in person, or online, and could be physical or emotional in nature.

We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances, bullying can cause significant harm.
- All children and young people, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

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- Bullying might be motivated by actual differences between children and young people, or perceived differences.
- We acknowledge the effect of trauma on potential incidents of bullying, both for the young person experiencing bullying, and also young people perpetrating acts of bullying.
- Bullying may encompass unfavourable or negative comments, gestures, or actions directed at someone in relation to a vulnerability.
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.
- Bullying may take place in any location at Endeavour, including in classrooms, corridors, toilets, kitchens, and outside spaces
- Bullying can also occur on the way to and from school, during educational visits, when learners use transportation, and through virtual or cyber-bullying.
- Management staff are legally empowered to address such incidents and will do so in accordance with this policy.

We commit to the following:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, ensuring their safety and operating in a manner that protects them.
- Bullying can have an impact on everyone involved.
- Children and young people who are bullied are at a higher risk of developing problems, including depression and anxiety, having fewer friendships, experiencing peer rejection, being wary and suspicious of others, facing difficulties in adjusting to school, and achieving less academically.
- Children and young people who engage in bullying behaviour are at an increased risk of substance misuse, academic problems, and violent behaviour in later life. We also acknowledge that they themselves may have been exposed to adverse childhood experiences.
- Children and young people who witness bullying may exhibit similar signs to those who are being bullied. They may become reluctant to go to school, feel frightened, unable to act, and experience guilt for not intervening to help.

What we will do to prevent bullying

- Adhere to our behaviour policy, which outlines the expected conduct for all individuals involved in our organisation, whether in face-to-face interactions or online, and both within and outside of our activities.
- Conduct frequent discussions with all stakeholders concerning bullying and strategies for its prevention.
- Offer support and training to all staff and volunteers to address all forms of bullying.
- Put clear and robust anti-bullying procedures in place.
- Have a robust and up-to-date anti-bullying policy.
- Articulate what action will be taken by staff if bullying is reported or suspected.
- Cultivate an ethos that rejects bullying as acceptable, integrating this principle into the curriculum (including any specific interventions through PSHE and RSE resources), as well as using posters, signposts, and shared information about bullying.
- Build children and young people's confidence in approaching any staff member if they experience bullying, ensuring they understand that their concerns will be taken seriously, addressed, and followed up.

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- Thoroughly document and analyse all incidents of bullying, reporting on recurring patterns and maintaining precise records of bullying incidents, including types, locations, and times.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. We will be proactive about seeking opportunities to learn about and celebrate differences, increasing diversity within our staff, volunteers, children and young people and welcoming new members to our organisation.

We plan positive action to identify and support learners from particularly vulnerable groups. We work with all relevant staff members and provide additional support where necessary. This might include extra supervision at break times, setting up a circle of friends support network, use of the curriculum to develop an understanding of differences, or access to structured interventions (Trauma Informed specific or otherwise) to reduce vulnerability.

How to report bullying

We will thoroughly investigate reports made by anyone, including the young person being bullied, another learner, a family member, or a staff member.

Reports can be made to any member of staff, and they will ensure that the most suitable person investigates the matter. Additionally, reports can also be made by confiding in a friend or someone at home and asking them to report it to an adult, sending a letter or email to the school office, or contacting a helpline such as Childline at 0800 1111.

How we will respond to bullying reports

We are committed to taking all reports of bullying seriously. In response, we will follow an established procedure (see the behaviour management policy appendix for reporting incidents) consistently, impartially, and promptly for addressing all allegations and incidents.

Throughout the investigation and resolution process, our staff will ensure the protection and support of all children and young people involved. We guarantee that everyone affected will have the opportunity to be heard, and we will swiftly take appropriate action to put an end to any bullying behaviour or threats of bullying.

If we are unable to stop the bullying behaviour after trying the range of interventions outlined above, we will consider a young person's continuing place on a particular programme, or even end their provision at Endeavour entirely.

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Young person friendly version

All the adults at Endeavour want to make sure that every learner is safe, healthy, and can achieve their best. We want everyone at Endeavour to be **kind**, be **curious** and be **inclusive**.

Bullying stops people feeling safe and we treat it seriously. It can be both physical (hitting people) or emotional (calling them names). It doesn't just happen between two people, it can happen when a group does something against one person. It doesn't just happen in person, it can be online too (this is sometimes called cyberbullying).

If you feel that you are being bullied, you can talk to any adult at Endeavour or tell a parent or carer to speak to us instead. You can also call Childline on 0800 1111.

Sometimes we will ask for your ideas on how to improve our anti-bullying policy. We will listen to all your ideas, and we will explain what we decide to do.

Our Code of Conduct

- 1) We treat each other with kindness, consideration and respect.
- 2) We will look after each other – and make sure no-one doesn't have friends.
- 3) We do not hurt each other, or try to hurt each other.
- 4) We do not scare, threaten or intimidate each other.
- 5) We will not use someone's race, gender, or sexuality to tease or upset them.
- 6) We cannot take photos or videos of each other, this is because mobile phones can be used in cyber-bullying, and we need to keep each other safe online.

What we will do about bullying

We will repair problems between people in a positive way and encourage everyone to work together if there is a problem with how others are treating you or anyone else.

If we see anyone not treat anyone positively, then we will tell staff who will do something about it.

- Staff could talk to them about how we treat each other, and how their behaviour is affecting others. We might not do this in front of everyone else, so you might not see it.
- Staff could take them away from the rest of the group.
- Staff could talk to them later find out if there are reasons for why they are acting in this way, and this could be in a meeting with their parents.
- Staff could bring people together to repair relationships. This might be later, when everyone has calmed down.

If bullying does not stop after we have tried all this, then we will take that young person away from the group permanently, and they may have to leave Endeavour.

I agree that this is how I want to be treated, and that I should treat everyone else the same.

Name:.....

Signed:.....

Date:.....